

**SCHOOL-BASED AND SOCIAL ECONOMIC FACTORS  
INFLUENCING RETENTION OF PUPILS IN PRIMARY  
SCHOOLS IN THARAKA SOUTH SUB-COUNTY, THARAKA  
NITHI COUNTY, KENYA**

**KITHINJI JOHN ELIAS**

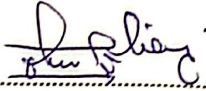
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**RESEARCH PROJECT SUBMITTED IN PARTIAL  
FULFILLMENT FOR THE DEGREE OF MASTERS OF  
EDUCATIONAL ADMINISTRATION OF KENYATTA  
UNIVERSITY**

**DECEMBER, 2016**

## DECLARATION

I declare that this research project is my original work and has not been presented in any other University/institution for consideration of certification. This research project has been complemented by referenced sources duly acknowledged. Where text data (including spoken words) graphics, pictures or tables have been borrowed from other sources including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.



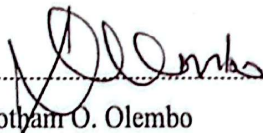
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5-12-2016

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We confirm that the work reported in this project was carried out by the candidate under our supervision as University Supervisors.



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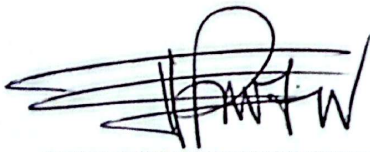
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## ABSTRACT

This study investigated school-based and social economic factors that influence retention among pupils in primary schools in Tharaka South Sub-county with an intention of getting intervention strategies. Objectives of the study were to determine whether retention rate among primary schools in Tharaka South sub-county, has gone up or down, find out which school-based factors influence retention of pupils in Tharaka South sub-county primary schools, and establish which social economic factors influence retention of pupils in Tharaka South Sub-County primary schools. Significance of the study was to reduce wastage and improve access, retention and completion in primary schools. The theoretical framework involved two theories, Academic mediation theory and poor family socialization theory. The researcher used descriptive survey design to carry out the study. The study was done in Tharaka South Sub-county with a population of 108 primary schools (enrollment of 20529 pupils) and a sample size of 22 schools (373 learners and 22 head teachers). Instruments of study were questionnaires for head teachers and pupils. Sampling technique was stratified random sampling technique. The researcher attained the validity of tools used through advice given by supervisors and corrections he made after piloting the tools. Reliability of the instruments was obtained through test-retest technique and correlation computed using Pearson's product moment. Piloting was carried out in two schools of the sub-county and were not involved in the actual study to test appropriateness of instruments to respondents. Data analysis was made through careful study of information from respondents based on objectives of the study and presented using tables, bar graphs and pie-charts. The major school-based factors influencing retention in Tharaka south sub-county primary schools were forced repetition, and school levies. Major social economic factors reported were poverty and lack of role models at home and neighbourhood. Recommendations of the study are; there is need to enlighten head teachers on policy adherence especially those dealing with repetition, mean score should be completely discouraged as a way of gauging performance of schools, the government to revise modes of providing FPE funds, there should be aggressive guidance and counseling services in primary schools, and head teachers and parents should organize bench marking tours. Recommendation for further study are, school-based and social economic factors that influence retention of girls in Tharaka South sub-county primary schools, school-based and social economic factors that influence retention of boys in Tharaka South sub-county primary schools, and school-based and social economic factors that influence retention of students in Tharaka South sub-county secondary schools.