THE INFLUENCE OF LOW-COST BOARDING PRIMARY SCHOOLS ON
ACCESS AND RETENTION IN ARID AND SEMI ARID LANDS: A CASE OF
LOMELO DIVISION; TURKANA COUNTY-KENYA.

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NOVEMBER, 2014
DECLARATION

This research project is my original work and has not been presented for examination in any other institution of higher learning. No part of this work may be reproduced without prior permission of the author and/or Kenyatta University.

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To mum; JANE N. WERE.
ACKNOWLEDGEMENTS

Above all, I would like to acknowledge the almighty God for the strength and power to carry on, my supervisors Dr. George A. Onyango and Mrs. Lilian Boit for their continual support and guidance. My wife, Irene Odinga, my son, Jabali and daughter Glorisha, Professor Wawire Nelson, Dad- Alfred, my sisters; Lily, Sheila and Purity, my brothers; Brian and Bright for their continual sacrifice and support when I needed them most. My principal Mr. Daniel Namunwa and all the Kapedo Mixed Secondary School staff-Turkana County for their continual encouragement. Lastly, to my grandmother Herina Nawire whose spirit and enthusiasm for education continues to propel me.
This study examined the extent at which the introduction of low-cost boarding schools (initiated as one of the recommendations of the Sessional paper no.1 of 2005) has been effective in accelerating enrollment and retention rates in ASAL primary schools, since pupils in these schools are affected with unique problems such as, long distance to schools, insecurity, a nomadic lifestyle and high poverty levels. This study investigated issues and challenges facing these schools and the possible remedies. The study relied on the classical liberal theory which asserts that each person is born with a given amount of capacity, which to a large extent is inherited and cannot be changed and therefore the education system should remove barriers to create a neutral playground for all thus the reason behind the introduction of this schools. This research adopted a descriptive survey study design in Turkana County; Turkana East district Lomelo division drawing data from 5 primary schools and a total of 150 respondents who included 5 head teachers, 10 SMCs, 15 parents and a sample size of 120 pupils from a target population of 1200 pupils. The study used both probability and non-probability sampling techniques to arrive at the required samples, probability sampling for pupils while purposive sampling for school head teachers, SMC members and parents’. This was as a result of the bad terrain, lack of communication and the scattered nature of schools in this region. The data was collected both qualitatively and quantitatively using questionnaires, interviews and observations checklists. Qualitative data analyzed in form of, interview transcriptions and thematic analysis while quantitative data expressed in form of charts, graphs and tabulation using the Statistical Package for Social Sciences (SPSS-x). Descriptive statistics involved use of frequencies, means and percentages. Results were presented in tables, bar charts and pie charts. It was found out that there was a significant relationship between low cost boarding schools and access and retention. Secondly, it was also discovered that there was a remarkable increase in terms of enrollment since 2006-2012. It was further found out that this program though successful faces some challenges like inadequate resources, mismanagement and delay in funding by the government. The study made the following recommendations; need for a comprehensive review of the county/local government and the Education Act to give local authorities the mandate to accommodate low cost boarding schools in their planning. The program to be improved to cater for the over flowing number of pupils. Close monitoring to be done by the Ministry of Education. Heads and all involved in the management of these schools to go for managerial courses.
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### Abbreviations and Acronyms

<table>
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<th>Full Form</th>
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<tbody>
<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>UNDP</td>
<td>United Nations Development Program</td>
</tr>
<tr>
<td>ASAL</td>
<td>Arid and Semi-Arid Lands</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>MOES&amp;T</td>
<td>Ministry Of Education Science and Technology</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
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<tr>
<td>FPE</td>
<td>Free Primary Education</td>
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<tr>
<td>MOE</td>
<td>Ministry Of Education</td>
</tr>
<tr>
<td>ROK</td>
<td>Republic Of Kenya</td>
</tr>
<tr>
<td>FGM</td>
<td>Female Genital Mutilation</td>
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<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
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<tr>
<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
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<tr>
<td>GOK</td>
<td>Government of Kenya</td>
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<tr>
<td>SMC</td>
<td>School Management Committee</td>
</tr>
<tr>
<td>LCBS</td>
<td>Low-cost boarding school</td>
</tr>
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<td>TIQET</td>
<td>Totally Integrated Quality Education and Training</td>
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CHAPTER ONE

INTRODUCTION

1.1 Background of the Problem

At the Jomtien World Conference of Education For All (EFA) in 1990, most developing countries reaffirmed their commitment to providing to their school age children, universal access to the first cycle of education. Following this declaration enrolment expansion at the primary school level throughout the developing world increased. Unfortunately, the Jomtien conference paid little attention to the consequences of enrolment expansion at the primary school level in relation to the resources needed for schools (Wachiye and Nasongo, 2010). However, it was clear then that in many developing countries, primary school participation rates could not grow rapidly without changes in the structure and the nature of funding (Lewin and Caillods, 2001).

Education is a fundamental human right as well as a catalyst for economic growth and human development (Okumu, 2008). In its bid to promote economic growth and human development, the government of Kenya in 2002 implemented the free primary education (FPE) programme. The government since then has been committed to the FPE as reflected in the improved budgetary allocations to the education sector; for instance in 2012 education took 15.6% of the national budget allocations (KEBS, 2012).

The introduction of the FPE accompanied by the government's commitment including political leadership resulted into an increment in primary school enrollment from 5.8 million to 7.1 million children in January 2003 (Ministry of education statistical...
booklet, 2007). This however was not even throughout the country, some parts especially the ASALs still experienced a lower enrollment and retention rates (UNESCO, 2005) Though there has been progress in improving school participation; case studies still shows that families from marginalized areas e.g. the ASALs and the urban slums are still unable to take their children to school due to high poverty levels and backward cultural practices mostly experienced in ASALS (e.g. female genital mutilation (FGM), cattle rustling, early marriages), hostile environment (insecurity), hunger, nomadic lifestyle among others. It is against this backdrop that low-cost boarding primary schools were established (MOES&T, 2004:17).

1.1.1 The role of the Ministry of Education in improving access and retention

Access, can be regarded as the opportunity for a child to gain entry into an educational system whereas retention is the flow of pupils from one grade to the other without any incidence of dropping out (Weru, 2011).

All over the world, different governments have initiated policies to ensure that all children especially those from marginalized communities get basic education. For example, in the United States of America (USA) the government introduced cost sharing in education so as to assist in meeting the education cost incurred by the poor families living in the urban slums (Lunenburg, 2004). He further argues that there is a huge difference in income of families in urban areas where there's blooming businesses and jobs as compared to those families in rural or marginalized areas which cannot give education for their children or even support programs to enable the school ran e.g. school feeding programs.
Most African countries are engulfed in poverty. Poverty appears to influence the demand of schooling for children. As children grow older, the opportunity cost of education is even larger, hence increasing the pressure for children to work and earn income for the households as opposed to spending time in education (Hunt, 2008). Distance from school, poor quality of education, inadequate facilities, overcrowded classrooms, inappropriate language of instruction, teacher absenteeism are common causes for school dropout (Colclough and Tembon, 2000). Poverty also interacts with other points of social disadvantage, with the interaction of factors putting further pressure on vulnerable and marginalized children to dropout. Gendered social practices within households and communities influence differing patterns of access for girls and boys. In most context girls have less access and are more prone to dropping out, but increasingly, often in poor and urban environments the pressure seems to be on boys to withdraw, while social practices, school safety seems to be important for retaining girls at school; whereas availability of income generating opportunities and flexible seasonal schooling could promote retention for boys (Leach, 2003).

Most education systems worldwide have undergone tremendous reforms through policies and programs which in turn fuel the achievement of educational goals. Africa has not been left behind, African countries such as Ghana and Tanzania in their bound to achieve UPE have put various programs including; school feeding programs, abolishment of repetition, introduction of flexible schooling and boarding schools to ensure retention of pupils in primary schools and so on (UNESCO, 2011).
Education in the 21st century is expected to be focused for the purpose of MDGs and Vision 2030. This requires streamlining the education sector towards increased retention. For increased retention in any educational system there must be a great concern for the social life of the school-aged children who enroll in large numbers. Since these children are primarily engaged in learning experiences, it is important to consider the potential impact of their lifestyle on brain development. Inadequate nutrition, substance abuse, maternal depression, exposure to environmental toxins, trauma and quality daycare may negatively affect brain development in young children (Taylor, 2009).

Since the phenomenon of poverty is also a social and psychological condition; as the propriety of human existence, is measured by such standards of decent life practiced by a given society, the inability to abide by such standards causes distress, agony and self-mortification. Poverty means being excluded from whatever passes for a normal life. It means being `not up to the mark. This is a fall of self-esteem, shame or guilt which in turn result in to resentment and aggregation that spills out in form of violence acts, self-depreciation or both hence affecting the learning processes (Bauman, 1998). Its therefore a fact that households in the ASALs are poor (UNESCO, 2011) and that pupils from these communities continue to suffer.

In Kenya, the government has initiated many programs to ensure all children access basic education. It has gone further turning the acquisition of basic education compulsory and punishable under the law for those who against the policy. The basic education act,(2013), part IV (Free and Compulsory Education) sections 28 and 34 clearly stipulates that every child has a right to free basic compulsory education, and
no one should be denied admissions whatsoever. This shows that it is the government's mandate through the ministry of education to ensure that every child gets access to education.

The Kenyan government through the Sessional Paper No.1 of 2005 put up LCBS in the ASAL districts so as to save the pupils from long distances to school (putting in mind the nature of the terrain, the few schools and the scattered population), lack of food, trauma from cultural practices and family conflicts, initiation of girls and early marriages. This being an idea advanced by The Totally Integrated Quality Education and Training (TIQET) report of 1999, which insists that the low cost-boarding schools is the only way equity and access can be achieved in the education system, it argues that as much as there should be an increase in day schools in urban areas there is need to put up boarding schools in ASALs because of the poverty levels of this communities and their nomadic lifestyle, which cannot fully support learning in day schools. In this regard the government has introduced various initiatives to ensure that there’s retention and access in education ASALS which include, vulnerable children support grants, funding mobile schools, enactment on special education, provision of infrastructural funds and school feeding program.

It is in this line that this study gone further to find out the effectiveness of these schools in achieving access and retention in ASALs, which is the main drive behind high completion rates, thus achieving EFA by 2015.

The study has been fuelled by the fact that; lots of programs and policies have been injected into the education system but less has been done in terms of monitoring and evaluation.
1.1.2 Low cost boarding primary schools; objectives and structures

The Kenyan government turned the existing primary schools in ASALS into boarding as well as built new ones in specific districts. This saw the government providing free boarding facilities mainly food and shelter (free beds, mattresses, sheets, water, and lighting) and the parent only catering for the child’s personal effects e.g. soap, uniform, shoe polish and pocket money.

The main objectives for the introduction of LCBS are:

i) To provide the child with a conducive secure learning environment away from a home characterized by family conflicts and trauma, caused by a hostile environment, cattle rustling, movement from place to place, FGM and early marriages.

ii) To safeguard the child from backward cultural practices that inhibit learning e.g. cattle rustling and early marriages

iii) To give the child enough study time that he/she could not have got while at home since most families are illiterate and therefore don’t take education seriously

iv) To mitigate against the nomadic kind of life i.e. the movement of children from place to place which disrupts learning resulting in dropping out hence low retention rates.

v) To help the child develop holistically; the school environment will help the child grow in all domains.

vi) To create equity, by removing the challenges that this children face which are only unique to this geographical location, hence making education accessible in ASALS just like the way it is in the other parts of the country.
Several systems were put in place in order to ensure the success of this program. First the geographical targeting of schools; the only schools benefiting are from the ASALS, this was done intentionally since the level of access and retention differed from those in the other parts of the country. Financial allocation was another issue that the government had to look for money and even request donors like UNICEF to donate bed sheets, mosquito nets and mattresses. There was need to train school managers on the use of these funds and also the procurement procedures of buying the boarding facilities. There was need again to involve the community so as they can embrace the idea and own it, since the community itself is a major player when it comes to issues of security.

1.1.3 The status of primary school education in Lomelo division

Even after the introduction of the FPE schools in Lomelo division have not been able to attain 100% enrollment. Schools in this division are still struggling to increase enrollment and maintain pupils in schools, the harsh terrain combined with the infrastructural barriers (lack of good roads, lack of communication, inadequate boarding facilities) has made it difficult for pupils to access the FPE, putting in mind the prevalent social cultural challenges such as (cattle rustling, early marriages and nomadism. This region is prone to cattle rustling has made it very insecure thus resulting to temporal closure of some schools whenever they are attacked. There has been several occasion when the schools have been hit, which has resulted in the withdrawal of service by the teachers, well-wishers and even some NGO thus making the running of these schools challenging.
Lomelo division borders Pokot East explaining the reason why there is a lot of insecurity, since the two communities are in continual strife over livestock and grazing field. This makes Lomelo division to be unique compared to other divisions in Turkana County in terms of the challenges it faces thus justifying the reason behind this research.

1.2 Statement of the Problem

Retention and access in ASALS is one of the hurdles affecting the education system in Kenya, posing a major challenge in the achievement of EFA by 2015. The Kenyan government came up with a number of initiatives including provision of grants to support the most vulnerable children, funding mobile schools, enactment of special education policies, provision of infrastructural funds to schools, feeding programs and FPE.

Reports from the Ministry of Education showed that enrollment rates went up by 90% after the FPE policy was introduced in 2003 (MOEST, 2005). Though the government continues to quote these success figures, dropout rates in public primary schools increased, due to a number of factors, including, high poverty levels, child labor, impact of HIV/AIDS, natural calamities such as floods and droughts (Ayieke, 2005). Lack of a secure learning environment and socio-cultural activities such as cattle rustling, FGM, early marriages are also factors affecting the provision of FPE.

It is because of these challenges that the government decided to construct low-cost boarding schools in ASALS. Low-cost boarding has the potential to increase access and retention in ASAL primary schools; reduce dropout rates particularly in the upper
primary school grades and improve academic achievement of pupils. On the other hand it's important to note that Boarding schools play a vital role in retaining pupils, thus increasing access. Since the essence of boarding schools is to increase the contact hours and retain pupils who would have otherwise dropped because of long distance to school, poor transportation, insecurity, family trauma, and cultural practices. Boarding schools give equal opportunities to learners by giving a positive and supportive environment to learners. It is a fact that the ASALs mostly inhabited by pastoralists are historically characterized by high drop-out rates and therefore the government constructed 160 low-cost boarding schools spread out in 12 ASAL districts to enhance retention amongst nomadic communities." (MOES&T, 2004:17)

Most studies, including UNESCO (2010) The various educational reports, e.g. (The KESSUP report,2005) and other educational books have mostly dwelt on various ways of improving retention and access but they have not gone further and looked at its effectiveness. Both UNESCO (2010) and Tooley (2000) look at policies to curb low Retention but they don't go further to evaluate these policies.

It is in this line that this study evaluated if the LCBS have been successful and if not what are some of the measures to be put in place to curb the underlining challenges specifically in Lomelo-Division Turkana County-Kenya.

1.3 Purpose of the Study

The purpose of this study was to find out the extent in which the low-cost boarding primary schools have increased retention and enrollment in ASALS.
1.4 Objectives of the Study

i) To determine the extent to which Low-Cost Boarding Schools have improved retention.

ii) To find out the enrollment status of this schools before and after the introduction of this schools. (2002-2005, 2006-2012)

iii) To explore the issues and challenges facing low cost boarding primary schools.

1.5 Research Questions

This study was guided by the following research questions

i. What is the extent to which Low-Cost Boarding Schools have improved retention in Lomelo division?

ii. What is the enrollment status of schools before and after the introduction of Low Cost boarding schools? (2002-2005, 2006-2012)?

iii. What are the issues and challenges facing low cost boarding primary schools?

1.6 Research Assumptions

The study was based on the following assumptions;

i) That the respondents will give the required information honestly and based on the best of their knowledge.

ii) That all primary schools in arid areas are beneficiaries of this program and that the program was implemented at the same time in all this schools.
1.7 Limitations of the Study

i) Inadequate time, for research making the study not capture all the required information in details

ii) Inadequate finances to move in the whole county and therefore research done in only one district.

1.8 Delimitations

i) The scope of this study was limited to a specific division due to infrastructural barriers in the region i.e. poor transportation and communication.

ii) The research was confined in one division due to the existing insecurity brought about by cattle rustling.

1.9 Significance of the Study

Findings of this study may be significant to the government of Kenya, development partners, donors and public primary school managers and various communities from the ASALS in the following ways;

i) To the government, the study may provide data on the development of this program, and its implications on access and retention. Such data could be used to improve the program implementation thereby meeting the intended objectives cost-effectively.

ii) The study may serve as a form of monitoring and evaluation tool for development partners, notably world vision and UNICEF; hence they will be able to advice the organization on future policy directions to improve operational efficiency.
iii) Primary school managers (SMCs and the head teachers) and the ASAL communities; the study may be useful in that the findings could be used as an appraisal of the strategies they employ in management of the program. By making relevant recommendations, the study could enable school managers and head teachers to take the necessary measures to improve the operational efficiency of the program.

iv) The overall benefit of an improved boarding system is to the community; who will gain from the benefits accruing from investing in human capital. Community members may also learn from the study findings the important role they play in promoting the sustainability of the low cost boarding school program.

v) The study may also add to the body of knowledge concerning the impacts of the program on access and retention. This study has also led to identification of other research areas that may be tackled by future researchers.

This study wishes investigate whether the LCBS has been a success and if not advice the stake holders on ways in which this program can be made better to benefit the intended communities. This study will be used by policy makers in the education sector to find out a way of correcting the flaws in the implementation of the program. The study wishes to assist the resource allocators so as to know how to distribute resources to make this program a success. Lastly this research will form part of literature for the researchers in this field.
1.10 Theoretical Framework.

This research heavily relied on the classical liberal theory of equal opportunities which states that; each person is born with a given amount of capacity which to, a large extent, is inherited and cannot be substantially changed. Hence, educational systems should be designed so as to remove barriers of any nature (socio-economic, gender, geographical) that present bright pupils from lower economic backgrounds from taking advantage of inborn talents; which accelerate them to socio promotion. The theory sees education as an a great equalizer and that going through education at primary and secondary level whose access is determined at the basis of individual merit and not on socio backgrounds is what ought to happen to every individual who has the capability to learn. The theory argues that every individual should be given through education, the social status to which he/she entitles to inherited aptitude. This theory observes that provision of formal equity of access to education by putting everybody in the same platform guarantees that the ensuring run is just one.

By making primary school free and available to all children regardless of their social classes, the Kenyan Government hoped that the handicaps inherited in being poor are removed. This theory believes that social mobility will only be promoted by equal opportunity of education. The theory rooted to writers such as Rousseau (1712-1778) who claimed that "natural", statesmen were born equal and personal qualities should not jeopardize social equity so long as society rewards people according to their status. Thus, the writer of the American declaration of independence claimed that all people are created equal i.e. born with the same morals and political rights. It follows from the believe that social institutions such as education should in some sense
attempt to treat people equally and even the American educator Horace Mann (1796-1889) could call education the great equalizer.

Evidence in favor of this is mainly in the form of case studies. There are many examples of people from poor families who have taken advantage of education opportunities and proceeded to obtain better job and higher income than they would have otherwise done. If the state did not provide education without charge, these individuals would have been denied opportunity for advancement. There is widespread belief that by removing economic barriers and making more places available in schools, ideal conditions could be created to implement the vision of equal opportunities for everyone to access the amount and the kind of education that suits everyone's inherited capacity. In the past, a great deal of weight has been attached to education as a vehicle of equalization and it has generally been assumed that increased public spending on education, which contributes to this end reduced dropout, repetition and absenteeism of poor children. In developing countries where inequalities of educational provisions are severe, it may be desirable on equity and efficiency grounds, to pursue the goal of equal distribution of educational opportunities. Inequality of participation means that the benefits of education are disproportionately enjoyed by the upper income families whose children are far more likely to complete the primary and secondary cycle or enroll in higher education. Increased drop-outs, absenteeism and repetition occasioned by financial inability of poor families to sustain their children in schools undoubtedly affect the internal efficiency of public schools.
In Kenya the Government made primary education free and highly subsidized secondary education in a bid to enhance access to education. However, with the introduction of cost-sharing in education against the background of high poverty levels in the country, many parents may not be able to enroll and sustain their children in primary given the rising hidden and actual cost of education. Therefore the equity consideration; it practically becomes impossible to ignore the fact that an equal participation in education will in the long run worsen the status of the poor and the vulnerable groups (Orodho 2008).

Therefore, this theory is relevant to this proposed study because the introduction of cost-sharing was unjust to parents in ASALs and therefore the government saw it better to introduce low-cost boarding in ASALs in order to provide equal opportunities and a fair ground for all children in Kenya to acquire access and compete equally for the few resources. By doing so, the children of the poor in ASAL areas specifically those from the nomadic families, who are born with some capacity inside will be able to go to school live there and avoid the social-cultural distracters hence, realize their talents and achieve their goals which in turn will see them rising through the ladder of social mobility just like any other child elsewhere in the country.
1.11 Conceptual framework

Figure 1.1: Showing the relationship between low cost boarding schools, access and retention

Dependent variables Educational Outcomes

**Independent variable**

**Low cost boarding schools**
- geographical targeting
- financial allocation
- procurement of boarding facilities
- community involvement and ownership
- program monitoring and evaluation

**Access indicators**
- high net enrollment rate
- gender parity
- increased participation of vulnerable group
- overcrowded classrooms
- high admission figures

**Retention indicators**
- high completion rates
- increased attendance
- reduced dropout rate
- improved progression

**Source: Researcher.**

The above conceptual framework shows how the LCBS (which is the independent variable) is responsible for the attainment of retention and access in these schools i.e. by students in ASALS being hosted in schools they will be able to get a conducive environment for their study get a good diet and therefore be able to concentrate on learning thus resulting to more students coming to school because they would like to
avoid the hunger, insecurity and backward cultural practices. The above model shows that there’s a positive relationship between students being in school and the educational outcomes. LCBS does away with the challenges that come with day schooling. The pupils will be able to get the required resources, a good environment and avoid the long distance to school, avoid the domestic chores especially for girls, it will also ensure that students are well fed and therefore making them feel comfortable and once they are secure they can’t leave school, because they will be secure, get food and shelter which they could have otherwise not gotten at home. Thus this acts as the driving force behind their coming to school and by doing so there is increased enrollment, high completion rates increased attendance, reduced dropout rates and improved progression all these being indicators of retention and access. When there’s access and retention in schools then it will result in positive outcomes such as high retention rates, improved security, improved examination outcomes etc., which will then have an impact on both the education system and the society at large which are the main causes for positive educational outcomes.

Therefore from the above model it is clear that low cost boarding schools have the capacity of improving retaining students in the school and hence increasing even the access. It is because of this program that pupils will be able to be attracted to school and also be able to be retained.
1.12 Operational Definition of Terms

Access; can be regarded as the opportunity for a child to gain entry into an educational system ASAL; in this study has been used to refer to arid lands and specifically in this study its Lomelo division.

Educational programme; refers to an initiative either by the government, NGOs or any other stakeholder that aims at improving the education system.

Effectiveness; in this study has been used to refer to extent to which low cost boarding program has attained retention in primary schools in ASALs.

Low-Cost Boarding Schools; has been used to refer to a program, initiated by the Sessional Paper no.1 of 2005 in which the government caters for part of the boarding so as to negotiate against the effects of poverty, long distance to school, insecurity and pastoralists, which was introduced in 2005 in ASAL primary schools only.

Reforms; in this study refer to educational changes and the changes in people’s perceptions and attitudes.

Retention; refers to the flow of pupils from one grade to the other without any incidence of dropping out. i.e. the ability of the system (educational) to retain the pupils enrolled at the beginning of each year that is the enrollment at the beginning of the year should be equal to the pupil population at the end of that year in every class i.e. 100% retention.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

MOE, Draft Education Policy(2012), puts it clear that the low levels of primary participation in ASALs can only be reduced by strengthening the Low-Cost Boarding which will hold pupils in school, thus mitigating the challenges this pupils face while at home.

Both the TIQET report of 1999 and the Sessional Paper No.1 of 2005 agree that one of the most effective way to increase retention rates in ASALs is by establishing the low cost boarding schools, they advocate for construction of this schools so as to make sure that those from vulnerable and pastoral family can have the capability of staying in school and having a humble time from external disturbances that affect the learning process. The TIQET report further argues that even though more day schools are supposed to be established in the highly populated urban areas it is difficult for the same to be applied in the ASALs because of the nature of their lives.

The KESSP report rejoins this by insisting that promotion of education in ASALs will highly depend on the nature of the learning programs put in place by the school and that pupils from the ASALs should be given a conducive environment to learn which can only be achieved through the building of boarding schools. The Sessional paper no.1 of 2005, argues that for equity, access, retention and quality to be achieved then boarding schools in the arid areas should be a priority.

Therefore, introduction of Low-Cost Boarding Primary which was put in place to mitigate against the effects of poverty, long distances to school, insecurity and
pastoralism is step in the right direction since most schools in the ASALs are faced with the above e mentioned and there it is the work of the government through such policies to streamline the education system so as to give equal chances to all.

2.2 Determinants of Access and Retention

There are various determinants of access and retention apart from low cost school program. For an education system to be said it has attained the right levels of access and retention will depend on a number of this things including the nature of the school infrastructure, the nature of the school surrounding environment, the levels of education of the community, the socio-economic activity of the community among others. Kenya is prone to disasters, especially in the arid and semi-arid land areas. Drought is the most prevalent natural hazard in Kenya, which affects up to 70% of the country. Over the past two decades, over 3.5 million people per year have been affected by erratic rainfall and cyclical drought, and depended on food aid. Consequently, the resilience and coping mechanisms of households are regularly tested by stress caused by erratic climatic conditions, economic distress, the erosion of household assets and increased deaths due to HIV/AIDS. (UNDP-Kenya Annual Report, 2009).

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% being retained in schools. One of the main factors that can explain these low levels of retention in primary education in the County is the inability of schools to contain
these pupils away from the harsh climatic conditions, tough environment and the nomadic life style of the people.

Another factor is the high poverty index level that is noted in the urban as well as rural areas of the County, inadequacy of resources, results in frequent conflicts between the Turkana pastoralists and their neighbors both in and outside Kenya which causes insecurity and loss of lives thus affecting families and the education of their children. It is against this background that retention in primary level in Turkana County is faced by so many challenges which if not addressed, will perpetuate the inequity being seen in the general development in the County as compared to other Counties of Kenya in terms of human resource development as well as economic well-being of the Turkana population.

Education is the major source of upward mobility, especially in developing countries and a principal instrument in fostering democracy, equality and justice. Therefore, equal and equitable educational opportunities are essential as an answer to socioeconomic and political marginalization of different social groups in developing economies (Tahir, 2006).

The School Feeding program, which has been running for more than two decades now, has not helped to reverse the negative education indicators. Document analysis done reveals existence of disparities even within the different areas of the County thereby creating inequity within an already marginalized unequal region of Kenya. There has been strong correlation between the introduction of FPE (Free Primary Education) policy in 2003 and increase in retention rates across the country;
especially in the so called former white highlands (Oketch, 2008). This has not been the case with Turkana County.

Hence for an education system to be said it has the right numbers and its population is well catered for in terms of education then all these determinants must come into play.

2.3 Reasons behind the Low-Cost Boarding Primary Schools

There are so many reasons that necessitated the introduction of LCBSs in the Kenyan Education system ranging from international goals of education to local problems such as those affecting the communities in the marginalized areas e.g. poverty, insecurity and a nomadic lifestyle. The Kenyan government in its bid to address equity access and quality in its education system and the pressure to attain the MDGs and VISION 2030 are some of the major reasons behind the rolling of this program in the education system.

Tiangson, (2005) argues that educational policies in many developing countries have been redirected at rapidly expanding the supply of education and improving its quality therefore, low-cost boarding school program serves the purposes of improving educational access to pupils from the marginalized communities.

Secondly, giving all children the opportunity to enjoy an equal education, determined not by the wealth of their families but the resources of their communities is, a friendly deal, and sharing a public commitment in achieving greater equity is the only reason for public schools to enlist (Tooley, 2000). Oduaran (2006) in his discussion about widening access to as a social justice tends to be in consensus with the latter, he
argues that widening access to education is understood as a social justice, meaning that giving them equal opportunities to learn is like ensuring fair distribution of resources. i.e. education equally granted making the disadvantage persons to benefit is what is required by any given state or country.

Hence, any education system in any country to be effective it must make sure that it enhance sit retention through equitable treatment of all pupils. This is the prime function of any government if it is to achieve it developmental goals.

UNESCO(2010) gives very specific reasons as to why this program was implemented, in its report it argues that most families from the ASALs live below the poverty line, schools are very far from their homesteads, there is a lot of insecurity emanating from cattle rustling and their hostile kind of life. The lack of water in most areas which makes most of the pupils to waste a lot of time going to fetch water very instead of being in their studies. These among others are the reasons as to why this area must have boarding schools if retention is to be achieved. Govinda, (2011) in his bid to explain the low retention rates in India highlights a number of reasons that make pupils to drop out of school and these includes; inability of the parents to bear with other expenses such as the boarding expenses catering of food at home the long distances to school the stability of the family and so on. All this are issue that can be avoided if the government facilitate boarding schools so as to avoid the many stress the child gets while at home.

EFA by 2015, economic growth and national development is another major reason as to why this program was started. Ojiambo (2009) suggests that its only through the achievement of EFA that a country’s economy can develop and uplift other sectors
and therefore this justifies the reason behind these reforms in the educational sector since education is a vital tool in the developmental process of any nation a sentiment which is equally shared by (Eshiwani, 1993). It therefore goes without saying that the Kenyan government if it has to achieve this goals and EFA by 2015 then it should provide education to pupils in the ASALs equally to those in the other regions. Since the building of the economy and the achievement of national goals is a collective responsibility rather than of specific regions. It is there in order for the government to avail this kind of program to the marginalized communities since they take part in national development.

Poverty and other socio-economic factors are the reasons behind the establishment of this program. According to Bauman (1998), socio-economic diversity among the school aged population affects the overall performance of students; lives as well as their educational outcomes. The phenomenon of poverty is to an extent a social and psychological condition and whenever these children go to school every morning they are aware that the only place they will get their meal is through the lunch meal given in schools. When they return home in the evening they don't get food at all, this impacts negatively on their development and even to an extend their perception of what is the role of parents in their lives. The failure of parents to give the children their basic requirements e.g. food is an issue that makes boarding schools especially in this areas to very necessary. In conclusion, poverty and the other socio-economic factors affect the daily development of the child which in turn affects him or her negatively in academics. Through the years there has been a disparity in education participation between schools in arid areas and those from the other parts of the country. These disparities have resulted in many challenges ranging from cultural to
socio-econmic. Low cost -boarding is a program in which the Government caters for part of the boarding so as to negotiate against the effects of poverty, long distance to school, insecurity and the effects of pastoralism.

UNESCO (2010) argues that in these areas there is low retention and to an extent it sees the education system being biased in its achievement of access and equity, which are the main reasons behind education participation in Kenya. It attributes all these to the inequity in the distribution of resources and lack of adequate strategies to curb this difference between education in more socio-economic stable areas and the ASALs.

The Sessional paper no.1 of 2005, notes that most of the parents in Arid areas are unable to send children to school because of low income and lack of an economic activity .Therefore, the only way to increase Retention and access in these areas is to build the low-cost-boarding Primary schools so as they can act as a measure of curbing long-distances to schools, pastoralism, Household workloads, trauma from the family, insecurity, and so on. The establishment of these schools will make the children stay in schools and have a conducive environment to do their homework, read and take their personal studies .The paper further argues that the ASALs have low Retention rates and that each year the number of students enrolled in each class is not equal to those who finish at the end of the year.

Most families in arid areas are homeless and orphans and therefore they have nobody to take care and this according to (Taylor, 2009) will result in high levels of absenteeism and tardiness due to constant movements often without dependable transportation.
It is because of these that the Government of Kenya through the Sessional paper no.1 of 2005 decided to implement this program. Many of these programs have initiated in the education system, but are they achieving the intended goals.

Therefore it comes out clearly that there are specific reasons as to why this program was put in place and in general it was to allow children from the ASALs to be able not just to enroll but to ensure that these students are retained until they finish their course. This is because through the system, the children are able to stay in school and get an education without any disturbance from the outside environment. Having mentioned earlier that this areas are mostly affected by insecurity then it goes without saying that when children are in school they will be able to get much than spending at home and coming to school daily.

This in itself is a step towards retention in this areas in that pupils are in school throughout then they will get quality education since it will be easier for them to read on their own and get time for consultation with their teachers, leading to improvements in their grades, hence desire to continue being together with their teachers in this safe environment that enhances learning.

Lastly it is important to note that UPE has increased the enrollment of pupils even in ASALs but it is not easy to maintain them the same way it is easy to maintain in other areas which are not pastoralists and it is at this point that the issue of boarding at a subsidized fee comes in handy.
2.4 Low-Cost Boarding schools and retention in ASALs

There is a clear relationship between learning and the environment. An environment that is hostile to the child cannot support productive learning. Equally retention can only be achieved if there is a clear program to hold the many children enrolled in primary schools. A conducive environment is that which will give the learner a chance to explore freely, learn without interruptions, get good health care, nutrition, get the required basic needs and all the support is it from parents, the community and even teachers. This will uplift the child's learning desires. The environment should give a humble time to learners and especially in ASALs where life is not child friendly.

Up to 2005 ASALs have been recording a low retention rate. Despite other government interventions like feeding programs (KESSP, 2005). The Sessional paper of no. 1 of 2005 argues that though the government facilitates UPE and would also like to achieve EFA by 2015. There is a great need to improve retention rates in this regions, which school-aged children are still held at homes possessing a great danger to the country in terms of access to education (Republic of Kenya, 2006) the report further insists that if the MDGs goal no.2 (achieving Universal Primary Education) then the starting of Low-cost boarding in ASALs is a move towards the right direction since it will increase retention in this regions.

Therefore whenever children stay in school they will be given quality services making them to be psychologically free from the disturbances that affect their brain development, unlike being day scholars, pupils because of their different background they give out their maximum output in terms of academic performance and hence being in a boarding school will facilitate all this, it will assist children to get the
required nutrition, the required facilities, the required ample time to study. Fass, (2006) notes that most of these pupils are poor and though poverty can be defined narrowly on income and money but also good food, appropriate clothing, safe and decent clothing, safe and decent shelter, opportunities to learn, reduced family stress and conflict, a decent neighborhood, healthcare, health supplies and safety devices, health recreation, transportation, communication and economic opportunity are essential resources that depend on income. Having mentioned all the above as part of a decent life that pupils should have to be comfortable in school it comes without saying that all this cannot be achieved unless the child is separated from the family and brought in the school since we know that the harsh and hostile environment cannot be fought by one individual family but the society as a whole. this is difficult because every society has got its own conflicts which cannot be easily washed away and therefore the best remedy is for the students to be in school so as to be detached from these challenges.

2.5 Low cost boarding and access in ASALS

Muchocho, (2011) notes that students will always like being in school as long as their basic needs are taken care of, in his argument over the role of the school feeding program in enhancing access he puts it clear that some of these children fail to come to school because of hunger and therefore the introduction of food in school will pull this children towards school.

Seemingly the low cost program which provides free boarding and free food will encourage children to come to school. The ASAL environment at home is not that favorable to these children and therefore school is the only place they can be able to grow freely and expose their talents and be mentored at the same time. This argument
emanates from the fact that this kind of environment does not give room for progressive growth; sometimes at home children go without food, sometimes there’s exchange of firearms, sometimes they are forced to move from place to place in such of water and green pastures, and even some of the younger boys as early as 10 years are forced to go and raid. on the other hand girls are forced into early marriages hence diminishing their future dreams, this among others will make children to run away from home and join boarding schools, in fact there has been cases of young girls running away from home because of FGM and forced marriages to join boarding schools where the parents and their suitors will not get them. This clearly indicates that most parents from these areas don’t take education seriously and therefore they will go an extra mile in selling their girls for livestock and forcing the boys to go and raid in order to get wealth.

Children are also disorientated by the movements which in most cases denies them the chance to be in school continuously so as to be at pace with the other children in the other parts of the country. Hence, it goes with saying that these children will always wish to be in school where they are provided for and cared for unlike home where there is no food, no shelter and always insecure.

2.6 Conclusion
From the above literature, there is evidence that there exist disparities in terms of retention between schools in ASALs and others from the other parts of the country. It is also evidenced from this chapter that the Low-Cost Boarding programme was only established in the ASALs so as to mitigate against the harsh and hostile environments discussed above and there it is expected to benefit only those from this regions and no other pupil from outside this region.
2.7 Existing Gaps

It is quite clear from the above reviewed literature that none has been able to track the development of the Low Cost Boarding programme since its inception until now. The programme which is almost ten years old established in ASALs only was to curb the very many challenges that were brought up by the many disparities that exist between the ASALs and other regions of the country. Though the program was well intended there has been cries that the program has been full of corruption, lack of accountability, poor management of the funds by the SMCs and the head teachers, unwillingness of the parents to send their children to school due to cultural practices e.g. FGM and cattle rustling, poor infrastructure i.e. movement and communication. That whenever pupils close school some of them are unable to reach home and they are in turn taken by elderly men and women, even schools on the other hand they might face challenges of supplying goods e.g. foodstuffs due to the poor form of roads and so on thus affecting the flow of the program and lastly inadequate resources, in some schools e.g. some don’t have enough dorms, classrooms, toilets,fields and even teachers, which leads to congestion resulting to internal inefficiencies and even some schools do not have enough teachers making it difficult for students to get the right guidance.

There has been an outcry that many parents from the other parts of the country are taking advantage of this program and therefore sending their children to this regions, something which has never been looked into and that is why this study will want to find if really those benefitting are from the region and not from elsewhere in the country. These are the existing gaps that this study wishes to provide literature on.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

This study employed a descriptive survey research design. Descriptive survey research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Kumar, 2005). The survey method was used, which helps gather data at a particular point in time with the intention of describing the nature of existing conditions and standards against which existing conditions can be compared and determined in relations to the existing events. Mugenda and Mugenda (1999) on the other hand give the purpose of descriptive research as determining and reporting the way things are. The study fitted within the provisions of descriptive survey research design because the researcher collected data and reported the way things were without manipulating any variables. The survey design was also used because the population size was large and there was need to study a fairly large sample drawn from the target population.

According to Orodho (2005), descriptive Survey research designs are used in preliminary and explanatory studies to allow research to gather information, summarize and interpret for the purpose of clarification. It was therefore suitable for this study. According to Koul, (1984), a descriptive study does not involve manipulation of variables hence suitable for this study since no variable was manipulated. This research design was preferred over other designs because of its rapid data collection and ability to help understand populations from a part of it.
3.2 Location of the Study

This study was done in Lomelo division-Turkana East District, Turkana County: Republic of Kenya. This is because the area for a long period of time has experienced challenges which have made it difficult for education to infiltrate into the community. Issues of cattle rustling, insecurity, poor infrastructure, inadequate food and lack of water are among the so many reasons as to why this program was initiated and there this study was particularly interested in this region because it is one of the areas that had earlier on been affected so much by the day schooling system because of the scattered schools and the long distances to school coupled by the inability of parents to raise the basic needs to the child like food clothing and shelter.

3.3 Target Population

The target population for this study was students, teachers, head teachers, ministry officials, SMCs and parents in Lomelo Division. This schools included Kapedo mixed boarding primary school, Lomelo mixed boarding primary school, Kapedo girls boarding primary school, Silale boarding primary school, Lopalal primary school with a population of 1200 pupils, 5 head teachers, 52 SMC members, 500 parents and one ministry officer probably the DEO

3.4 Sampling Designs

3.4.1 Sampling of Schools

Lomelo division has only 5 schools spread out in the whole district, therefore purposive sampling was used whereby the researcher intentionally used data from all the schools. This is because the schools are few in this division.
3.4.2 Sampling of the Respondents

3.4.2.1 Sampling of Pupils

Kombo and Tromp (2006) assert that with relatively small, clearly defined population, a sample size of at least 10% of the target population would be representative. Therefore a sample size of 120 pupils from class 7&8 was sampled from all the 5 purposively sampled schools. The 120 pupils have been selected using the proportionate stratified sampling, as shown below. All head teachers were included in this research.

Population (N) = 1200 pupils
Sample Size (n) = 120 pupils

Table 3.1: Showing how the elements in each stratum will be arrived at

<table>
<thead>
<tr>
<th>Population</th>
<th>Proportion of the strata in the study population (n/N)</th>
<th>No of elements in each stratum (n x proportionate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOYS</td>
<td>700</td>
<td>.6</td>
</tr>
<tr>
<td>GIRLS</td>
<td>500</td>
<td>.4</td>
</tr>
<tr>
<td>N=1200</td>
<td>Prop = 1</td>
<td>n= 120</td>
</tr>
</tbody>
</table>

From each stratum, the pupils have been selected using simple random sampling (using a table of random numbers).

3.4.2.2 Sampling of Head Teachers, SMC Members and Parents

Convenient sampling was used to select 10 SMC members and 15 parents from all the schools. Purposive sampling has been used for the head teachers, parents and ministry officials and SMCs. In total the study has involved 150 respondents.
3.5 Research Instruments

The study utilized three data collection instruments which are questionnaires, interview schedules and observation schedules.

3.5.1 Questionnaires

The researcher developed two questionnaires, for head teachers and standard 8 and 7 pupils. The head teachers’ and students’ questionnaires which contains both open and closed ended questions.

3.5.2 Interview Schedule

Data from the district education officers, SMCs, and parents was collected using phenomenological face to face interview. The interview created a context where the participant spoke freely and openly by utilizing communication techniques such as clarification, paraphrasing, and summarizing, probing and minimal verbal as well as non-verbal responses. The interview was conducted until data was saturated as determined by the interview schedule.

3.5.3 Observation Schedule

An observation schedule was used to gather data on the status of the boarding facilities, the population of the school, availability of the human resources. The observation schedule was in form of a table, after which general comments were given.
3.6.  Validity, Reliability and Piloting of the Instruments

3.6.1  Validity of the Instrument

To validate the research instrument the questionnaires were tested in two pilots schools. Content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain or content of a particular consent. To assess content validity my supervisor who is an expert and professional guided me appropriately. The pilot study helped in identifying the problems that respondents encounter in the process of answering the questions. From the piloted questionnaires ambiguous items were modified.

3. 6.2  Reliability of the Research Instrument

Before the actual data collection the researcher tested the reliability of the instrument using Spearman Brown prophesy formula of split half technique which was used to estimate the degree to which the same results can be obtained within a repeated measure of the same concept. It involved splitting the pilot questionnaire into halves and finding the extent of correspondence or reliability between the halves. Gay (1992) states that a correlation coefficient of at least 0.7 and above for the two halves is considered high enough to judge the reliability of the instrument.

3.6.3  Piloting of the Research Instruments

According to Galloway (1997), it is recommended that researchers pilot 5-10% of the final sample. A pilot study is important as it enables the researcher to gather information that aids in improving reliability and validity of a research instrument. Pilot study also allows researchers to familiarize themselves with data collection procedures. Piloting also enables the researcher to test the reliability of the instrument
and to identify any items in the questionnaire that are ambiguous or unclear to the respondents and change them effectively. This was done in two schools that were not included in the study using 20 students 2 teachers and 1 head teachers from two schools in the same county.

3.7 Procedure for Data Collection

The researcher obtained an introduction letter from Kenyatta University and a research permit from the Ministry of Education. The permit was presented to the county Education Officer to be allowed to conduct the study. After this, the researcher went further and booked appointments with the respondents to visit and administer the questionnaires. The researcher was personally administering the instruments to all the respondents who were given 3 days to complete all the items adequately, after which the researcher collected the filled-in questionnaires. For the interview guide, the researcher conducted an oral interview with the respondents. The data for this study was collected within a period of 1 month.

3.8 Data Analysis and Presentation

This research yielded data that required both qualitative and quantitative analysis. Quantitative analysis entailed analysing numbers about a situation by choosing specific aspects of that situation (Creswell, 2009). Descriptive statistics was used to analyse the quantitative data obtained. Statistics used included frequency counts, means and percentages. Quantitative data analysis required the use of Statistical Package for Social Sciences (SPSS). Martin and Acuna (2002) observes, SPSS is able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient. On the other hand,
qualitative analysis entailed analysing in words and pictures by collecting data, recording peoples’ experiences not selecting any pre-chosen aspect. The qualitative data obtained in this study was analysed by organizing them into similar themes and tallying the number of similar responses. The results of this data analysis have been presented using frequency distribution tables, bar graphs and pie charts.

3.9 Ethical Considerations

During the study the researcher focused on some ethical issues during the data collection phase. The ethical issues that were considered in this study included confidentiality and privacy of the information collected and anonymity of the questionnaires.
CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter has presented the results and findings obtained from field responses and data, broken into two parts. The first section deals with the background information of the respondents, while the other five sections present findings of the analysis, based on the objectives of the study where descriptive statistics have been employed in this analysis. The main theme of the study was to find out the extent in which the introduction of low-cost primary schools has increased retention and enrollment levels in ASALS. The study was guided by the following objectives;

i. To determine the extent to which Low-Cost Boarding Schools have improved retention.

ii. To find out the enrollment status of this schools before and after the introduction of this schools.(2002-2005,2006-2012)

iii. To explore the issues and challenges facing low cost boarding primary

4.2 Background Information of the Respondents

Before embarking on the main objectives of the study, it was important to find out the background information of the respondents. This was ascertained by looking at the gender of the respondents, age and education level. Background information was important as it lays a basic foundation on which interpretation of the study are based. Furthermore, background information of the respondents enables both the researcher and the readers to have confidence in the study.
4.2.1 Gender of Respondents

The researcher sought to inquire about the gender of the respondents in order to represent views of all gender during the study. The table below gives the results.

<table>
<thead>
<tr>
<th>Response</th>
<th>Head teachers</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>100.0</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The Table 4.1 above indicates that 5 (100.0%) of the respondents were male teachers and there were no female head teachers. With regard to pupils, 40.8% of the pupils were girls while 59.2% were boys. These results shows that all Headteachers were males while majority of the pupils females. Gender disparities in education are associated with the apparent discrimination and cultural factors on opportunity cost of educating a daughter compared to a son. Most households prefer to take the male child to public day secondary schools compared to the female child. Achoka (2003) Mwiria (1985) argues that from a cultural perspective, the expected future returns from educating female children are less for boys, as it is perceived that female children will be married and therefore, join the marital household.

4.2.2 Level of Education of Head teachers

The level of education determines the level of conceptualization of key issues of total rewards on employee commitment in institutions. The level of education was categorized as Masters, 1st Degree, Higher National Diploma, Diploma, Certificate and A-level. All the Head teachers 100.0% (5) had pursued diploma.
4.2.3 Occupation of the Father

Pupils were asked about the occupation of their fathers, results are shown in the table below;

**Table.4.2: Showing the Occupation of the Father**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weaving</td>
<td>35</td>
<td>29.2</td>
</tr>
<tr>
<td>Not employed</td>
<td>44</td>
<td>36.7</td>
</tr>
<tr>
<td>Livestock</td>
<td>5</td>
<td>4.2</td>
</tr>
<tr>
<td>Pastoralist</td>
<td>35</td>
<td>29.2</td>
</tr>
<tr>
<td>Farmer</td>
<td>1</td>
<td>.8</td>
</tr>
</tbody>
</table>

**Total** 120 100.0

Table 4.2 shows that, 29.2% of the pupil respondents said that the father was involved in weaving, 36.7% said they were unemployed, 36.7% said livestock keeping, 29.2% said pastoralist, while 0.8% were farmers. From the results most of the parents in Lomelo division were unemployed, thus being a problem to let the children go to school.

4.2.4 Highest Level of Education of a Parent

**Table.4.3: Showing the Levels of Education of the Parents**

<table>
<thead>
<tr>
<th>Education Level</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>No school attended</td>
<td>119</td>
<td>99.2</td>
</tr>
</tbody>
</table>

**Total** 120 100.0
The table 4.3 shows that, 0.8% of the pupil respondents said that their parents reached at primary education, while 99.2% said no school attended. Parents who send their children to schools with characteristics associated with high achievement may themselves be more supportive or intelligent (Jencks, 1972; Smith, 1972). Because parents and their children share genes for intelligence, an observed association between school environment and child achievement may occur because the school variable is correlated with parental IQ. Plomin, Loehlin, and DeFries (1985) referred to this type of indirect association as "genetic mediation" of the environment. The question of causality has been particularly important in the debate over the influence of private schools (Coleman & Hoffer, 1987; Hoffer, Greeley, & Coleman, 1985). Higher achievement scores of Catholic school students may result from more emphasis on academic subjects, more homework, or smaller schools, reasons that would reflect a causal effect of the school environment (Coleman & Hoffer, 1987). However, children in Catholic school also may come from a selected population of more intelligent parents. Parents willing to spend

4.2.5 Age of Pupils

The study also found it necessary to determine the age distribution of the respondents. The chart below shows age of the pupils of Lomelo division.
According to fig. 4.1 92.5% of the pupils were between 10-15 years while 7.5% were between 16-20 years old. Results reveal that most of the pupils in these primary schools of Lomelo division are between ages of 10-15 years.

4.3 Socio-Cultural Factors Affecting Access and Retention of Pupils

4.3.1 Number of Boys Who Completed Primary Schooling

The study sought to find out from the pupils number of their brothers that had completed primary schools, the results is shown in figure 4.2

Figure 4.2: Showing the number of boys who completed school
Figure 4.2 shows that 34.2% of the pupil respondents had 0-5 brothers who had completed primary school, 50% had 6-10 brothers, 14.2% had 11-16 brothers while 1.7% had 17-20 brothers. From the results it is revealed that most of the boys have completed especially in the prevailing difficult economic times where most families must invest their limited resources in education for their sons at the expense of their daughters. In addition, in regions such as Lomelo, the costs of educating the girl child is higher than educating the boy child. Lomelo traditions demand that girls be married so that parents collect the dowry, or “bride price.” Turkana girls are required to assist with house chores which include collecting fire wood, water, looking after small herds and administering care for young siblings. These duties are demanded less from boys primary education. According to Eshiwani (1985) some preference persists for educating boys, reflecting traditional limitations on women’s roles, customary matrilineal inheritance systems and perceptions that boys will have greater prospects for modern sector employment. Moreover, in rural areas, the opportunity cost to parents of educating girls seems higher.

Consequently, the gender roles that a society assigns to its children will have a determining effect on their future such as schooling, labour force participation and status in relationships.

4.3.2 Number of Sisters who completed school

The study further sought to find out from the pupils the number of their sisters who have completed primary education in Lomelo division results are shown in the table below;
Table 4.4: Showing girls who completed school

<table>
<thead>
<tr>
<th></th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 girls</td>
<td>92</td>
<td>76.3</td>
</tr>
<tr>
<td>1-3 girls</td>
<td>17</td>
<td>14.2</td>
</tr>
<tr>
<td>4-5 girls</td>
<td>8</td>
<td>6.7</td>
</tr>
<tr>
<td>Above 7 girls</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.4 shows that 76.3% of the pupils said that none of their sisters had completed primary education in their homes, 14.2% had 1-3 girls who had completed primary education, 6.7% had 4-5 girls while 0.8% had above 7 girls. From the results it is implied that few girls complete primary education in Lomelo division. Culture in Lomelo Division views the needs of the male child above the girl child, girls education is seen as unnecessary cost. Culture harmful traditional practices and attitudes inflict physical and psychological damage to the children for example initiation rituals and early marriages. If initiation rites are initiated, children become absent from school for a long time. The cultural practices have hindered promotion of gender equality and empowerment of women which is against achieving MDG 3 beliefs about gender determines the distributions of power and roles in the societies theories on gender becoming derived from the cultural norms like conflict, functionalist and Marxist theory, which encourages male dominance, forcing, intimidating and influencing women to become subjects so that they can remain in power. Education is the strongest empowering factor but it is not available to most girls and women.
4.3.3 Family members who later dropped

The study sought to find out from pupils the number of sisters and brothers who had joined school and later dropped.

Table 4.5: Showing family members who joined but later dropped

<table>
<thead>
<tr>
<th></th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No response</td>
<td>61</td>
<td>50.8</td>
</tr>
<tr>
<td>1</td>
<td>19</td>
<td>15.8</td>
</tr>
<tr>
<td>2</td>
<td>23</td>
<td>19.2</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>12.5</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

According to table 4.5, 15.8% of the pupil respondents had 1 sibling who started school but later on dropped from school, 50.8% gave no response, 19.2% had two, 12.5% had four, and 0.8% had eight while another 0.8% had ten. Dropout rates forms the highest bulk of education wastage in Turkana County. Ricardo S, Akyeampong K, Westbrook J, Hunt F (2010) notes that age-specific dropout rates for older children increase drastically after the age of 10. In some countries such as Niger in 2006 and Burkina Faso in 2003 more than one-quarter of 14 year old children who started school dropped out (Ricardo S, Akyeampong K, Westbrook J, Hunt F (2010). This result reinforces the well-known finding that the older the child is, the greater the chances of not completing the basic cycle of primary school (Cameron, 2005). This is partially explained by the high opportunity cost of the aged students and increasing societal demands such as marriage fending for the rest of the families and taking care of the elderly in the community (UNESCO, 2005).
4.4 Enrolments status in Lomelo division by Gender 2002-2012

Table 4.6 Lomelo Division Enrolments by Gender 2002-2012

<table>
<thead>
<tr>
<th>Year</th>
<th>Gender</th>
<th>Std 1</th>
<th>Std 2</th>
<th>Std 3</th>
<th>Std 4</th>
<th>Std 5</th>
<th>Std 6</th>
<th>Std 7</th>
<th>Std 8</th>
<th>Total 1</th>
<th>Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>Girls</td>
<td>99</td>
<td>82</td>
<td>67</td>
<td>48</td>
<td>36</td>
<td>26</td>
<td>24</td>
<td>17</td>
<td>399</td>
<td>1,028</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>187</td>
<td>181</td>
<td>111</td>
<td>92</td>
<td>83</td>
<td>60</td>
<td>47</td>
<td>40</td>
<td>801</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>Girls</td>
<td>90</td>
<td>84</td>
<td>76</td>
<td>49</td>
<td>30</td>
<td>31</td>
<td>21</td>
<td>21</td>
<td>402</td>
<td>1,422</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>198</td>
<td>305</td>
<td>148</td>
<td>99</td>
<td>84</td>
<td>81</td>
<td>57</td>
<td>66</td>
<td>1038</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>Girls</td>
<td>115</td>
<td>179</td>
<td>77</td>
<td>66</td>
<td>40</td>
<td>40</td>
<td>31</td>
<td>27</td>
<td>575</td>
<td>1,936</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>322</td>
<td>374</td>
<td>266</td>
<td>171</td>
<td>100</td>
<td>92</td>
<td>90</td>
<td>61</td>
<td>1476</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>Girls</td>
<td>208</td>
<td>204</td>
<td>116</td>
<td>72</td>
<td>50</td>
<td>25</td>
<td>32</td>
<td>24</td>
<td>731</td>
<td>2,433</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>339</td>
<td>414</td>
<td>317</td>
<td>244</td>
<td>169</td>
<td>99</td>
<td>118</td>
<td>81</td>
<td>1781</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>Girls</td>
<td>228</td>
<td>222</td>
<td>172</td>
<td>87</td>
<td>62</td>
<td>56</td>
<td>34</td>
<td>37</td>
<td>898</td>
<td>2,679</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>429</td>
<td>373</td>
<td>369</td>
<td>265</td>
<td>218</td>
<td>132</td>
<td>107</td>
<td>95</td>
<td>1988</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>Girls</td>
<td>353</td>
<td>240</td>
<td>185</td>
<td>114</td>
<td>69</td>
<td>59</td>
<td>43</td>
<td>35</td>
<td>1098</td>
<td>3,086</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>556</td>
<td>361</td>
<td>297</td>
<td>298</td>
<td>221</td>
<td>213</td>
<td>114</td>
<td>89</td>
<td>2,152</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>Girls</td>
<td>412</td>
<td>203</td>
<td>210</td>
<td>143</td>
<td>77</td>
<td>60</td>
<td>51</td>
<td>32</td>
<td>1,152</td>
<td>3,340</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>499</td>
<td>400</td>
<td>364</td>
<td>309</td>
<td>224</td>
<td>189</td>
<td>205</td>
<td>94</td>
<td>2,284</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>Girls</td>
<td>431</td>
<td>288</td>
<td>250</td>
<td>152</td>
<td>86</td>
<td>61</td>
<td>44</td>
<td>29</td>
<td>1,343</td>
<td>3,627</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>540</td>
<td>392</td>
<td>343</td>
<td>309</td>
<td>277</td>
<td>205</td>
<td>215</td>
<td>112</td>
<td>2,343</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>Girls</td>
<td>340</td>
<td>273</td>
<td>233</td>
<td>159</td>
<td>133</td>
<td>78</td>
<td>68</td>
<td>24</td>
<td>1,308</td>
<td>3,701</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>544</td>
<td>398</td>
<td>345</td>
<td>310</td>
<td>300</td>
<td>210</td>
<td>230</td>
<td>120</td>
<td>2,448</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>Girls</td>
<td>340</td>
<td>280</td>
<td>234</td>
<td>160</td>
<td>134</td>
<td>80</td>
<td>70</td>
<td>29</td>
<td>1,327</td>
<td>3,775</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>557</td>
<td>399</td>
<td>355</td>
<td>299</td>
<td>300</td>
<td>230</td>
<td>240</td>
<td>129</td>
<td>2,979</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>Girls</td>
<td>344</td>
<td>290</td>
<td>240</td>
<td>165</td>
<td>139</td>
<td>90</td>
<td>80</td>
<td>34</td>
<td>1,382</td>
<td>4,361</td>
</tr>
</tbody>
</table>
According to table 4.6, the average transition rates for the girls to the three classes i.e. class four, six and seven is about 48.5%, 32.4% and 30.1% respectively. Considerations are 72%, 61% and 66% respectively. It is apparent that the boys have a higher transiting rate than that of girls. Primary completion rate is increasingly used as a core indicator of an education system’s performance (UNESCO, 2004). Because it measures the coverage of the education system and the educational attainment of students, the primary completion rate is a more accurate indicator of human capital formation and the quality and efficiency of the school system than are gross and net enrolment ratios. It is also the most direct measure of national progress toward the Millennium Development Goal of universal primary education (UNESCO, 2004). Education inequalities are more pronounced in developing countries across the world but more significantly in Africa, the world’s poorest continent (Lloyd and Hewett, 2009; Chen et al, 2008). Each region of the world has unique exhibit of inequalities for example within Africa, Sub-Saharan Africa has the lowest primary school completion rates of any world region (Bruns et al. 2003). Even in those countries that seem to have higher equalities in terms of education participation rates, there still remain inequalities within the individual countries (Lloyd and Hewett, 2009).
4.5. Reasons behind the Lower Rates of Enrolment and Retention in Lomelo Division

4.5.1 Reasons for Pupils Dropping Out of School

The study sought to find out reasons for pupils dropping out of school; results are shown below;

Figure 4.3: A graphical representation of reasons for pupils dropping out of school

4.5.2 Reason for not Attending School

Table 4.7: Showing reasons behind pupils not attending school

<table>
<thead>
<tr>
<th>Responses from pupils</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Distance to school</td>
<td>36</td>
<td>30.0</td>
</tr>
<tr>
<td>Insecurity</td>
<td>24</td>
<td>20.0</td>
</tr>
<tr>
<td>Unwillingness of parents</td>
<td>15</td>
<td>12.5</td>
</tr>
<tr>
<td>Lack of interest</td>
<td>12</td>
<td>10.0</td>
</tr>
<tr>
<td>Movements (pastoralism)</td>
<td>21</td>
<td>17.5</td>
</tr>
<tr>
<td>Hunger</td>
<td>12</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The results show that, 30.0% of the pupils said that long distance to school was a reason for not attending school, 20.0% said insecurity, 12.5% said unwillingness of parents, 10.0% said lack of interest, and 17.5% said from place to place (pastoralism) while 10.0% said hunger. It seen from the table above that, 20.0% of the respondents said that hunger is the main reason for pupils dropping out of the school, another 20% said that Poor academic performance, 20.0% and 40.0% said that Pregnancies and Lack of interest in education from the community respectively. Factors which were rated to have the highest level of hindrance to education access and participation in primary school education in Lomelo division included the following: Cultural related factors such as early marriages, gender discrimination by parents who deliberately do not want to send girls to school. These girls are considered important family asset and investment thus not to be sent to school. High incidence of poverty in families which thereby causes many would be school age going children being utilized by the family as bread earners to provide the family with basic need items like food, clothing through child labor. Inadequate number of teachers in the schools was also rated highly in Lomelo division.

The following factors were rated to have a strong influence in hindering education access and participation in primary school education in the division. Lack of food in schools, Poor school infrastructural development, the nomadic pastoralist lifestyle, the negative attitude towards education by the community, those factors that were rated to have the least level of influence included the following, insecurity in areas around the school, inadequate FPE grants and improper school location. In 1994, the Ministry of Education allowed girls to continue with education after dropping out of school due to early pregnancies (Republic of Kenya, 1999a). With their re-entry participation rates
were meant to increase. However, Siringi (2002) indicates that this problem still persists. Reporting on a study carried out on Girl education in Wajir and Mandera Districts in Kenya, he said that girls drop out at the ages of 12-13 for early marriages to wealthy men, because their parents fear that if they get old they may not get husbands. The Republic of Kenya (1999) outlines other constraints faced by girls that explain their high dropout and repetition rates. These factors include socio-cultural practices such as early marriages and initiation rites often aggravated by weak counseling services due to lack of training for teacher counselors. In addition to these are factors such as poor teaching and learning environment, which leads to lack of motivation, teacher’s attitude and behavior, and teaching practices that disadvantage girls.

There is also the high demand for girls’ labour which increases the opportunity cost of sending them to school and gender stereotyping in textbooks and other educational materials, which limit girls’ expectations and reinforces negative self-perceptions. Another factor that plays a role in pupil drop-out is the poverty/hunger in households. Dropping out of school is most common among pupils of low social economic background (Psacharopoulos & Woodhall, 1985). Parents, especially poor parents, continuously withdraw their children from school when faced with increased demand of household income. A study by Okumu (1992), based on girl education in Nairobi, has found that economic constraints have had the most devastating impact on girl participation in education. This is because parents prefer to limit their limited financial resources to boys’ education which they believed fetched more returns.
4.6 Implementation of Low Cost Boarding Program in Schools

The study sought to find out from the head teachers how the low cost boarding programme is implemented in their schools, results are shown in the table below,

**Table 4.8: Showing how the program is implemented in schools**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>through giving of beddings</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>through provision of boarding facilities</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>Provision of water, sanitation and hygiene</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td>Free school feeding</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.7 above shows that schools implemented the low cost boarding program by provision of water, sanitation and hygiene 40.0% through provision of boarding facilities 20.0% through provision of beddings 20.0% and free school feeding 20.0%. From the results it is revealed that most of the schools try to implement low cost boarding in the schools. Diseases related to inadequate water, sanitation and hygiene are a huge burden in developing countries. It is estimated that 88% of diarrhea disease is caused by unsafe water supply, and inadequate sanitation and hygiene (WHO, 2004c). Many schools serve communities that have a high prevalence of diseases related to inadequate water supply, sanitation and hygiene, and where child malnutrition and other underlying health problems are common. Schools, particularly those in rural areas, often completely lack drinking-water and sanitation and hand washing facilities; alternatively, where such facilities do exist they are often inadequate in both quality and quantity. Schools with poor water, sanitation and
hygiene conditions, and intense levels of person-to-person contact, are high-risk environments for children and staff, and exacerbate children’s particular susceptibility to environmental health hazards. Children’s ability to learn may be affected by inadequate water, sanitation and hygiene conditions in several ways. These include helminthes infections (which affect hundreds of millions of school-age children), long-term exposure to chemical contaminants in water (e.g. lead and arsenic), diarrhea diseases and malaria infections, all of which force many schoolchildren to be absent from school. Poor environmental conditions in the classroom can also make both teaching and learning very difficult. Girls and boys are likely to be affected in different ways by inadequate water, sanitation and hygiene conditions in schools, and this may contribute to unequal learning opportunities. Sometimes, girls and female teachers are more affected than boys because the lack of sanitary facilities means that they cannot attend school during menstruation.

4.8 Issues and Challenges Facing Low Cost Boarding Primary schools

The researcher’s third objective was to explore the issues and challenges facing low cost boarding primary. The research based more on ways of implementing a low-cost boarding primary program, the issues and challenges facing low cost boarding primary program and ways of coping with the challenges. The results are as shown in Table 4.8 below.
Table 4.9: Issues and Challenges Facing Low Cost Boarding Primary

<table>
<thead>
<tr>
<th>Issue Description</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate boarding facilities</td>
<td>5</td>
<td>100.0</td>
</tr>
<tr>
<td>Lack of water</td>
<td>5</td>
<td>100.0</td>
</tr>
<tr>
<td>Food theft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A major challenge</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td>A minor challenge</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td>Not a challenge</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>Supervise the program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A minor challenge</td>
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<td>80.0</td>
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<tr>
<td>A major challenge</td>
<td>1</td>
<td>20.0</td>
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<tr>
<td>Delayed funding</td>
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<tr>
<td>A big challenge</td>
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<td>100.0</td>
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<tr>
<td>Ways of coping with Challenges</td>
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<tr>
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<td>4</td>
<td>80.0</td>
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<tr>
<td>Asking the government for reinforcement</td>
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<td>20.0</td>
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</table>
100.0% of the head teacher respondents said that lack of water is a big challenge. The lack of water in most areas which makes most of the pupils to waste a lot of time going to fetch water very instead of being in their studies. These among others are the reasons as to why this area must have boarding schools if retention is to be achieved. Govinda, (2011) in his bid to explain the low retention rates in India highlights a number of reasons that make pupils to drop out of school and these includes; inability of the parents to bear with other expenses such as the boarding expenses catering of food at home the long distances to school the stability of the family and so on. All this are issue that can be avoided if the government facilitate boarding schools so as to avoid the many stress the child gets while at home. Findings show that 40.0% of the teacher respondents said that Food theft is a major challenge for implementation of the program, another 20% said is a minor challenge while 20.0% said is not a challenge.

On researching on whether failure of teachers to supervise the program is a challenge for implementation of the program, 80.0% of the teacher respondents said that it is a main challenge while 20.0% is not a challenge. Findings show that, 60.0% of the teacher respondents said that inadequate labor is a big challenge for implementation of the program and 40.0% said is a minor challenge. Lack of storage facilities was viewed as a challenge for implementation of the program, 80.0% the teacher respondents said that is a big challenge while 20.0% said is a major challenge. The results show that 100.0% the teacher respondents said that delayed funding is a big challenge for implementation of low-cost boarding program. Insecurity was also captured as a challenge for implementation of the low-cost boarding program. On researching on ways of coping with the challenges, 80.0% of respondents did not
respond while 20.0% said asking the government for reinforcement. Muchocho, (2011) notes that students will always like being in school as long as their basic needs are taken care of, in his argument over the role of the school feeding program in enhancing access he puts it clear that some of these children fail to come to school because of hunger and therefore the introduction of food in school will pull this children towards school.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is a synthesis of the entire study, and contains summary of Study findings, exposition of the findings, commensurate with the objectives, conclusions and recommendations based thereon.

5.2 Summary of the Study and the Findings

The study sought to determine the extent to which Low-Cost Boarding Schools have improved retention, to find out the enrollment status of this schools before and after the introduction of this schools (2002-2005,2006-2012) and to explore the issues and challenges facing low cost boarding primary. From the results it was revealed that most of the boys have completed primary education. In addition, in regions such as Lomelo, the costs of educating the girl child is higher than educating the boy child. Lomelo traditions demand that girls be married so that parents collect the dowry, or “bride price.” Turkana girls are required to assist with house chores which include collecting fire wood, water, looking after small herds and administering care for young siblings. These duties are demanded less from boys primary education. In Lomelo division 76.3% of the pupils said that none of their sisters had completed primary education in their homes, implying that few girls complete primary education in Lomelo division. Culture in Lomelo Division views the needs of the male child above the girl child, girls education is seen as unnecessary cost. Culture harmful traditional practices and attitudes inflict physical and psychological damage to the children for example initiation rituals and early marriages. Lomelo division has several pupils who start school and later drop out from school. Dropout rates forms
the highest bulk of education wastage in ASAL regions. Ricardo et al (2010) notes that age-specific dropout rates for older children increase drastically after the age of 10. In some countries such as Niger in 2006 and Burkina Faso in 2003 more than one-quarter of 14 year old children who started school dropped out (Ricardo, 2010). This result reinforces the well-known finding that the older the child is, the greater the chances of not completing the basic cycle of primary school (Cameron, 2005). This is partially explained by the high opportunity cost of the aged students and increasing societal demands such as marriage, fending for the rest of the families and taking care of the elderly in the community (UNESCO, 2005).

The average transition rates for the girls to the three classes i.e. class four, six and seven is about 48.5%, 32.4% and 30.1% respectively. Considerations are 72%, 61% and 66% respectively. It is apparent that the boys have a higher transiting rate than that of girls. Primary completion rate is increasingly used as a core indicator of an education system’s performance (UNESCO, 2004). Because it measures the coverage of the education system and the educational attainment of students, the primary completion rate is a more accurate indicator of human capital formation and the quality and efficiency of the school system than are gross and net enrolment ratios.

The reasons for students dropping out of school included unwillingness of parents, lack of interest, Movements from place to place (pastoralism) and hunger. Poor academic performance, Pregnancies and Lack of interest in education from the community. Factors which were rated to have the highest level of hindrance to education access and participation in primary school education in Lomelo division included the following: Cultural related factors such as early marriages, gender
discrimination by parents who deliberately do not want to send girls to school. These girls are considered important family asset and investment thus not to be sent to school. High incidence of poverty in families which thereby causes many would be school age going children being utilized by the family as bread earners to provide the family with basic need items like food, clothing through child labor. Inadequate number of teachers in the schools was also rated highly in Lomelo division. This is because parents prefer to limit their limited financial resources to boys’ education which they believed fetched more returns.

The Criteria used to determine the schools that should benefit from low-cost boarding school program were very fair this is because the region is naturally marginalized thus make it a fair criterion. Schools in Lomelo division implemented the low cost boarding program by provision of water, sanitation and hygiene provision of boarding facilities and free school feeding though challenges of Diseases related to inadequate water, sanitation and hygiene are a huge burden in developing countries especially in these areas. Girls and boys are likely to be affected in different ways by inadequate water, sanitation and hygiene conditions in schools, and this may contribute to unequal learning opportunities. Sometimes, girls and female teachers are more affected than boys because the lack of sanitary facilities means that they cannot attend school during menstruation.

The researcher’s third objective was to explore the issues and challenges facing low cost boarding primary. 100.0% of the teacher respondents said that lack of water is a big challenge. The lack of water in most areas which makes most of the pupils to waste a lot of time going to fetch water very instead of being in their studies. These
among others are the reasons as to why this area must have boarding schools if retention is to be achieved. Findings show that 40.0% of the teacher respondents said that Food theft is a major challenge for implementation of the program. Delayed funding, Lack of resources e.g. buildings such as Dormitories, Poor families which can’t raise any amount towards improvement and building of the boarding facilitates. Failure of teachers to supervise the program is a challenge for implementation of the program, 60.0% inadequate labor is a big challenge for implementation of the program. Lack of storage facilities was viewed as a challenge for implementation of the program. Insecurity was also captured as a challenge for implementation of the low-cost boarding program. Ways of coping with the challenges were asking the government for reinforcement. Muchocho, (2011) notes that students will always like being in school as long as their basic needs are taken care of; in his argument over the role of the school feeding program in enhancing access he puts it clear that some of these children fail to come to school because of hunger and therefore the introduction of food in school will pull this children towards school.

There was a monitoring and evaluation mechanism to ensure that boarding facilities are well utilized in Lomelo division. This was conducted through record keeping, through responsibility given to various teachers, and through check of system. The government should add more money, funds should be brought in advance and in time, increase their donations, ensure core procurement is followed. The management committee should take care of school property. The schools thought that the community should be keen in supporting school in terms of maintaining and buying other facilities.
School based factors are aspects within the school environment that relate to pupils’ engagement and wellbeing. They include factors such as condition of facilities, discipline of the pupil, characteristics of teachers; food, drinking water and facilities which influence attendance and participation of pupils in schools. The condition of school dormitories in Lomelo division was good; pupils in the division were not subjected to hard labor in their schools. 100% of the pupil respondents said that staying in school has improved their performance.

5.3 Conclusions

i) It has come out clearly that enrollment has been increasing since 2006 to date and the number of dropout has reduced since 2006-to date. After the inception of FPE schools overflowed with pupils but most of them in this areas were unable to hold to pupils since some of them could go home and never come back the next day.

ii) The schools have also experienced challenges including; mismanagement, overflowing of students, delay of funds and delay of funding from stakeholders.

iii) It is also clear that more students have been able to stay in schools and complete their schooling.
5.4 Recommendations

The implication of these findings for all stakeholders in the education sector like teacher trainers, teachers, education officials in the Ministry of Education and parents are many. The study recommends that the following steps can be taken to enhance accessing education and retention in arid and semi-arid lands in low-cost boarding in Kenya:

i) Since peoples’ attitude and perception towards something influences their decision or course taken, efforts should be channeled towards low cost boarding schools in all the stakeholders including parents, teachers, head teachers, the government and the community. More funds should be set aside to construct more Low cost boarding primary schools within ASAL areas.

ii) There is need for a comprehensive review of the local government and the Education Act to give local authorities the mandate to accommodate low cost boarding schools in their planning. This would help in alleviating problems, which parents encounter in looking for schools for their children.

iii) The programme should be improved so as it can cater for the overflowing number of pupils in schools.

iv) All head teachers must undergo a managerial course before heading these schools, so as to avoid the various cases of mismanagement.

v) The ministry of education should closely monitor this program so as to make it more effective.

vi) The government and other stakeholders should look for other ways of getting funds to improve the school infrastructure.
5.5 Recommendations for Further Research

The following are the researcher’s suggestions for further study:

i) Since the study was limited to public low cost boarding schools within the division there is a need to carry out an extensive similar study for the whole county to enable the policy makers to design proper ways on low-cost boarding primary schools on access and retention in arid and semi-arid lands.

ii) The study used the questionnaire and interview schedules as the main instruments of data collection. Future studies should include other methods of data collection so as to cater for all groups.

iii) A further study about the topic to be carried out at higher levels of education, for instance Doctor of Philosophy level by the researcher/other researchers.
REFERENCES


Govinda & Mahdhhumita, B. (2011). Overcoming exclusion through quality schooling; Research Monograph no 65.NUEPA


APPENDIX A: QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire is designed to gather information on the status of enrollment, dropout rates, the beneficiaries and the issues and challenges facing low-cost boarding primary schools.

Kindly respond by ticking the appropriate responses to the questions or information needed. All responses and information in this questionnaire will be confidential and will be used by researchers for the purposes of this study only. So do not write your name or your school anywhere in this questionnaire.

Section 1. Background Data

1. Your gender  Male  [ ]  Female  [ ]

2. Level of education
   Post graduate degree  [ ]  Bachelor Degree  [ ]
   Diploma  [ ]
   Others (specify)...........................................................................................................

3. Size of the school
   Single stream  [ ]  Double stream  [ ]
   Triple stream  [ ]  Four stream  [ ]
   Above four  [ ]
Section 2. Enrollment and Retention

1. Indicate the school enrollment for the period of years given below

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<th>6</th>
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</table>
2. Indicate the number of pupils who have dropped out of your school in their final year (class 8) for the last 10 years

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3. What are the main reasons for pupils dropping out of the school? (tick all that applies)

- Hunger
- Poor academic performance
- Child labor
- Social-cultural related issues
- Pregnancies
- Communities lack of interest
- Lack of interest in education from the community
- Others specify

Section 3. Geographical targeting of schools

1. What is your opinion about the criteria used to determine the schools that should benefit from the low-cost boarding school program?

- Very fair
- Fair
- Unfair
- Very unfair

Explain your answer briefly

2. Have you had cases of pupils seeking to transfer from schools that do not have this program?

- Yes
- No
If yes, how do you respond to such pupils, and what challenges do you face as a consequence

Section 4. School boarding modalities

1. Briefly explain how the low-cost boarding is implemented in your school

2. In the table below, indicate the extent to which each of the issues presented pose a challenge the implementation of the program in your school (respond by ticking the appropriate column)

<table>
<thead>
<tr>
<th>Challenges</th>
<th>A big challenge</th>
<th>A major challenge</th>
<th>A minor challenge</th>
<th>Not a challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate boarding facilities,</td>
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<tr>
<td>(dorms, dining hall, toilets, beddings, beds)</td>
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<tr>
<td>Lack of water</td>
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<tr>
<td>Food theft</td>
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<tr>
<td>Teachers failure to supervise the program</td>
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<tr>
<td>Inadequate labour</td>
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<tr>
<td>Lack of storage facilities</td>
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<tr>
<td>Delayed funding</td>
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4. Apart from the challenges in the Table above, which other challenges do you face in the management of this program?

5. Explain briefly how you cope with challenges given above

..........................................................
Section 5. Monitoring and evaluation of this program

1. Do you have in place a monitoring and evolution mechanism to ensure that boarding facilities are well utilized?
   Yes [ ] No [ ]
   If yes, explain briefly how the monitoring and evaluation is conducted ..............................
   ..................................................................................................................................................

2. Have you ever had cases of misappropriation of school boarding facilities?
   Yes [ ] No [ ]
   If yes explain briefly how you dealt with the incident(s)..............................................
   ..................................................................................................................................................

Section 6; General questions

3. What measures should the following take in order to improve the management of low-cost boarding schools?
   i) The Government............................................................................................................
   ii) The donors....................................................................................................................
   iii) The school management committee (SMCs).............................................................
   iv) The community............................................................................................................

    Thanks for your cooperation
APPENDIX B: QUESTIONNAIRE FOR PRIMARY SCHOOL PUPILS

The purpose of this questionnaire is to gather information about the availability of the boarding facilities, the catchment area of the pupils, the literacy levels of their parents, the socio-cultural activities and the challenges facing pupils in these schools. The answer you give will therefore be important; so try to answer all questions.

Please provide your answer as faithfully as possible in the space provided or by ticking the correct choice

E.g. A goat has got

Two legs [ ] Four legs [ ] Six legs [ ] Five legs [ ]

Note; this is not a test and you can request for explanation where you do not understand the question

Name of school

Class (a) Std 7 [ ] (b) Std 8 [ ] Tick one

Gender (a) Girl [ ] (b) Boy [ ] Tick one

Age of pupil ............................................................................................................................

Division ..................................................................................................................................

A). Socio-cultural factors

1. How many children are there in your family?

   Boys ...........................................  Girls ..................................................

2. How many of your brothers have completed primary? ....................................................

3. How many of your sisters have completed primary? .....................................................
4. How many of your brothers never went to school? .............................................

5. How many of your sisters never went to school? ..................................................

Please tick the reasons why they did not attend school

Distance to school [ ]
Insecurity [ ]
Unwillingness of parents [ ]
Lack of interest [ ]
Movements from place to place (pastoralism) [ ]
Hunger [ ]

Others specify ...........................................................................................................

6. How many started but later dropped?

a) Brothers .................................................................

b) Sisters .................................................................

Please give a reason for this ..................................................................................
.....................................................................................................................................

B. School based issues

1. What is the condition of your school dormitories?

   Good [ ] Better [ ] Worse [ ] Worst [ ]

2. Do get enough time for your personal reading?

   Yes [ ] No [ ]

3. Are subjected to any kind of labor in school?  Yes [ ] No [ ]

4. Is the environment around your dorm clean? Yes [ ] No [ ]
5. Do you get enough food? 
   Yes [ ] No [ ]

6. Do you have enough latrines? 
   Yes [ ] No [ ]

7. Where do get your drinking water? 
   River [ ] piped water [ ] borehole [ ] spring [ ]

8. Has staying in school improved your performance 
   Yes [ ] No [ ]

C. Socio Economic

1. What does your father/mother do for a living? 
   Father .................................................................
   Mother ...............................................................

2. What is the highest level of your parent’s education? Tick where applicable. 
   Father- 
   Primary [ ] Secondary [ ]
   Post-secondary [ ] University [ ]
   No school attended [ ]

   Mother- 
   Primary [ ] Secondary [ ]
   Post-secondary [ ] University [ ]
   No school attended [ ]

3. Is your father alive? 
   Alive [ ] Dead [ ]

4. Is your mother alive? 
   Alive [ ] Dead [ ]
APPENDIX C: INTERVIEW SCHEDULE FOR SCHOOL MANAGEMENT COMMITTEE (SMC)

1. For how long have you been a member of the SMC for this school?

2. What challenges have emerged since the inception of this program?
   a) Inadequate dorms
   b) Inadequate financing
   c) Inadequacy of food
   d) Theft
   e) Insecurity
   f) Lack of support from the community
   g) Inadequate labor
   h) Infrastructural problems
   i) Other challenges

5. What is the impact of this program on enrollment?

6. How many pupils have dropped out this year?

7. Have you ever had cases of misappropriation of boarding funds? Explain the incidence and how you addressed it.

8. Where do most of the pupils in your school come from?

9. What recommendation would you give in order to improve this program?

10. Briefly comment on the geographical selection of schools that benefit from this program.
APPENDIX D: INTERVIEW SCHEDULE FOR MINISTRY OFFICIALS (DEO)

1 For how long have you been an education officer in this region? 

2 How many low cost schools do you have in each of the divisions? 

3 Has there been a decline or an increase in enrollment since these schools were built? If No give the reason. 

4 What are some of the challenges that schools face in the running of this schools? 

5 How has this program impacted on enrollment and retention? 

6 Have you ever had a case of misappropriation of the funds for running these schools? If yes explain how you went about it.
APPENDIX E: INTERVIEW GUIDE FOR PARENTS

Explain the purpose of the study and request for the parent’s cooperation, stress the need for honesty and reassure them that the information given will be treated confidentially and will only be used for research purposes only.

1. Personal Details
   a) Division......................................................................................................................
   b) Location.....................................................................................................................
   c) Gender
      Male [ ]  Female [ ]
   d) Both parents present? Yes [ ]  No [ ]
   e) Marital status  single [ ]  married [ ]  Divorced [ ]
   f) Is your family polygamous? Yes [ ]  No [ ]
      If yes how many co-wives are there ........................................................................

2. Socio-Economic Background
   a) Have you ever attended school? Yes [ ]  No [ ]
   b) If yes what is the highest level of education that you completed?
      Primary [ ]  Secondary [ ]  Post–Secondary [ ]
      University [ ]
   c) Has your husband/wife attended school? Yes [ ]  No [ ]
      If yes, what is the highest level of education that he/she completed?
      Primary [ ]  Secondary [ ]  Post-Secondary [ ]
      University [ ]

3. What is
   (a) Your main occupation? .............................................................................................
   (b) Your husband/wife’s occupation? ..............................................................................
4. What are some of the domestic duties that you subject your children to? 

5. Is this division your permanent residence? 

6. Do you have any livestock? 
If yes who takes care of them?

7. How many children do you have?
   a) Boys 
   b) Girls 
   c) Total 

8. Of your children, how many are still in primary school?
   a) Boys 
   b) Girls 
   c) Total 

9. How many of your children have completed Primary School?
   a) Boys 
   b) Girls 
   c) Total 

10. How many of your children never went to school?
    a) Boys 
    b) Girls 
    c) Total 
    Why didn’t they?
11. How many of your children dropped out of school?
   a) Boys ........................................
   b) Girls ........................................
   c) Total ........................................

12. What is the reason for dropping out?
   a) Boys ........................................
   b) Girls ........................................

13. How do you cater for your children’s boarding expenses? ........................................

C) Cultural factors

14. What are some of the cultural activities that your community participates in?...
   ........................................................................................................................................

15. What is the age of these involved in these practices?.................................

16. What is the main reason behind these practices?.................................

17. What is the impact of these practices on the education of your children? ....
   ........................................................................................................................................

D) General questions

18. Do you think students staying in school would help in reducing dropout rates?
   ........................................................................................................................................

19. What should the government do so as to make this program better?............
   ........................................................................................................................................
### APPENDIX F: OBSERVATION SCHEDULE

**School**

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<td>Latrines</td>
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**GENERAL COMMENTS**

........................................................................................................................................
........................................................................................................................................
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79
## APPENDIX G: WORK PLAN

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### APPENDIX H: BUDGET

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APPENDIX I: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MR. MUKHULA BYRNE WERE
of KENYATTA UNIVERSITY, 8003-30100
has been permitted to conduct research in Turkana County on the topic: "THE INFLUENCE OF LOW-COST BOARDING PRIMARY SCHOOLS ON ACCESS AND RETENTION IN ARID AND SEMI ARID LANDS: A CASE OF LOMELO DIVISION, TURKANA COUNTY, KENYA

for the period ending 1st July, 2014.

Applicant's Signature

Secretary

National Commission for Science, Technology & Innovation

1. You must report to the County Education Officer of the area before embarking on your research. Failure to do may lead to the cancellation of your permit.

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

Permit No: NACOSTI/PI/14/7741/975
Date Of Issue: 13th January, 2014
Fee Received: Kshs kshs1000.00

National Commission for Science, Technology & Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A: 830

CONDITIONS: see back page.