

**THE CONTRIBUTION OF THE CATHOLIC DIOCESE OF MARSABIT IN
EDUCATION AND STUDENTS' RETENTION IN SELECTED
SECONDARY SCHOOLS IN MARSABIT COUNTY – KENYA**

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DECLARATION

I, the undersigned, declare that this thesis is my original work. I declare that this work has not been presented to any other college or university for examination or for any academic award. All the information used in this thesis from other sources has been duly acknowledged.

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27/09/2023

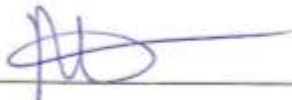


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Date

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DEDICATION

This research is dedicated to his Lordship, Rt. Rev. Peter Kihara, Imc., Bishop of the Catholic Diocese of Marsabit and to my late mother, Teresia Mutanu Maundu.

ABSTRACT

This study explored the contribution of the Catholic Diocese of Marsabit on students' retention in selected secondary schools in Marsabit County. The objectives of the study were: to establish the effects of Church-family relationship on student's retention, to find out the contribution of Church initiated programs on students' retention and to examine the contribution of the Catholic diocese of Marsabit sponsorship and donations on student's retention: Tinto's theory of students' retention and Maslow's hierarchy of needs theory guided this study. The purpose of this study was to provide the ministry of education, educators and policy makers with vital information on enhancement of students' retention. The study adopted convergent parallel mixed method design. The study targeted population of 5,727 which included 12 principals, 48 class teachers, 50 parents, 17 priests and 5,600 students of the twelve secondary schools where the Catholic Church was fully involved in rendering services. The sample size for the study was 477 participants who selected through simple random and purposive sampling methods whereby only 464 participants responded to the study. Questionnaires were used for students and class teachers while interview guide was used for principals, priests and parents. Reliability of the questionnaire instrument was tested through test-retest formula of Pearson before being administered to the target population. The reliability correlation coefficient of the research instruments was 0.92 (92%). Data collected through the questionnaires and interviews was sorted out, coded, analyzed and interpreted through descriptive and inferential analysis using statistical package for social sciences (SPSS) version 20. The findings showed that the Catholic diocese of Marsabit had contributed and impacted positively on the enhancement of student's retention in secondary school. The study recommended that the policy makers to make policies that allow the Catholic Church and other institution to help in the enhancement of students' retention, and the school administration to come up with motivation programs to enhance students' retention. The study also recommended that the students to cooperate in attending any program that can help in their retention in school.

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TABLE OF CONTENTS

DECLARATION	i
DEDICATION.....	ii
ABSTRACT.....	iii
ACKNOWLEDGEMENT	iv
LIST OF TABLES	ix
LIST OF FIGURES.....	x
ABBREVIATIONS AND ACRONYMNS.....	xi
CHAPTER ONE	1
INTRODUCTION TO THE STUDY	1
1.0 Introduction to Chapter One	1
1.1 Background of the Study... ..	1
1.2 Statement of the Problem.....	6
1.3 Purpose of the Study	7
1.4 Objectives of the Study.....	7
1.4.1.General Objective	7
1.4.2 Specific Objectives	7
1.5 Research Questions.....	7
1.6 The Significan of the Study	8
1.7 Scope and Delimitations of the Study.....	9
1.8 Theoretical Framework.....	10
1.8.1 Tinto’s Student Retention Theory.....	10
1.8.2 Maslow’s Hierarchy of Needs	12

1.9 Conceptual Framework.....	14
1.10 Summary Chapter	16
1.11 Definition of Key Terms.....	17
CHAPTER TWO.....	18
LITERATURE REVIEW.....	18
2.1 Introduction.....	18
2.2 The contribution of the Catholic diocese of Marsabit on Students’ Retention in selected secondary schools in Marsabit	18
2.3 The Church – Family Relationship influence on Students’ Retention	21
2.4 The Church Initiated Programs on Students ‘Retention in School.....	24
2.5 The impact of the Church Sponsorship and Donations on Student Retention in Secondary Schools in Marsabit County	28
2.6 Summary of the Literature Review and Research Gaps	32
CHAPTER THREE.....	33
RESEARCH METHODOLOGY.....	33
3.1 Introduction.....	33
3.2 Research Design.....	33
3.3 Target Population.....	34
3.4 Samples Size and Sampling Procedures	35
3.5 Research Instruments	37
3.5.1 Questionnaire Guide for Students and Teachers.....	37
3.5.2 Interview Guide for Principals, Parents and Priests.....	38
3.6 Validity of the Research Instruments.....	38

3.7 Reliability of the Research Instruments	39
3.8 Piloting the Research Instruments	41
3.9 Data Collection Procedures.....	41
3.10 Data Analysis Techniques.....	43
3.11 Ethical Consideration.....	43
3.12 Summary Chapter	46
CHAPTER FOUR	48
PRESENTATION, INTERPRESENTATION AND DISCUSSION OF THE STUDY	
FINDINGS	48
4.1 Introduction.....	48
4.2 Demographic Characteristics of the Respondents	49
4.2.1 Age Distribution of the Respondents (n=424).....	49
4.2.2 Gender Distribution of the Respondents.....	50
4.3 Students’ response according to Age, Class and Financial status (n = 352)	51
4.4 Data findings.....	53
4.4.1 The contribution of the Catholic diocese of Marsabit on students’ retention in selected secondary schools. n = 464 (S=352; T= 43; SSP=12, P=45; CP=17)	53
4.4.2. Church-family relationship on students’ retention in secondary schools in Marsabit.....	55
4.4.3. Church Initiated programs such as leadership training program, guiding and counseling services	58
4.4.4 Catholic Church donations and sponsorship.....	60
CHAPTER FIVE	65
SUMMARY OF THE STUDY FINDINGS AND CONCLUSION	65
5.1 Introduction.....	65
5.2 Summary of the study	65

5.3 Conclusion of the study per the objectives	67
5.4 Recommendations to policy makers	70
5.4.2 School administration	70
5.4.3 The students	71
5.4.4 Catholic diocese of Marsabit	71
5.5 Suggestions for further studies.....	72
REFERENCES.....	73
APPENDICES.....	92
Appendix I: Students’ Consent Form	92
Appendix II: Questionnaire for the Students	93
Appendix III: Questionnaire for Teachers	95
Appendix IV: Interview Guide for the Principals.....	97
Appendix V: Interview Guide for the Priests	98
Appendix VI: Interview Guide for the Parents.....	99
Appendix VII: Location Map.....	100
Appendix VIII: Reliability Results	101
Appendix IX: Turnitin Results.....	103
Appendix X: Permission from the Tangaza University College to Carry out the Study	104
Appendix XI: Permit from the National Council of Science, Technology and Information (NACOSTI) to carry out the Study	105

LIST OF TABLES

Table 1. Target Population.....	36
Table 2 Sampling Matrix	37
Table 3. Test and retest results.....	41
Table 4. Instruments return rate	50
Table 5. Age Distribution of the Respondents (n=395)	51
Table 6. The contribution of the Catholic diocese of Marsabit on students' retention in secondary schools in Marsabit County	56
Table 7. Church-family relationship on students' retention in secondary schools in Marsabit	58
Table 8 Church Initiated programs such as Leadership training program, Guiding and Counseling services	60
Table 9: Catholic Church donations and sponsorship	63

LIST OF FIGURES

Figure 1: Conceptual framework	15
Figure 2: Gender Distribution of the Respondents	52
Figure 3: students' respondent in term of gender and age	53
Figure 4: Students' representation in term of age and form	53
Figure 5: Family background of the sampled students	54

ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ASAL	Arid and Semi-Arid Land
CDE	County Director of Education
CDF	Constituency Development Fund
CP	Catholic Priest
CT	Class teacher
DEO	District Education Officer
FDSE	Free Day Secondary Education
FGM	Female Genital Mutilation
FPE	Free Primary Education
FSE	Free Secondary Education
GER	Gross Enrolment Rate
GoK	Government of Kenya
HIV	Human Immuno Deficiency Virus
IQ	Intelligence Quotient
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
MoE	Ministry of Education
MoEST	Ministry of Education, Science and Technology
NER	North Eastern Region
NGEC	National Gender and Equality Commission
NGOs	Non-Governmental Organizations
RoK	Republic of Kenya
SPSS	Statistic Package for Social Sciences
SSP	Secondary school principal
TSC	Teachers' Service Commission
UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nation's International Children Fund

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction to Chapter One

Chapter one presents the background of the study, statement of the problem, the purpose of the study as well as the objectives. The chapter also presents the research questions that guide the study. Furthermore, the chapter provides the significance, scope and delimitation of the study. The theoretical and conceptual frameworks are presented in detailed manner. This chapter concludes by presenting a brief summary of the chapter at the end.

1.1 Background of the Study

This study sought to explore on the contribution of Catholic Diocese of Marsabit on students' retention in selected secondary school in Marsabit County. Retention of students in schools has not only been a challenge to the African continent but also to other continents like America, Asia and Europe among others. Student retention has been a major concern to many learning institutions which makes many students fail to complete (Othman,2016). Marsabit County has also been confronted by this phenomenon whereby many students were unable to complete school. For the last few years, students' retention has become a big business for researchers, educators and entrepreneurs but not much has been achieved which led to several organizations wanting to promote the increase of students' retention rate. Otega (2017) found out that in Argentina, education was affected by several factors, low retention rate being one of them. Gumus (2019) found from a study conducted in USA that struggling nations had an economic gap that affect students' retention in school. Over the years the Church has played a significant role in the development and provision of education in Africa (Sifuna, 1990).

Records from National Development of Education in South Africa in 2001 showed that student retention has been a problem given the low graduation rate whereby only 15% graduated with 30% dropping out in the first year (Lourens, 2020). Students retention is challenged by several factors as presented by Kithinji, Murucha & Kinoti (2022) who found out that dropout associated with lack of school fees was 60% while 57% was associated with poor academic performance. The National Centre for Education Statistics (2018) shows that 2.1 million students aged 16-24 dropped out of school in America. Looking at the education state in Sub-Saharan Africa, a study by Inoue, et al. (2015) revealed that within the next decade about 40 million students will drop out.

Statistics from the education records of the County Government of Marsabit 2019 showed that dropout rate in secondary schools in the County is 10 percent due to cultural practices. These findings point to the dire need to retain students in schools for attainment of knowledge and necessary skills which are not only important to schools in Marsabit but in the entire country of Kenya and the world over. Despite the effort by the government of Kenya to offer free primary education and ensuring 100% transition to secondary schools, Mokorani (2020) found out that Lamu County was still struggling with low students' enrolment and low retention rate. In order to enhance students' retention, Crosling, et al., (2009) suggested that the teachers ought to find out what could influence retention. Retention of the students in school has to be encouraged by all means given that school dropouts cost the nation millions of money in trying to fight crimes (Martin & Halperin, 2006). Murugan and Badawi (2020) addressed the problem of students' retention by proposing eight ways to increase student retention in higher education which include making great the first impression, closely monitoring the use of social media, providing clear feedback which can inspire students as well as making good use of retention centers and addressing at 'risk' students early enough. For the purpose of this study, student retention is understood as the

persistence and the act of the student remaining in school till the completion secondary school level culminated by the sitting for KCSE.

From the Universal Declaration of Human Rights, everyone has the right to education (UNESCO, 1998). Going by the statistics presented by United Nation's International Children Fund (UNICEF, 2012) indicated that, more than 1.2 million primary school-age children do not attend school. For instance, in the year 2015-2016, ASAL Counties of Garissa, Marsabit, Mandera, Wajir, Turkana and Samburu registered less than 56 per cent compared to 97.5 per cent in other regions (UNICEF Kenya, 2018). To facilitate the achievement of the universal declaration, the government of Kenya came up with education subsidization programs such as Free Primary Education (FPE) in 2003, Free Day Secondary School Education (FDSE) in 2013, Constituency Development Fund (CDF) in 2003, bursary, scholarships, provision of teaching and learning material and grants aimed on increasing transition and retention rates (RoK, 2008; Masimbwa, 2010).

Statistics from the Ministry of Education of 2019 shows that Marsabit County had the lowest gross enrolment rate (GER) of 17.9 in secondary schools as compared to Tharaka Nithi which had 132.8 (MoE, 2019). The statistics further indicate rapid drop in enrolment across the education levels in Marsabit County with a GER 69.0 in Pre-primary level, 54.8 in Primary level and 17.9 in secondary level (MoE, 2019). This decline of enrolment in primary and secondary levels clearly shows that student retention in school is a challenge in Marsabit County. If student retention is not given attention, Marsabit County will end up with a big illiterate population under development.

In the spirit of shared responsibility in making sure that the universal declaration was met, a number of non-government organizations (NGOs) chipped in to give a hand on retention of students in secondary schools particularly in the arid and semi-arid land (ASAL) where Marsabit County belongs. Despite the many government policies and the effort by various NGOs to help in the retention of students in secondary schools, still there are worrying numbers of students who terminate studies prematurely in Marsabit County to be specific. Many pastoralist communities such as those in Marsabit County over the years have not valued education (Muyaka, 2018; Saadia, 2015; Njeri, 2014). Negative attitude towards the girl child education has contributed immensely to low retention of girls in secondary schools in Marsabit County. Other factors such as low education level of the parents, household poverty, retrogressive cultural practices, long distances to school, drug abuse, peer pressures and ignorance on the value of formal education has also contributed to general low retention of girls and boys in school. Thus many school going children do not have a chance to attain formal education due to low education level of the parents, household poverty, retrogressive cultural practices and little interest attached to formal education as reported by Orodho, et al. (2013).

To support the government in the quest to availing education to all the children especially in the marginalized areas, the Catholic Diocese of Marsabit decided to lend a hand in the education sector. Since retention of students in school needs a combined effort of all the stakeholders, the Catholic Church in Marsabit has a cordial relationship with the families of the learners making it easy to get the firsthand information on the students' challenges. The diocese controls over 80% of the schools in Marsabit County through sponsorship. The diocese owns two secondary schools (St. Paul for boys and Bishop Cavallera for girls).

The challenges of school dropout and low retention of students in Marsabit County has been an alarming phenomenon over the years. The challenge of Students' retention in Marsabit is said to be brought about by drug abuse, peer pressure, poverty, cultural practices and economic instability, hostile environment, insecurity and constant conflicts among the pastoralist communities in the County that do not favor education as noted by Hunqe (2001) whose study was to establish the effects of ethnic conflicts among pastoralists in Marsabit district.

Due to the worrying rate of students' retention in Marsabit County, the Catholic diocese of Marsabit came up with strategies and programs to promote quality education and enhancement of students' retention. As a motivation and sensitization strategy, the diocese initiated leadership program for the Catholic sponsored secondary schools and a feeding program facilitated by Caritas Marsabit and Catholic Relief Services (CRS) in collaboration with the Diocesan Youth Office. The diocese also offers food stuff, financial aid in terms of fees payment to sponsored students and provides other resources and materials such as boarding facilities in a number of schools to make sure that the learners are retained in school and that they are not affected by migration as reported by Mburu (2017). The food stuffs offered through 'Nawili' program by CRS and feeding program by Caritas and enhances academic performance, attention in the class and retention of students in school as noted by Ltobuko, (2013). These services ought to be largely aimed at curbing absenteeism and school dropout rate hence contributing to enhancement of students' retention as reported from the studies by Ruto, et al., (2019), Kampicha (2013) and Galgallo (2014) on factors influencing internal efficiency in public primary school of Moyale district, Marsabit County and 'factors influencing retention of pupils in public primary schools in drought prone zones of North Horr district in Marsabit County. Despite all the efforts by the Catholic diocese of Marsabit to help

in retention of students, the problem of retention of students in secondary school is still a challenge in Marsabit County.

1.2 Statement of the Problem

No student joins school with the intention of dropping out before completion, nonetheless, some drop out on the way all over the world which is also a case of Marsabit County. Despite the efforts by the Catholic Diocese of Marsabit in offering donations and sponsorship to needy students as a way of enhancing students' retention in secondary schools, a number of students keep on dropping out of school even in the Catholic owned secondary schools. Puzzled by this phenomenon of school dropout and absenteeism, there was need to investigate on the contribution of the Catholic diocese of Marsabit on students' retention in selected secondary schools in Marsabit County. Following the reality that there was no known study related to this study carried out in Marsabit County, there was a need for this study given that school dropout and low retention rate of students in secondary schools remains a challenge in Marsabit County. Therefore, this study sought to address the gap by establishing the contribution of the Catholic Diocese of Marsabit in education and students' retention in selected secondary schools in Marsabit County.

1.3 Purpose of the Study

The purpose of this case study was to investigate on the contribution of the Catholic diocese of Marsabit on students' retention in selected secondary schools. Finding out the contribution of the Church in Marsabit County will provide vital information to the County on students' retention in secondary schools and the need to collaborate with the Church to boost the education sector in order to meet the goals of education in the County.

1.4 Objectives of the Study

1.4.1. General Objective

The general objective for this study was to examine the contribution of the Catholic Church on students' retention in secondary schools in Kenya.

1.4.2. Specific Objectives

The study was guided by the following objectives in line with title of the study

- i) To establish the effects of Church-family relationship on student retention in secondary schools in Marsabit County.
- ii) To find out the contribution of the Catholic diocese of Marsabit initiated education programs on students' retention in selected secondary schools in Marsabit County.
- iii) To examine the contribution of the Catholic diocese of Marsabit sponsorship and donations on retention of students in secondary schools in Marsabit County.

1.5. Research Questions

In order to collect accurate data, this study was guided by the following research questions:

- i) How does the Church-family relationship affect students' retention in secondary schools in Marsabit County?

- ii) What is the contribution of Catholic diocese of Marsabit initiated education programs on student retention in Secondary schools in Marsabit?
- iii) What is the impact of the Catholic diocese of Marsabit sponsorship and donations on retention of students in secondary schools in Marsabit?

1.6 The Significance of the Study

This study is of great significance to all the education stakeholders who include: the ministry of Education, curriculum developers, policy makers, school head teachers, non-governmental organizations, community around the school, parents and the students as well as surrounding community. The study provides the government with the awareness on the contribution of the Church on students' retention. The ministry of education and the curriculum developers gets valuable information and ideas from the Church on how to provide the necessary information that influence retention of students and how to address the challenge of retention in secondary schools. The findings of this study helps the school principals with the knowledge on how to improve the school environment and motivate the learners to develop interest in the programs offered in the school to enhance student retention. In addition, this study benefits the class teachers in understanding the situation and circumstances that contribute to dropout and that they can be in a better position to encourage students to remain in school.

The students benefit from this study understanding the importance of being in school throughout so as to perform well to better their lives and become role model to other students in the future. Moreover, this study is of great help to the parents in understanding the importance of education for their children and getting to know the contribution of the Catholic diocese of on education of their children. On the other hand, the findings of this study accords to other denominations and non-government organizations with vital information which can be useful in

addressing challenges of retention of students in secondary schools. The study enables the Catholic diocese of Marsabit to know how to improve its services. Furthermore, the study helps in the sensitization of the surrounding community about the importance of education and retention of students in secondary school by proposing workshop on education to the parents, religious leaders and community leaders. Finally, the study adds to the literature resource in the area for students' retention and act as resource to future researchers who wish to carry out a similar or related study in Marsabit and other parts of Kenya or elsewhere across the globe by providing the necessary information.

1.7 Scope and Delimitations of the Study

This study was only carried out in ten Catholic sponsored secondary schools and two Catholic owned secondary schools in Marsabit County where the Catholic Church has had a great influence in the education and students' retention in secondary schools. The study involved the students, class teachers, principals, parents and Catholic priests. The students were involved because they were the direct beneficiaries of the programs and assistance offered by the Catholic diocese of Marsabit. The study was also limited to the principals, class teachers, and parents because they had the information of what the Catholic diocese of Marsabit was doing to assist in students' retention in those schools. The Catholic priests were selected because those Catholic sponsored schools were under their jurisdiction. The study only focused on finding out the contribution of the Catholic diocese of Marsabit in relation to students' retention in secondary school because even in the Catholic owned secondary schools, despite registration of high retention rate, there were cases of school dropout.

1.8 Theoretical Framework

The theoretical framework in this study helped in interpreting and understanding the relevance of this study in the light of a suitable theory. This study was guided by two theories: Tinto's theory of Students' retention (Tinto, 1993) and Maslow's hierarchy of needs theory (1970). These two theories were instrumental in this study since they have a lot to do with retention and motivation

1.8.1 Tinto's Student Retention Theory

Tinto's student retention Theory of 1993, Tinto's theory identifies three major reasons why students depart from school as: academic difficulties, their inability to resolve educational and occupational goals, and their failure to become or remain incorporated in the intellectual and social life of the institution. On the reasons for students leaving school, Tinto says that prior to education a student possesses attributes such as family background, skills and abilities which influence their choices and commitment (Tinto, 1975). For the student to remain in school, Tinto held that, the students need integration into formal (academic performance) and informal (staff interactions) academic system and formal (extracurricular activities and informal (peer group interaction) social systems. Tinto's theory presents three dimensions of institutional action: (i) defining dropout from higher education, (ii) the principles of effective retention and (iii) principles effective implementation.

On defining the dropout as individual and institutional failure, Tinto says that institutions should not define dropout in the way that contradicts the students' own understanding of their leaving school and that in the course of establishing a retention policy, institutions must not only ascertain the goal and commitments of students but also discern their own goals and commitments. The principles of effective retention stipulate that retention program should be aimed on the

students they serve, education for all, and the social and educational community. On the other hand, the principles of effective implementation, Tinto says that institutions should provide resources for program development and incentives for the program participation, commitment to a long term process of the program development and put all the efforts on student retention.

The strength of Tinto's theory it is that it led to the development of a longitudinal, explanatory model of departure (Tinto, 1993), who argues that a student departing from school before completion arises due to skills, financial resources, prior education experiences, personal dispositions and interactions with other members of the academic and social systems of the learning institution. The theory provided the educationists with a framework, knowledge and information on the reasons why the learners depart from school. The theory opened the eyes the researchers to enquire more about students' departure from institutions and the need for retention in school. This theory is very important because it helps the school administration to address the factors that influence students' departure from school.

The weakness of Tinto's theory is that the theory was not concrete because it kept on developing into different models such a Student retention literature and explanatory model of departure. The theory only highlighted the three major reasons for departure of students forgetting there are students who depart on their own volition. Moreover, the theory does not advice on what to be done to students at risk of departing from school due family background, insecurity, peer pressure among other factors. To mitigate on the weakness of Tinto's theory and avoid it from negatively affecting this study, the researcher consulted other related theories and literatures.

1.8.1.1 Relevance of Tinto's Students Retention Theory to this Study

Tinto's student retention theory is relevant for this study because it helps the researcher search information that helps in addressing the reasons why learners depart from school and the

strategies to be employed to enhance students' retention in secondary schools. This study seeks to establish the contribution of the Catholic Diocese of Marsabit on students' retention in secondary school. The theory sheds light in constructing research questions which are able to enquire and address the factors influencing students' retention. The involvement of the Catholic Church the education sector touches the aspects of academic systems and social systems whereby the learners are sensitized on the importance of being throughout in school for academic excellence and involvement in social affairs like extracurricular activities and peer group interactions help boost growth and development as a person as highlighted by Tinto (1993), that *adjustment*, goals, commitment, finances, incongruence isolation and community integration as some of the factors leading to school dropout, the Church's intervention seems to address some of the factors through, sponsorship, donations, offering guidance and counseling services as well as organizing programs for the students and parents.

1.8.2 Maslow's Hierarchy of Needs

Hierarchy of Needs theory (Maslow, 1945, 1954, 1970) is a motivational theory mostly used in psychology. This theory was originally a five-tier model of human needs which Maslow expanded to an eight-tier model by including cognitive, aesthetic and transcendence needs. The model is presented in hierarchical levels within a pyramid whereby Maslow argues that the lower needs (deficiency needs) should be satisfied before an individual thinks of the higher needs (growth/ being needs). The hierarchy of needs comprises of: 1. *Biological and Psychological needs* (air, food, drink, shelter, warmth, sleep etc.), 2. *Safety needs* (security, protection from elements, order, law, stability and freedom from fear. 3. *Love and belonging needs* (friendship, intimacy, trust, affection, acceptance and affiliation). 4. *Esteem needs* (esteem for oneself – dignity, achievement, mastery, independence, and esteem for reputation / respect from others – status,

prestige). 5. *Cognitive needs* (knowledge, understanding, curiosity, exploration, search for meaning and predictability). 6. *Aesthetic needs* (appreciation and search for beauty, body shape, balance and form). 7. *Self-actualization* (realizing personal potential, self-fulfillment, seeking personal growth, peak experiences and desire to become what one wills). 8. *Transcendence needs* (through values a person goes beyond the self - mystical experiences, aesthetic experiences, sexual experiences, service to others, pursuit of science and religion)

Maslow's hierarchy of need theory was mainly used in Psychology but later adopted in Education due to its contribution in teaching and classroom management in schools. Maslow argued that before student's cognitive needs can be met, first the basic psychological needs should be fulfilled for example; students should be given food before being taught in class because no one can study on an empty stomach. Again, in a classroom the learners should feel secure and accepted for them to be in a good position to acquire the required knowledge. The learners ought to feel valued, respected and encouraged to respect others in the class for good relationship and belongingness. Like any other theory, Maslow's Hierarchy of Needs theory has strengths and weaknesses. O'Connor & Yballe (2007) merited Maslow theory for its intuitive nature as one that supports educationists and school administrators. The strength of Maslow's gives a summary of the human needs that ought to be fulfilled for integral growth of an individual. The enables the educationists to see the important needs that should be fulfilled first before a learner proceeds to attain other needs for instance some schools initiate feeding program to give learners food so as to enable them concentrate in class.

The weaknesses of Maslow's theory are that cannot be empirically testable to ascertain the rate at which the lower needs are being satisfied and when to move to the higher needs because satisfaction differ from one person to another. The weakness of Maslow's can be mitigated by

ascertaining that the lower needs are fully met and allow the individuals to gradually transit to the higher needs in their own pace. There should be a system whereby not everybody moves to the other class when it comes to promotion until the needs of the lower class are fully met.

1.8.2.1 Relevance of Maslow's Hierarchy of Needs Theory to this Study

Maslow's hierarchy of needs theory was relevant and useful to this study in the sense that, it is a motivational theory that presents and explains the human needs that ought to be met for an individual to progress. Without meeting certain needs like: food, water, shelter, security, appreciation and respect may affect students' retention in schools which may result to learner not attaining the higher need. Moreover, the theory was relevant for this study because the researcher sought to examine the contribution of the Catholic Diocese of Marsabit given that it has employed different strategies of motivating the learner by meeting the material and financial needs of the students; it has provided the training program that has met some higher needs like love and self-esteem. Through the provision of finances and food program, the lower needs of students such as food, shelter, clothing and water are met. On the other hand, the leadership training provides knowledge and skills and guiding and counseling that help in fulfilling the students' higher-level needs such as desire for further knowledge and skills. Through the training program, the students are able to deepen their faith in God and also discover their potentials in serving the society in general. The fulfillment of such needs make the learners to be retained in school.

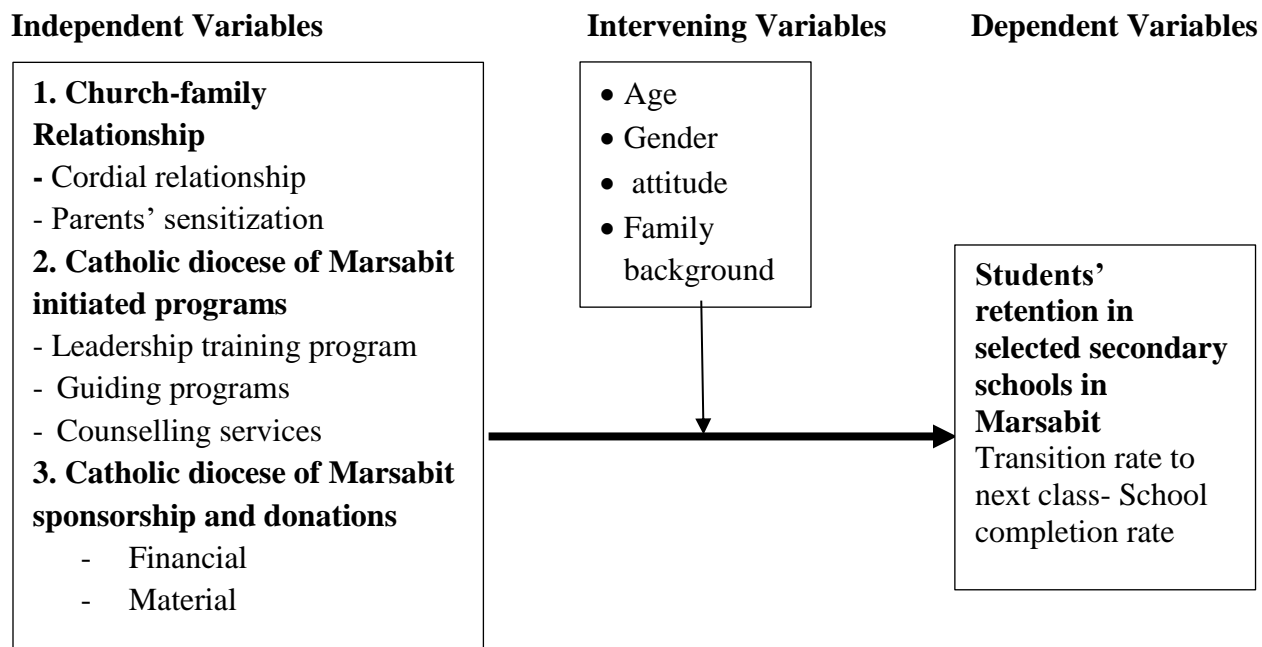
1.9 Conceptual Framework

The conceptual framework in this study illustrates the relationship between the variables used. The conceptual framework for this case study as illustrated in Figure 1 presents the contribution of the Catholic diocese of Marsabit on students' retention in selected secondary schools in Marsabit County, Kenya. The diagram shows the relationship between the contribution

of the Catholic Church and students' retention in selected schools in Marsabit County. The Contribution of Catholic Diocese of Marsabit is the independent variables, while students' retention in schools is the dependent variables in this study. Church-family relationship, Church leadership programs, Church sponsorship and donations, and Church on social-cultural practices form the Independent variable. In between the independent and dependent variables lies are intervening variables which include: the student's age, student's thinking capacity, gender, attitude towards education and entry score to secondary school.

Figure 1

Conceptual framework presenting the Variables



The thick arrow presents a direct connection between the independent and dependent variables responds to the four objectives / the research questions of this study. The contents of leadership programs such as study skills, life skills, drug and substance abuse, self-awareness, conflict management and decision making to mention but a few educates and informs the learners

on the need to remain in school and complete their studies. Through guiding and counseling, the learners are helped on how to cope with cultural practices such as early marriage, female circumcision and cattle rustling so as to complete school instead of being carried away by the retrogressive cultural practices. Church Sponsorship and donations have a big influence on students' retention in school given that some of the basic necessities and financial needs are duly met. The intervening variables may determine the positivity or the negativity of church's contribution to students' retention in secondary schools. The arrow to and from the intervening variables indicates that interplay between the variables.

The dependent variables are influenced by the intervening variables in one way or another. For example, the age of the students may determine his/her remaining in school. In the case whereby the student is advanced in age may end up feeling uncomfortable to sit in the same class with younger ones. The church initiated programs and student's background may affect retention of a student in secondary. For example, in the case of students who do not want anything associated with Christians may find it difficult to remain in school when the program is offered; while the Christians in who have a strong Catholic background will be motivated to stay in the school and attend the program

1.10 Summary Chapter

Chapter one presented the background of the problem by giving the history and showing how the Catholic diocese of Marsabit has been involved in the education sector in Marsabit County which is perceived to help in the retention of students in secondary schools particularly in the Catholic sponsored secondary schools in Marsabit County. The chapter discussed the problem statement of the study and highlighted the gaps to be addressed. In addition, the study presented the purpose and the objectives of the study as well as the research questions to be used in the

collection of data. The significance and the scope of the study was also discussed in this chapter. Furthermore, the chapter presented the theoretical framework with Tinto's student retention theory and Maslow's hierarchy theory of needs as the theories guiding the study. Finally, the chapter presents and explains the key terms to be used in the study.

1.11 Definition of Key Terms

Donations: The act of giving material support to not well to do families and needy students in Marsabit County.

Dropout: Inability of the learners to complete their studies.

Diocese: A term used to show a territory of jurisdiction belonging to a bishop in many of the Christian denominations.

Leadership training program: Church initiated program on life skills and leadership offered by to Catholic sponsored secondary schools in Marsabit County.

Moranism: Is a period whereby young men in many of the pastoral communities are ushered in to moranhood (warriorhood) and spend some months in the wilderness preparing for marriage.

Nomads/Pastoralists: people whose economic activity is cattle and livestock keeping.

Retention: This is a state whereby students are kept in school to complete their studies.

Sponsorship: The act of giving financial support to needy secondary school students.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This study sought to establish the contribution of the Catholic diocese of Marsabit in education and students' retention in secondary schools. The literatures consulted in this study convey the findings of other researchers. This chapter discussed the main concepts of the study which other researchers did not look into. Using the literature review, this study addressed gaps in those other studies adding information vital for future researchers.

2.2 The contribution of the Catholic diocese of Marsabit on Students' Retention in selected secondary schools in Marsabit

Effective retention of students in schools requires the involvement of all the stakeholders, the Church being one of them. Across the globe, the Church has been credited for not only in students' retention but also in the overall development of education. The role of the Church in education has a long history for she takes the first step in offering education to underprivileged sections of the society such as the unreachable and women (Somasekhar, 1970). A report from Catholic Bishops' Conference of England and Wales (2014) indicates that the Catholic Church works in close partnership with the government to ensure children get education. Retention of students by the Catholic Church in UK is done through Catholic community support whereby the community contributes funds to run Catholic schools and support the needy students. In addition, the report showed that the Church organizes programs for integral growth of a person as a whole not only education. The Church offers education without segregation and is responsible of preparing the religious education curriculum which teaches values to help in the retention of students in school.

The Catholic Church across the globe has helped in the retention of students in secondary schools through various ways. For example, according to (Gardiner, 2020) in the Washington D.C metropolitan area in USA when the Catholics schools were closing down and students dropping out of schools, the Catholic Church there came up with a plan to sustain schools and students. A review study by Patrick (2010) on 'religious practice and educational attainment' which was carried out in Washington, DC, found out that church services and programs strengths work habit and self-discipline of students. In India, according to the report by Daimari (2020), shows that the Catholic Church has been very instrumental in the development of education in India because it started Catholic schools whereby over 95% excel academically.

Due to the support and the quality of education offered in the Catholic high schools, 99% of the students graduate and of those 86% proceed to colleges (McDonald and Schultz, 2016). The role of the Church in education is evident because the world finest religious and secular leaders have been educated by the Church (Jansen, et al. 2009). Many of the Catholic schools exhibit good results which motivate learners to be retained in schools a found out in a study by Fuller & Johnson, (2014) that most of the participants said that due to college acceptance rate, there was retention of learners in school and expressed a deep desire to increase retention from the fresher to senior year. When it comes to participation in religious activities in relation academic matters, Byfield (2008) concurred with Douglas & Raymond (1986) in their findings, that students who frequently participated in religious activities attained high grades as compared to those who did not take part, when his study concludes that, the involvement of religion in students' affairs has a significant contribution on academic achievement. The same was echoed by Esmeralda et al. (2016) who found out that religious attendance in religious services was positively associated with educational expectation. This means, active participation in religious activities equips the students with skills

and motivation to work hard and take seriously their school work with the aim of attaining good grades hence students' retention.

In the African continent, the Church was not left behind when it came to matters of education. It has contributed a lot in education sector. Education in Africa was brought about by the Portuguese who after arriving in East and West African coast as explorers realized their own children needed education and therefore built schools (Sifuna, et al., 2006). Since the missionaries could not evangelize the illiterate Africans, they had to introduce western education to enable the Africans read the Bible. The effort of Church to offer education to African children seemed to be threatened by low enrollment and school dropout because the Africans did not see the importance of education; this called for retention of students in school prompting the church to act with speed and provided boarding facilities.

According to Radeny (2017), the Catholic Church has seriously contributed to the development of education in Kisii and Kenya at large. The Catholic Church has taken lead in the school management, infrastructural development and appointment of school administrators. In addition, the Church has helped in students' retention through financial support and donations. Looking at the literatures reviewed there was known study carried out to examine the contribution of the Catholic diocese of Marsabit on students' retention in secondary schools. The Catholic diocese of Marsabit has contributed on student's retention through various ways such as payment of teachers' salary, building of classrooms, provision of learning materials and sponsorship of the needy students to mention but a few. The Church involvement in education is critical given that some years back the Church's mission was synonymous with education since the Church understood school as a place where pupils can be nurtured spiritually and morally (Onjoro, 2013).

The literatures reviewed under this theme exposes knowledge gap, location gap, time gap, methodology gap and sample size gap

2.3 The Church – Family Relationship influence on Students’ Retention

The Church-family relationship brings about cordial relationship that offers social support to the families. This cordial relationship enables retention of students in school since the basic needs of children are provided. Through this relationship, the Church is able to offer spiritual, material and financial assistance to the families. Parental involvement is very important when it comes to academic performance and retention in secondary school. According to Woosley & Shepler (2011), inadequate parental support is one of the factors that affect students’ retention. For instance, when the parents are in touch with their children, and concerned with their education affairs, the children will be motivated to take seriously their studies; this may in turn help in the enhancement of retention of their children in school. From a study by Strom and Savage (2016), it was established that parents’ involvement in the studies of their children positively influenced the student’s desire to remain enrolled school and persist till the completion of the course.

A study by Frabutt, et al. (2010) on ‘Pastor’s views of parents and parental role in Catholic schools which was carried out in USA with 1,047 pastors from all the regions taking part, established that Church through her preaching and counseling services inculcated the right attitude to the family members pertaining education and encouraged the parents to see the importance of education. The relationship between the Church and families is beneficial to the children because the Church is able to supplement the available resources which help the students to be retained in school and achieve high levels of education (Wuthnow, 1999). In addition, the involvement of the Church in the families presents the children with role models and mentors who motivate them to take seriously their studies in order to become mentors to other students in the future. Through

the input by the Church to the families, the parents are in a good position to inculcate values in their children and guide them in avoiding activities which may interfere with their studies and keep them away from school as echoed by Christian (2003). A study by Cook & Ezenne (2010) on 'Factors influencing student's absenteeism in primary schools in Jamaica' established that low school attendance rates were due to family attitude towards education and suggested that the school, parents and the community to discuss more about absenteeism. When the relationship between the Church and the families is good, it helps the students in handling personal problems and solving school challenges as noted by Gene, Zolinda & Douglas (1996). For instance, due to good relationship between the Church and families, the parents are comfortable to seek assistance for their children from the Church authorities.

Parents play a very big role in the education of their children and thus the school should keep the parents posted about their children's academic progress (Ferrara, 2015; Ferrara, Crain & Davidson, 2013). When the parents have a good relationship with the Church and are actively involved in religious activities they are likely to have a good plan for the future of their children as found out by Chandra & Christopher (2001). A study by Byun et al. (2015) showed that sufficient and constant support from parents shaped the students' decision to remain in school. In many cases the parents alone cannot managed to retain their children in schools and there is need for other people such as relatives and extended family members to come on board especially when parental support is not available or insufficient as suggested by Rio-Aguilar and Deil-Amen (2012).To emphasize on the contribution of parents on students' retention, a study by McCulloh (2016) on 'Parental support and retention of rural first year college students' established that parental support shaped the students' decision to remain enrolled in school hence enhancement of

students' retention in school. In many instances, for the sake of the children of God, the Church enters into partnership with the family to salvage the situation.

To enhance students' retention in school the Church takes the initiative to sensitize families about the importance of education of their children (Wairimu, 2011). In so doing, the Church works in strengthening the family unit as the right environment to nurture children (National Gender and Equality Commission of Kenya, 2015). A study by Sanders (2005) on 'The effects of school, family and community support on the academic achievement of African- American adolescents' found out that the involvement of the Church in the affairs of families indirectly influence the achievement of the learners which implies that both Church and family have an impact on students' perceptions on academic since the Church gives confidence and support to the learners; when students participate in church activities they acquire skills that enable them to be confident that they can do better in school.

Deviant behavior which cannot be condoned in school makes many students to be suspended from school rendering student retention to be a challenge. However, when the Church is involved, her religious practices and good relationship with the families helps in curbing such behaviors as expressed in a study by Mabeya, Ndiku and Njino (2010) who carried a study using descriptive survey design whereby 114 participants from 97 secondary schools in Uasin Gishu County were involved. Through purposive sampling, the study found out that there was significant relationship between the school sponsors and academic performance of students. The study recommended for the review of the sponsorship policy by the Ministry of Education. The literature reviewed under this theme highlighted the impact parents / families on retention of students in schools however; none of them has attempted to investigate how the relationship between the families and the Catholic diocese of Marsabit has contributed to retention of students in secondary

schools in Marsabit County. The researcher discovered that from the reviews there was sample size gap, location gap, knowledge gap, theory gap, methodology gap as well as time gap which ought to be addressed by this study.

2.4 The Church Initiated Programs on Students ‘Retention in School

Since retention of learners in school is very important, that is a need for programs which may help in the enhancement of students’ retention. A survey study on ‘Variables affecting the retention intention of students in higher education institutions by Matti, Kai, & McLaughlin (2020) carried out in Canada, using sample size of 395 participants found out that several factors such as extracurricular activities, study skills, guidance and advising services among other programs contributed to retention of students in school. The study suggested that the institutions ought to organize programs to equip students with study skills, time management and peer coaching. According to the study by Gullan, Power & Leff (2013) on ‘the role of empowerment in school-based community service program’ carried out in one of the inner-city schools in USA in which 57 grade six students participates, showed that participating in organized programs, that the content matter and the participation of the students had a positive impact on their studies. The study suggested more participation of students in empowering programs.

In many African communities, socio-cultural activities affect the acceptance and understanding of education given that it challenges and interferes with education. A study by Msafiri & Lianyu (2022) seeking to establish the socio-cultural factors leading to high dropout among girls at a junior secondary in Mara, Tanzania, discovered that Socio-cultural activities such as early marriages, female genital mutilation, household activities and social attitude towards girl child education were the factor leading to high dropout rate among girls. Guidance and counseling services can be of great help in the management of students’ discipline as expressed by Eyasu,

Githuthu & Tekestediga (2019) in their study on ‘Utilization of counseling service by students in Keren subzone secondary schools, Enseba region, Eritrea’. The study used mixed method design targeting a population of 1515 respondents whereby questionnaires and interview guides were used to collect data. This study found out that the majority of the students did not make use of guiding and counseling in school because there was no proper office for counseling, no trained counselors and counseling facilities, less attention was given to the counseling department and lack of awareness from the students’ side. The study recommended that the ministry of education to provide schools with trained counselors.

Looking at Christian religious education program, Ngussa and Makewa (2018) carried a study on ‘The role of Christian Religious Education on secondary school student discipline in Lake Zone, Tanzania. The study adopted a survey research design, whereby teachers and students from 19 secondary schools were sampled to take part. Using questionnaires, interviews and focus group discussion to collect data, the study established that there was significant relationship between Christian religious education and students’ discipline. From the findings, the study recommended that Christian religious education (CRE) to be taught in all the secondary schools across the Lake Zone. A study by Gathoni, et al., (2019) on ‘effectiveness of counseling services on retention rate of undergraduate students in selected universities in Kenya adopted quasi-experiment and phenomenological mixed method design. Questionnaires were administered to 104 participants who were randomly selected. The study established that, counseling services significantly influence retention rate of students and enable them to complete their studies. A study by Gitonga, Njoka and Lucy (2018) on ‘Assessment of the effectiveness of programs put in place to control student’s absenteeism in public day secondary schools in Kirinyaga County’ whereby descriptive survey design was used on a target population of 497. With the use of questionnaires guide, the

study established that counseling was not an effective intervention in addressing absenteeism in public day secondary schools and recommended the enhancement of guidance and counseling programs so as to address absenteeism among learners.

Chebet (2017) carried a study on 'Household and school-related determinants of school dropout among students in mixed day secondary schools in Bomet County, Kenya. The study adopted a descriptive survey research design, whereby 2,392 participants were sampled from 18 mixed day secondary schools in the County through purposive sampling method. Through questionnaires and interview guide to collect data. The study discovered that causes of school dropout were: pregnancy, financial problems, family factors, wars, and child labor, over age students, motorcycle operation business, drug abuse and peer influence, migration, negative attitude towards schooling. Poor academic performance and expulsion, school dislike, long distance from home to school and gender violence also contributed to school dropout. Inadequate learning resources, harsh punishment, dislike of certain teachers, genital mutilation, early marriages as wells as cultural beliefs were other causes of school dropout. The study recommended that the principals, teachers and parents to undertake professional guidance and counseling courses. Guiding and counseling services are undeniable that they can shape the understanding and thoughts of an individual concerning retrogressive cultural practices that hinder education among the students.

From a study carried out by Salgong, Ngumi and Chege (2016) on 'The role of guidance and counseling in enhancing student discipline in secondary schools in Koibatek district', which adopted descriptive survey design and a sample size of 2,914 participants who were sampled through simple and stratified random sampling, with the use of questionnaires and interview guides to collect data. The study found that guiding and counseling had improved discipline and academic

performance of the students. The study further established that there was lack of legal framework and lack of trained teacher-counselors and therefore suggested the schools to embrace dialogue in resolving conflicts.

The Catholic diocese of Marsabit initiated education programs such as leadership programs, guiding and counseling services for the students in secondary school especially the Catholic owned schools. These programs have been found to have a lot of impacts on student attainment of educational goals and students' retention in school because they help the learners in developing a sense of self control and self-efficiency. This claim can be substantiated in the study by Ibrahim, Aloka and Wambiya (2014) on 'Perceptions on the role of guidance and counseling program on Kenyan secondary school students' career decision making'. The study adopted a descriptive survey guide with 250 students being sampled through simple random and stratified methods which established that there was a significant relationship between guidance and counseling and students' career decision making. From the findings, the study suggested that guidance and counseling to be embraced since it provided the students with indispensable information and competences.

Many of the studies reviewed here were carried out in different times and different places except the one of Ibrahim, Aloka and Wambiya (2014) which was carried out in Marsabit. Their sample size and target population was different from that of this study which was 379. Despite the studies highlighting on the influence of Church organized programs on students' life in schools, none of these studies looked into the contribution of the Catholic diocese of Marsabit education programs on retention of students in secondary schools in Marsabit County. Therefore, indicating knowledge gap, target population and sample size gap, methodology gap, time frame and location gaps which will be addressed by this study.

2.5 The impact of the Church Sponsorship and Donations on Student Retention in Secondary Schools in Marsabit County

Today the idea of sponsorship is understood differently than the past when it equated to total ownership and control of the school. Nowadays sponsorship is taken to mean financial and material support to the needy. This concept stems from charity traditional culture of the Church to help the needy and elevate the oppressed (Grace, 2011). A report by Wang (2014) from the 'Discussion of function of Church and State in public school in the US' showed that the support of the Church to the public school was limited to the matters of religious content in the curriculum while non-public schools were entitled fringe benefits from the church. As study by McIntosh & Curry (2020) on the 'Role of a Black-School partnerships in supporting the educational achievement of Africa American students' conducted in USA, establishes that through contribution from the church member to help the needy students had a lot of impact on the students' academic performance positively and thus black church-school partnership had positive influence on educational outcomes for the students.

Another study by Jane (2008) on 'The effects of Catholic and protestant schools' academic performance' which was carried out in the State University of California whereby 41 studies were analyzed showed that academic performance of students from Catholic and protestant schools were far better than of their counterparts in public schools due to sponsorship. The study further established that students from Catholic sponsored schools performed better than those from protestant sponsored schools, meaning students' retention rate was likely to be higher in Catholic sponsored schools. The study suggested that more researches to be done to establish the differences of performance between the Catholic and protestant sponsored schools. Aule, Jibril & Adewuyi (2022) carried out a study in the state of Benue, Nigeria to assess the contribution of major

stakeholders in secondary schools. The study established that in Benue State, the highest percentage in the education support was by the community, private individual and mission organization since they owned more secondary schools than the government.

The history of Church involvement in education as stipulated by Muoki (2017) in his paper on 'the Church as a Sponsor of education in Kenya: a historical review (1844-2016)' showed that the involvement of the Church in education started during the colonial period. The church built and financed schools, recruited and trained teachers, overseeing the curriculum implementation as well as providing spiritual and moral support to the education sector. Through the sponsorship and donation from the Catholic Church many children have been retained in school since the Church has the mechanism to oversee development and success of the schools as well as spiritual development of the students. Sponsor plays a very big role in providing the basic needs to the learner and the provision of a conducive learning environment that boosts academic performance.

The Church as a sponsor ensures that the students not only go to school but also adhere to what is expected in the school as stipulated in the Kenya Catholic Education Policy (2000) which holds that children attend school to acquire education therefore need for good study habits. Looking at the influence of sponsorship programs Sponsorship has a great influence and impact on students' retention in schools when the amount given is able to cater for the need of the learner and that of the family as established by (Gachanja, 2012) in his study on 'the influence of sponsorship programs on pupils' retention rates in primary schools, Mutomo district, Kitui County, Kenya. Gachanja's study adopted a descriptive survey research design whereby a sample size of 150 participants was selected through simple random sampling and questionnaire guide was used as data collection tools. The study found out that the amount, mode and scope of sponsorship, and guardian participation influenced pupils' school retention. The study recommended that the

sponsoring organizations to increase the amount of sponsoring as to cater for all areas of child need and environment.

Sponsorship and donations has very much helped in areas where children are unable to get quality formal education, through addressing financial challenges and providing necessary equipment are as expressed by Njeru (2013) in his study on ‘The role of sponsors participation in management of secondary schools in Maara district, Tharaka Nithi County, Kenya. Another study by Magoma (2014) on ‘The role of the Catholic Church in the development of secondary school education in Gusii: the case of St. Charles Lwanga Ichuni girls high school 1968 – 2000, adopting a historical design, the study used primary and secondary sources as well as interview guide to collect data. The study established that the Catholic Church has had a lot of impact in education in Gusii land especially in the establishment and development of secondary education which in turn contributes greatly to socio-economic development of the people. The study recommended that the Catholic Church to continue supporting their schools and ensure minimal transfers of head teachers.

A study by Ngeiywa (2014) on ‘Influence of donor funding on development of secondary education; a case study of Church sponsored schools in West Pokot County, Kenya’ whereby the targeted population was from the Roman Catholic Church, the Evangelical Lutheran Church of Kenya, Anglican Church of Kenya and 36 church sponsored secondary schools in the county. The sample size for the study was obtained through simple random sampling and purposive sampling. With the use of questionnaires, interviews and observation guide to collect data, the study found out that the church assisted a lot in the construction of school buildings and offering sponsorship to bright students from humble backgrounds which by and large enhanced retention of students in secondary schools.

Another study by Makhanu (2018) on ‘Influence of religious sponsorship on academic performance by protestant and Catholic secondary schools in Kenya: Comparative study in Trans-Nzoia County, Kenya which adopted a cross-sectional descriptive survey mixed method design, whereby 192 secondary schools were the target population. Using questionnaire guide to collect data, the study showed contrary results with other studies when it established that there was no significant relationship between the provision of teaching-learning resources and academic performance of students in religious sponsored schools. It also established that there was no significant relationship between financial support and academic performance of students in religious sponsored schools. The study further found out that there was no significant relationship between social support services and academic performance of students in religious sponsored schools and recommended that, the ministry of education to review regulate and supervise the policy on sponsorship of public secondary schools.

Kamundi (2021) carried a study on ‘Student retention in secondary school of Seventh-day Adventist Church in East Kenya Union Conference’ whereby concurrent mixed method design was used guided by expectant theory. The study found out there were high numbers of drop out in form 2 and form 3 which showed a high turnover rate that can affect the learning process and students’ academic performance. The study recommended that bursaries and sponsorship of the needy to student to be availed so as to enable retention of students from poor in the school. When the student’s needs are met through sponsorship, the educational outcome is improved as discovered by (Barnes, 2015). It is undeniable that financial support contributes a lot in enhancing the number of student who make it through to the end of the course as noted by Frida, Nduku & Ntabo (2020). This is in line with Lombo (2019), whose study advocated for a long lasting solution to curb school dropout through funding for school resources.

2.6 Summary of the Literature Review and Research Gaps

Going through the literatures reviewed one could notice many gaps to be addressed by this study such as knowledge gap, location gap, time frame gap, methodological gap, target population and sample size gap as well as theory gap. The studies reviewed were carried out in different times ranging from 2008 to 2022 in different locations. From the literature reviewed under this theme, the sample size and the composition of the participants was different from that of this study. Many of the studies reviewed were carried in different places in different time, using different methodologies and research approaches. Above all, none of the researchers sought to investigate on the impact of the Catholic diocese of Marsabit sponsorship / donations and students' retention in secondary schools in Marsabit County. Many of the literature reviewed confirmed that involvement of stakeholder in education has a positive impact on students' learning hence influencing the enhancement of student retention rate in schools. A number of studies showed that parents' involvement in their children's education affairs was vital in curbing absenteeism and school dropout.

The literatures reviewed indicated that contribution of the Church through educational programs, guiding and counseling services influences retention of students in learning institutions. For instance, the study by Ibrihim, et al. (2014) were in agreement that guiding and counseling programs by the Church had a tremendous impact in the socio-cultural practices such as FGM, early marriages, circumcision and *moranism* among others factors which by and large affect students' retention in schools. Almost all the literatures reviewed, agreed that sponsorship and donations play a very big part in enhancing retention of students in school since all the basic needs are addressed accordingly.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Bouchrika (2021) holds research methodology to be both collection of methods and rules applied to support a research approach. This chapter highlights and presents the research methodology used in the study ‘on the contribution of the Catholic diocese of Marsabit on students’ retention in selected secondary schools in Marsabit County. It describes the research design, target population, description of samples and sampling procedures as well as the data collection tools and data analysis which is presented in a detailed manner. The chapter discusses the ethical considerations to be applied this study.

3.2 Research Design

Research design is the plan, procedure and strategies of carrying out a study (Mugenda and Mugenda, 2012). Orodho (2003) refers to research design as a plan or guide for data collection and interpretation which helps in obtaining answers to research questions and the control of variance. This study adopted mixed method approach whereby quantitative and qualitative method of collecting data was combined (Creswell, 2014). Mixed method was preferred for this study because it is a high-breed kind of a method which accommodates other methods unlike qualitative or quantitative where the researcher is limited to the use of only one method. This study used convergent parallel mixed method design to collect, analyze and interpret qualitative and quantitative data. According to Asenahabi (2017), Convergent parallel mixed method is a mixed method design; the researcher merges both quantitative and qualitative data so as to have a comprehensive analysis of the research problem (Demir & Pismek, 2018).

Creswell (2014) presents convergent mixed method as a strategy whereby the researcher collects both qualitative and quantitative data and analyses them separately then compares the results to see whether the findings conform or disconfirm with each other. Convergent parallel mixed method research design was preferred for this study because it provided the researcher with an opportunity to collect both quantitative and qualitative data at the same phase. By collecting both the qualitative and quantitative data, the researcher was in a good position to collect quality and accurate information because what was not achieved in interview was gotten through questionnaires. This gave a more complete understanding of the research problem hence helped in attaining quality and accurate information from the participants.

3.3 Target Population

Barnsbee (2018) refers target population as the group of individuals that the intervention intends to conduct a research in and draw conclusions from. On his part, Majid (2018) presents target population as the population of interest that the study wishes to treat. According to Casteel and Bridier (2021) a target population can either be objects or a group people such as school community, business communities, Christians, Muslims, politicians among others. To get a reasonable target population for the study, the researcher used both probability and non-probability sampling whereby the researcher employed simple random sampling and purposive sampling techniques. The target population was 5,727 who belonged to twelve secondary schools (two Catholic owned and ten Catholic sponsored secondary schools in Marsabit County where the Catholic diocese of Marsabit is fully involved in assisting in education as per the education records in Marsabit County. The population number emanated from school records in those twelve secondary schools sampled.

Table 1***Target Population of the study***

Category	Target population
Principals	12
Class teachers	48
Students	5,600
Parents	50
Catholic Priests	17
Total	5,727

Source: School records

3.4 Samples Size and Sampling Procedures

Sampling is the process used in statistical analysis whereby a predetermined number of observations are taken from a larger population (Tuovila, 2020). Gentles, et al., (2015) define sampling as the selection of specific data sources from which data is collected to address research objectives. For Mugenda & Mugenda (2019) sample refers to as a sub-group obtained from accessible population which is carefully selected to represent the whole population with relevant characteristics. Simple random sampling was used for the teachers and students so as to give each student an equal chance of being included in the sample as advised by Taherdoost, (2016) while purposive sampling was used for the principals, parents and the priests, because they were readily available in their places of work. Simple random sampling was used to sample students, and teachers because of the number was large. From a target population of 5,627 persons, the formula of Cochran (1963) was used to come up with a sample size of 477 participants who included 360 students, 48 class teachers and 12 school principals, 17 priests and 45 parents.

The researcher used the formula

$$n = z^2 * p(1-p) / d^2$$

Where by

n is sample size

p=margin error of 0.5 % (variance) estimated to 50% of the populations' sample participation to the study

*d*is the degree of accuracy which is assumed to be 0.05% as reflected by the amount of error that can be tolerated in the fluctuation of a sample proportion of the population.

*z*²is the degree of confidence level 95% (1.96)

N is the population

(*p* =0.5; *d*= 0.05; *z*=1.96)

$$n = \frac{1.96^2 \times 0.5(1 - 0.5)}{0.5^2} = 384$$

Given that 384 is bigger than 5% of the target population of 5,727 in this study, finite population correlation factor is applied to reduce the figure to the required sample size.

Table 2

Sampling Matrix

Participants Category	Target Population (N)	Sample size (n)
School Principals	12	12
Catholic Priests	17	17
Parents	50	45
Class teachers	48	43
Students	5600	360
Total	5,727	477

3.5 Research Instruments

Research instruments are tools used in obtaining and collecting relevant information for a research project. The researcher used questionnaires and interview guide as the research instruments. The research instruments were reconstructed to respond to the objectives and research questions of the study. The questionnaires were administered to the teachers and students while interview guide was used for the principals, parents and priests.

3.5.1 Questionnaire Guide for Students and Teachers

The questionnaires were preferred for students and teachers in this study because they can be used for a big number of respondents at the same time. Questionnaires are of advantage because they give the respondents freedom to express themselves due to anonymity. Questionnaires brings efficiency in collecting data given the anonymity of the respondents were at liberty to share information (Zohrabi, 2013). There were two sets of questionnaires which were administered to the class teachers and students respectively. Students were given 360 questionnaires while the class teachers were given 43 questionnaires to fill in. These questionnaires were handed on to the respondents by the researcher in person. The content of the questionnaires were organized in two sections: section 1 was to collect demographic data while section 2 was to obtain information related to the objectives of the study which was framed as follow : “What is the contribution of the Catholic diocese on students’ retention in Catholic sponsored secondary schools in Marsabit County?”, What is the contribution of Church-family relationship on students’ retention in secondary school in Marsabit County?”, What is the impact of church initiated programs on students’ retention in Marsabit County secondary schools?” and “What is the influence of church donations and sponsorship on student’s retention in secondary schools in Marsabit County? The questionnaires collected both numeric and descriptive data.

3.5.2 Interview Guide for Principals, Parents and Priests

The interview guide was used for the principals, parents and priests because they are not found in one area. To administer the interview guide, the researcher used interview schedules and planned the best time to meet the participants for interview. The interview guide was constructed to cover all the areas per the objectives of the study like the questionnaires. The researcher used structured interview form to collect data for each category of participants. Semi-structured form was used to ask probing questions to help in understanding and clarifying the respondent's answer. There were three sets of interview forms which were used for the 12 principals, 17 priests and 45 parents respectively. The interview had content similar to that of the questionnaires seeking to collect demographic data and information related to the objectives of the study. The interview guide responded to the following questions: 'What is the contribution of the Catholic diocese of Marsabit on students' retention in Catholic sponsored secondary schools in Marsabit county?' 'What is the contribution of Church-family relationship on students' retention in secondary school in Marsabit County?', 'What is the impact of church initiated programs on students' retention in Marsabit County secondary schools?' and 'What is the influence of church donations and sponsorship on student's retention in secondary schools in Marsabit County?'. The interview sessions produced descriptive data.

3.6 Validity of the Research Instruments

According to Orodho (2004) validity is the process of establishing whether the research instrument is measuring what it purports to measure. In order to establish whether the variables under study reflected in the items in the instruments, the researcher observed the content and face validity of the instruments. Content validity is the degree to which an instrument reflects the content universe to which the instrument will be generalized while face validity is a subjective

assessment on the operationalization of a construct (Oluwatayo, 2012). The researcher ensured face validity was observed by making the language used in the research tools grammatically correct and clear to avoid ambiguity. In regards to content validity, the researcher ensured that the data collected had the correct content required to be measure. The data collection instruments were presented to research specialists and experts for critique. In addition, the instruments were presented to the two experts in the field of leadership and education managements to assess the validity. The researcher did a peer review by presenting the research instruments to fellow colleagues in the field of leadership and education management to go through and advice appropriately. Each item was examined in terms of its relevance to the variables under study and the research objectives.

3.7 Reliability of the Research Instruments

According to Mohamad et al. (2015), reliability means that the scores of an instrument are stable and consistent. Akotha et al. (2017), refers reliability as the consistency, stability and repeatability of results in identical situations but in a different circumstances). To test reliability of the questionnaire instruments in this study, the researcher used test-retest method whereby questionnaires were administered to 24 selected respondents (one student and one teacher from each of the 12 secondary schools). The same questionnaires were administered to same set of respondents after duration of one-month. One-month duration was long enough to make the respondents not to have a fresh memory of the response they gave earlier. The total score of the test and retest for each respondent was converted in to percentage and Pearson correlation coefficient was calculated using SPSS program following the Pearson formula. The Pearson correlation coefficient of 0.92 (92%) was attained showing that the reliability of the instruments was accurate.

$$r = \frac{n\sum xy - \sum x \sum y}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Table 3

The Test and retest results from the respondents which was used to calculate the correlation coefficient of the research instruments

Respondents	Test (X)	Retest (Y)	X ²	Y ²	XY
1	100	98	10000	9604	9800
2	97	90	9409	8100	8730
3	100	100	10000	10000	10000
4	100	98	10000	9604	9800
5	100	100	10000	10000	10000
6	100	100	10000	10000	10000
7	100	99	10000	9801	9900
8	100	100	10000	10000	10000
9	100	98	10000	9604	9800
10	100	100	10000	10000	10000
11	99	96	9801	9216	9504
12	100	98	10000	9604	9800
13	97	90	9409	8100	8730
14	100	100	10000	10000	10000
15	100	98	10000	9604	9800
16	100	100	10000	10000	10000
17	100	100	10000	10000	10000
18	100	99	10000	9801	9900
19	100	100	10000	10000	10000
20	100	99	10000	9604	9800
21	100	100	10000	10000	10000
22	98	97	9604	9409	9506
23	99	96	9801	9216	9504
24	100	99	10000	9801	9900
	2390	2354	238024	231068	234474

3.8 Piloting the Research Instruments

Kothari (2019) refers piloting of research instruments as the prior examination of research questionnaires before being administered to the real study. Cooper and Schindler (2008) held that the rationale for a pilot test is to recognize shortcomings in plan and execution. Pilot testing is the basics for testing the unwavering quality of instruments and the validity of the study. Primary objective of piloting in this study was to help the researcher to check the accuracy and avoid vagueness of the research instruments before utilizing them to collect data. The dependable guideline in pilot testing was 1% of the sample applied since time, costs and practicability of carrying out the exercise limited its scope. The researcher piloted the instruments to 4 students and 1 teacher from 1 of the 12 Catholic sponsored schools in Marsabit central zone that did not participate in the study. The results of the pilot test helped in confirming whether the questionnaire guide measured what it was intended to be measured. The participants were asked to do was to rate with 1-5 whereby 5 was the highest and 1 the lowest score) that the Catholic diocese of Marsabit has contributed to student retention in secondary schools in Marsabit County. The outcome was that over 90% rated the statement with 4 and 5.

3.9 Data Collection Procedures

After having gotten the permission from the school of education in Tangaza University College and research permit from the NACOSTI, the researcher proceeded to the education office in Marsabit County and notified them the intention to want to carry out a study in secondary schools in the area. Thereafter, the researcher went to the research field and sought permission to carry out a study in those schools. Having received the required permission to carry out a study in the research site, the researcher went to the field in person to collect the data in the area of study. Collecting data in person enabled the researcher to explain the purpose of the study and to clear

any suspicions from the participants of the study about the use of information they provided. Going to collect the data in person enabled the researcher to verify the information obtained through observation of the reaction by the interviewees during the interviews.

While in the field the researcher only administered the research instruments to the respondents after seeking their consent to participate in the study. Data collection was only done within the schools of the respondents. From 12 secondary schools the researcher selected 360 students, 12 school principals were used to represent the others. 43 class teachers and 45 parents who participated in the study. Since the secondary school belonged to a particular parish jurisdiction, 17 priests who are directly connected to the schools were selected to participate. The total number of the participants of this study was 477 persons.

In administering the questionnaires to teachers and students, the researcher delivered the questionnaires in person and collected them back as soon as they were filled in. Questionnaires were distributed to the selected participants and the researcher waited for them to be filled in as he carried out interviews to the principals if they are available. In this study, interview schedules were used with the aim of collecting information from the principals, parents and priests. For the priests and parents, the researcher scheduled time to go meet the priests in the parishes and met the parents in their places of work or at their homes to collect data. When the interviewees were not available the researcher rescheduled the interviews at their convenient time. The interviews were carried out face-to-face so as to capture not only the information but also the participant's expression. When the questionnaires were returned and the interviews concluded, data analysis process commenced immediately.

3.10 Data Analysis Techniques

Data analysis refers to the process of organizing, explaining and presenting collected data (Oso & Onen, 2016). The data collected was sorted and coded according to the objectives and any other information was put into a different theme. Descriptive statistics whereby frequency distribution and percentages were used when analysing data. The frequency distribution was done through scores then percentages calculated and presented in form of tables and figures. It was on the basis of these techniques that the researcher converged the analysed data to come up with findings, conclusions and recommendations. These findings were clearly presented and discussed in chapter four and five of this study. The data interpretation and report writing was done in reference to the research objectives and to the topic of the study.

To analyse the qualitative data, the researcher followed the six steps of analysing qualitative data as suggested by Creswell (2014). Step one; the researcher prepared the data for analysis by sorting out the information and cataloguing each material according to the numbering of the questions. Step two; the researcher scanned through the data to grasp the sense of the information and the general meaning. Step three, data was coded whereby the data inform of images and text was categorized and labelled differently. In step four, the data was given descriptions of people, settings or items so as to form research initiatives. In the fifth step, the qualitative data was analysed and presented using narrative description and in the sixth step the researcher made the interpretation of the findings.

3.11 Ethical Consideration

To carry out this research, the researcher had to apply research ethics. Research ethics refer to the moral standards applied when carrying out a research (Gray, 2014). According to Cohen et al. (2007), research ethics are study ethics applied in writing. Fouka & Mantzorou (n.d), ethics

refers to a system of principles which can critically change previous consideration about choices and actions. Before embarking on data collection for this study, the researcher bore in mind the major ethical considerations in order to make sure that the research participants were protected so as to develop trust in the participants as well as promoting the integrity of research work. The researcher made sure that the research topic was of benefit to the participants and the research questions were clear enough to guide the study in addressing the problem for the study. Upon making corrections as pointed out by the examiners, the researcher sought approval from the school of post graduate studies Tangaza University College. Having gotten a go ahead from the college, the researcher applied for a permit from the National Commission for Science, Technology and Information (NACOSTI) to carry out the study. After receiving permission from NACOSTI the researcher proceeded to Marsabit County Education Office to notify them the intention of the study and sought permission to be allowed to collect data in the 12 Catholic sponsored schools in Marsabit County.

When the researcher received permission and fulfilled all the requirements for carrying out a research, he went to the research site. Before starting to collect the data, the researcher prepared a consent form which was presented and explained to the respondents. Since the students who were expected to take part in the study were under the age of 18, the research informed the school administration about the research and obtained permission. The consent form contained information on the intention of the study, the mode of data collection and how the collected data was to be used. This consent form accorded the respondents with the freedom to participate in the study and opt out of the study when they wish. The respondents appended their signature on the form to show their consent and willingness to take part in the study.

In the process of data collection, the researcher applied the principle of beneficence and non-maleficence (O'Donoghue, 2022). Following the principle of beneficence, the researcher gave some candies to the students and little money to the grown up respondents as a token of appreciation. The token was given making sure that the process did not add more expense and that would not set a precedence that will affect researchers who may carry out a study in the same site in the future. As concerning non-maleficence, the researcher made sure that the respondents were not harmed in any way as they gave information. This was done by using the best approach to obtain information from respondents. The respondents were at liberty to give information. If the researcher noticed that the respondents were uneasy and uncomfortable to respond to the questionnaires or interview, he accorded them the opportunity to opt out of the exercise.

Moreover, the researcher made sure the principle of anonymity and confidentiality was upheld so as to give the respondents the freedom to respond to the study. This was done by asking the respondents not to mention their names when giving information. Any confidential information and data collected was treated with high level of confidentiality and that the information was not to be shared with the relevant authority unless for assistance in case where the respondent presents information drawing attention to security matters. Protection of one's privacy was in line with the right to privacy as enshrined in Chapter four of the Kenyan Constitution on Bill of Rights, precisely article 31(c & d) which states that "Every person has a privacy not to have information relating to their family or private affairs unnecessarily acquired or revealed; or privacy to their communications infringed (Kenyan Constitution, 2010). Therefore, the researcher did not seek any information which infringed on the privacy of the respondent and no coerced in any way to give information.

Ethical considerations were also applied in the data analysis and reporting stages as stipulated by Bhandsri (2021). The research carefully analysed the data collected and made sure that information received from the respondents was indicated. The researcher ensured that the information collected was presented as original as delivered by the respondents and that nothing was added or deducted. Where the information was not clear and there was no way of getting back to the respondents for clarification, adjustment of the information was done without bias so as to capture the intended meaning by the respondents. During the reporting of the findings, the researcher put down exactly what was captured from the data and recommendations which could address the problem of the study. Any confidential and contentious information was not shared unless to the authority if deemed for the common good that needed urgent response for security purposes.

3.12 Summary Chapter

This chapter was presented in term of themes and subthemes. The chapter begun by presenting the research methodology and design used in this research. Convergent mixed method was highlighted as the method to be used in this study. The chapter presented the target population of the study of 5,727 from which a samples size of 477 participants was derived at using Cochran (1963). The chapter presents that the participants for this study were obtained through simple random sampling for students, teachers and parents, and purposive sampling for 12 principals and 16 priests. The sample included 12 principals, 43 class teachers, 17 priests, 45 parents and 360 students. The chapter further discussed data collection instruments whereby questionnaires and interview guides were the only instruments used to gather qualitative and quantitative data. Validity and reliability of data instruments as well as piloting of the instruments was presented.

The chapter also discussed how the analysis of the data collected was done. In addition, the chapter presented the research ethics observed before, during and after the research undertaking.

CHAPTER FOUR

PRESENTATION, INTERPRESENTATION AND DISCUSSION OF THE STUDY

FINDINGS

4.1 Introduction

This chapter presented an in-depth analysis and discussions of the study findings. The study made use of questionnaires and interview guides as the main tools for data collection. Questionnaire guide was used for class teachers and students, while interview guide was used for Principals, priests and parents. The research tools were aimed at establishing the Contribution of the Catholic diocese of Marsabit on students' retention in selected secondary schools in Marsabit County, influence of Church-family relationship on students' retention in secondary school, the contribution of Catholic diocese of Marsabit initiated program on students' retention in secondary schools and contribution of Catholic diocese of Marsabit sponsorship and donations on students' retention in secondary schools in Marsabit County.

The researcher used a sample size of 477 persons to respond to the study; they included 360 students, 43 class teachers, 12 principals, 17 priests and 45 parents. The researcher distributed 403 questionnaires (360 for students and 43 for class teachers). Out of 403 questionnaires administered 395 were filled and returned making the success rate of 99%. Interview guide was used for principals, priest and parents. The response rate to the interview was 93% because out of 74 persons only 69 interviewees availed themselves for the interviews. 5 parents were not available for the interview. Interview response rate is shown in table 4.

Table 4***Instrument Return Rate***

Respondents	Instruments	Sample size	Obtained	Percentage (%)
School Principals	Interview	12	12	100%
Catholic Priests	Interview	17	17	100%
Parents	Interview	45	40	88.8%
Class teachers	Questionnaire	43	43	100%
Students	Questionnaire	360	352	98%
Total		477	464	97.2

4.2. Demographic Characteristics of the Respondents

The study was carried out in Catholic sponsored secondary schools whereby some are private schools (Catholic owned) and public schools (government owned). Diverse respondents were sampled for the study which involved both male and female gender. The demographic data was collected through section one of both the questionnaire and the interview guide which required the participants to indicate their age, gender, religious and financial background. The aim of collecting such data which was not related to the objectives of the study was to help in making sure that the participation was from different people with diverse views.

4.2.1 Age Distribution of the Respondents (n=424)

After analyzing the data collected, it was discovered that those responded to the study ranged from the age 12 and above. The study found out that the student respondents had the highest percentage; 12 -16 years being 56% while those aged 17-21 years was 22%. Age 22 - 26 contributed to 2% while 27 - 31 years was 1%. Respondents from 32-36 years amounted to 4%

those aged 37 and above was 15% as presented in Table 5. The data from age distribution showed that the majority of the respondents were of young age (students) who were the direct beneficiaries of the services from the Catholic diocese of Marsabit.

Table 5

Age Distribution of the Respondents (n=464)

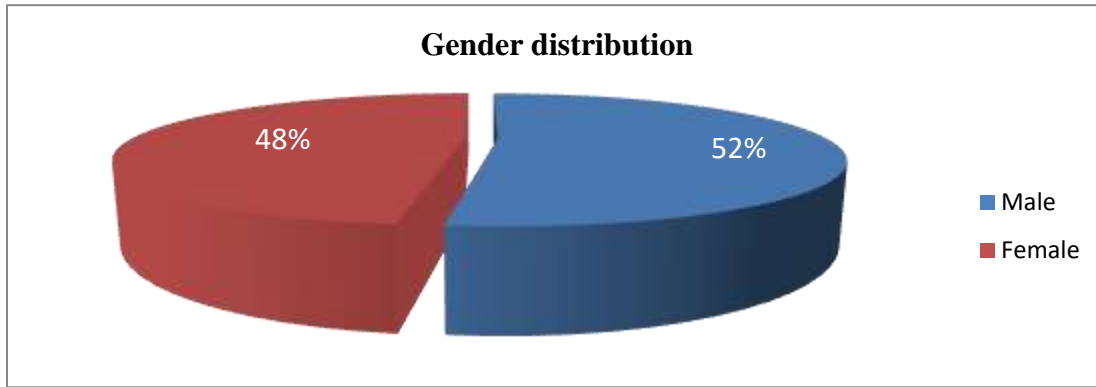
Age of the Respondents	Frequency	Percentage %
12-16	260	56%
17-21	100	22%
22.-26	10	2%
27-31	5	1%
32-36	20	4%
Above 37	69	15%
TOTAL	464	100%

4.2.2 Gender Distribution of the Respondents

Out of the 477 people sampled to participated, the data showed that the number of females who responded to the study was slightly lower than that of their male counterpart. 48% were females while the males constituted 52% as presented in figure 2. The disparity between the male and female respondent was due to the all the priests sampled being men, the majority of the teachers were males with only four being females and the two female parents who unsuccessfully responded to the study.

Figure 2

Gender Distribution of the Respondents (n=464)



4.3 Students' response according to Age, Class and Financial status (n = 352)

The students who responded to the study ranged from the age of 14 to 19 years. The majority of the respondents were aged between 13 years and 18 years. It was further discovered that 12 students aged 19 to 22 responded to the study. Majority of the students above the age of 19 were boys due to the fact that the boys in pastoralist communities join school late for they are engaged in cattle pasturing at tender age as presented in figure 3 to 5. Looking at the family financial background of the students sampled for the study found out that 10% were from well to do families, 35% were from medium economic background while 55% were from not well to do families meaning majority of them were in need of support as to complete their secondary education as shown in figure 5.

Figure 3

Students' respondent in term of gender and age (n=352)

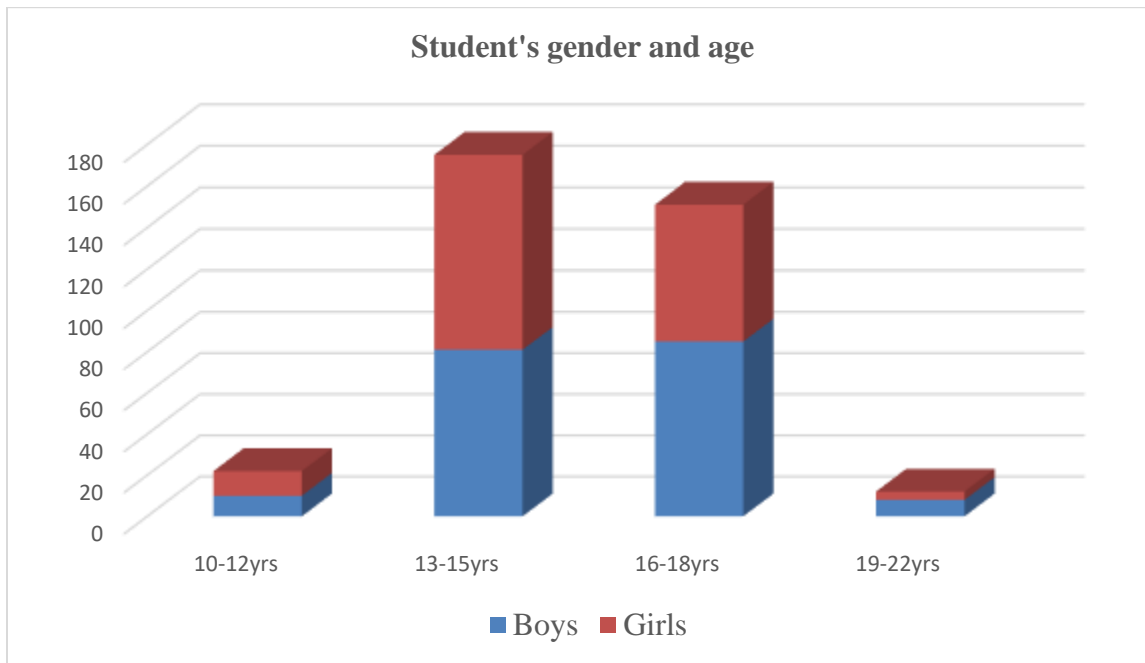


Figure 4

Students' representation in term of age and form (n=352)

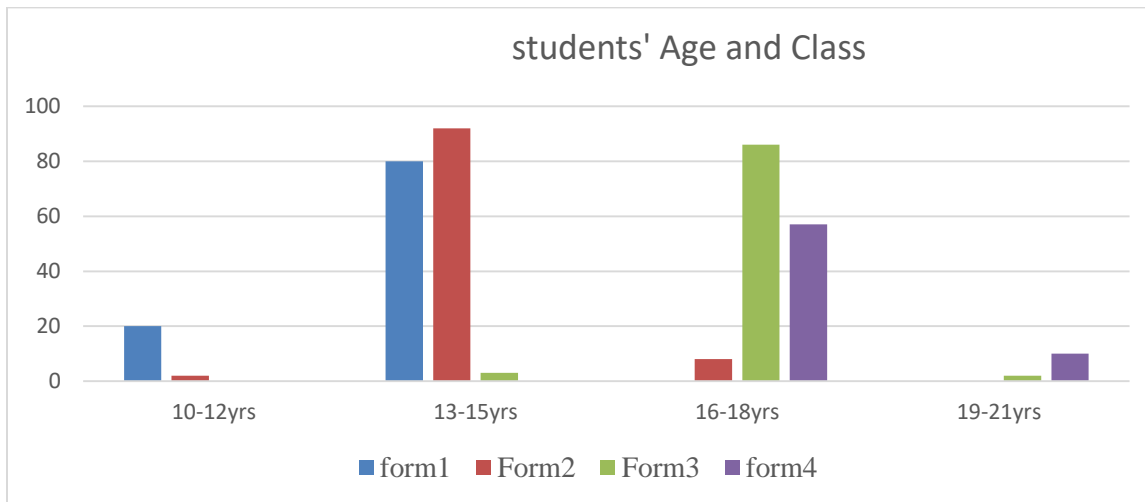
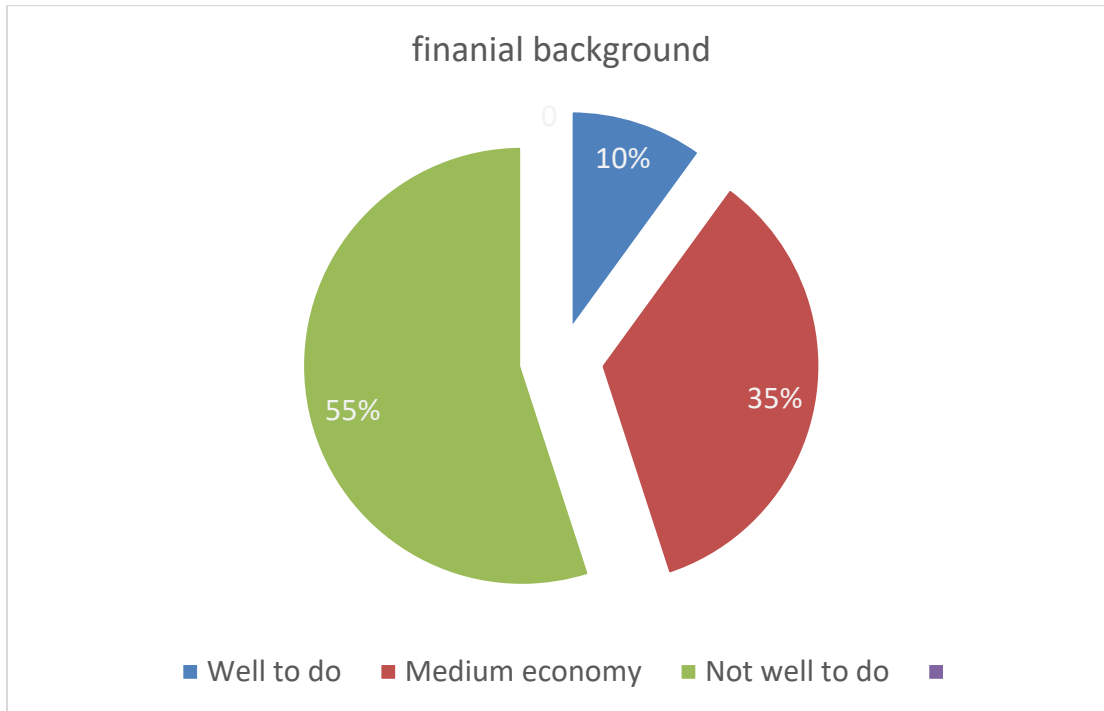


Figure 5

Family background of the sampled students (n=352)



4.4 Data findings

4.4.1 The contribution of the Catholic diocese of Marsabit on students' retention in selected secondary schools. n = 464 (S=352; T= 43; SSP=12, P=45; CP=17)

Asked on the contribution of the Catholic diocese of Marsabit on students' retention in secondary schools, 96% of the student respondents said the Catholic diocese of Marsabit has contributed immensely to the students' retention of secondary schools in Marsabit County because 155 rated it 5 and 182 gave it a 4 while 15% gave it a 3. Responding to the same statement, all the class teachers supported the statement by rating it with a 5. All the respondents held that if it were not for the involvement of the Catholic diocese of Marsabit, retention of students in secondary schools in Marsabit would not be easy because 7% and 4% rated it with 3 and 4 respectively while 89% while 40% and 60% rated it with 4 and 5 respectively According to 99% (348) of the student

respondents said it was true that many students were able to be retained in school due to the contribution of the Catholic diocese of Marsabit with only 1% rating it with 2. Concerning the same, the class teachers agreed with the students by rating it with 3(10%), 4 (25%) and 5 (55%) respectively.

93% of the student respondents said that the Catholic diocese of Marsabit was credited for the enhancement of students' retention in secondary schools in Marsabit because 38% rating the statement with 5 and 55% rated it with 4 while 6% and 1% of the respondents gave it a 3 and 2 respectively. On the side of the teachers, 97% credited the catholic diocese of Marsabit for enhancing students' retention for rating it with 4(47%) and 5(50%). Responding to the statement that 'No other institution has championed and supported has contributed to the retention of students in secondary schools in Marsabit County like the Catholic diocese of Marsabit, all the student and teacher respondents agreed with the statement because 50% and 33% of the students gave it a 4 and 5 respectively while 25% and 75% of the teachers gave it a 4 and 5.

From the interview data obtained the principals said that the Catholic diocese of Marsabit contributed to students' retention through assisting the needy students, by providing food stuff and learning materials to the schools as well as giving counseling serving and other educational programs that motivate learners to stay in school. Likewise, all of the Catholic priests said that the Catholic diocese of Marsabit contributed to students' retention through feeding program, sponsorship to the needy students and provision of teaching and learning materials as well as programs such as leadership training program and counselling services.

Table 6

The contribution of the Catholic diocese of Marsabit on students' retention in Secondary schools in Marsabit County. n= 395 (S=352; T=43)

Statement	R	(1is the lowest)									
		1		2		3		4		5	
		f	%	f	%	f	%	f	%	f	%
The Catholic diocese of Marsabit has contributed immensely to the students' retention of secondary schools in Marsabit County	S T	0(0%) 0(0%)	0(0%) 0(0%)	0(0%) 0(0%)	0(0%) 0(0%)	15(4%) 0(0%)	182(52%) 0(0%)	155(44%) 0(0%)	43 (100%)		
Without the involvement of the Catholic Diocese of Marsabit retention of students in school will not be easy	S T	0(0%) 0(0%)	0(0%) 0(0%)	0(0%) 0(0%)	0(0%) 0(0%)	25 (7%) 0(0%)	14(4%) 17(40%)	313(89%) 26(60%)			
A good number of students in this school have been able to remain in school in the courtesy of the Catholic Church diocese of Marsabit	S T	0(0%) 0(0%)	4(1%) 0(0%)	4(1%) 0(0%)	0(0%) 0(0%)	0(0%) 4(10%)	300(85%) 11(25%)	48(14%) 24(55%)			
Catholic diocese of Marsabit is credited for the enhancement of students' retention in secondary schools in Marsabit County	S T	0(0%) 0(0%)	4 (1%) 0(0%)	4 (1%) 0(0%)	21(6%) 1(3%)	194(55%) 20 (47%)	133(38%) 22(50%)				
No other institution that has championed and supported the retention of secondary school students like the Catholic diocese in Marsabit County	S T	4(1%) 0(0%)	11(3%) 0(0%)	11(3%) 0(0%)	49(14%) 0(0%)	176(50%) 11(25%)	112 (32%) 32(75%)				

4.4.2. Church-family relationship on students' retention in secondary schools in Marsabit

When responding to the statement about the 'Church-family relationship influence students' retention', the response showed that the cordial relationship between the church and families do influence student retention in secondary schools. This was so because 40% and 50% of the student' respondents agreed and strongly agreed with the statement while only 10%

disagreed. On the other hand, 7% and 93% of the teacher respondents agreed and strongly with the statement. 55% of the student respondents agreed that a number of students were able to be retained in school due the good relation between the church and their families while 44% of the respondents strongly agreed though only 1% strongly disagreed. Responding to the same statement, the result from the teacher respondents showed that 100% agreed with the statement.

From the finding it was clear that church –family relationship enhanced student retention in school because 100% of the student respondents agreed with the statement. At the same breath, 98% of the teacher respondents supported the statement. Looking at whether parents’ involvement on their children education affairs, the study discovered it was true involvement of parents helps a lot in because 65% strongly agreed and 35% agreed respectively.

The findings from the interviews showed that all the secondary school principals (SSP) and the majority of the parents that, when parents are involved in the education affairs of their children, there was a positive impact on students’ retention in school. SSP3 and SSP7 said that when they were unable to bring a certain parent on board, they requested the priests to talk to that parent. The Catholic priest (CP) shared the same sentiment on the church-family relationship. For instance, CP8 said that through the good relationship between the Church and families has contributed to the welfare of the students in the sense that they were able to inform the parents on the importance of journeying with their children and the parents were able to approach the priests to offer counselling services to their children when the students needed assistance. When asked what they would do upon realizing a student was at risk of dropping out of school, one of the priests said he would personally talk to the student while the other four said they would find out from the school for the cause and ask the parents to follow up the matter.

From the interviews, 34 (84%) of the parent respondents said they had always involved the Church in welfare of their children while 6 (15%) said since they were not Christians they involved the Imams. When asked what they would do upon realizing a child was at risk of dropping out of school, 30 parents said they would talk to them and invite the religious leaders or psychologists where possible except 10 of them said they had not approached the Catholic Church to seek assistance for their children.

Table 7

Church-family relationship on students' retention in secondary schools in Marsabit.

n=395(S=352; T=43)

Statement	R	S D		D		A		S A		U D	
		f	%	f	%	f	%	f	%	f	%
Good relationship between the Catholic Diocese of Marsabit and families has positively contributed to the retention of students in this school	S T	0(0%) 0(0%)		35(10%) 0(0%)		141(40%) 3(7%)		176(50%) 40(93%)		0(0%) 0(0%)	
A good number of students in this school has been able to remain in school throughout due to the relationship between the Catholic Church and the families	S T	4 (1%) 0(0%)		0(0%) 0(0%)		193(55%) 43(100%)		155(44%) 0(0%)		0(0%) 0(0%)	
Catholic Church-family relationship has impact on the enhancement of students' retention.	S T	0(0%) 0(0%)		0(0%) 1(2%)		123(35%) 39(91%)		229(65%) 3(7%)		0(0%) 0(0%)	
Parents' involvement in students' education has influence on retention in school	S T	0(0%) 0(0%)		11(3%) 3(7%)		183(52%) 23(51%)		158(45%) 15(5%)		0(0%) 2(5%)	

4.4.3. Church Initiated programs such as leadership training program, guiding and counseling services

When asked whether programs organized by the Catholic Church in Marsabit contribute to students' retention in secondary schools, the outcome as presented in table 8 shows that Church organized programs significantly influence students' retention in secondary schools. 100 students out of 352 sampled rated with 5 to statement that Catholic Church initiated programs help in students' retention, 249 participants gave it a 4 while 2 and 1 gave it a 3 and 2 respectively. Similarly, the teacher respondents rated the statement with 5(81%) and 4(19%). 220 student respondents said that leadership programs offered by the Catholic Church help in enhancing students' retention in secondary schools by giving it a 5 and 115 gave it a 4 while the 15 and 2 respondents rated it as 3 and 2 respectively. 70% of the class teachers sampled responded to the same statement by giving it a 5 while 23% gave it a 4 with 7% giving it 3.

Asked whether the leadership program motivated them personally to remain in school, 320 of the student respondents agreed by giving it 5 and 4 while 29 (67.4%) rated it with 5 and 4. only 32% of the teachers gave it 1 and 3 since the program was not offered in the schools they studied. on whether 'many students who receive guidance and counseling services of the Catholic diocese of Marsabit rarely drop out school, the students' response was that 300 and 15 students chose 5 and 4 while 30 and 4 gave it 3 and 2 with 3 respondents rating it with 1. Responding to the same, 88% of the teachers rated it with 5 and 7% gave it 4 while 5% gave it 3. 180 of the student participants agreed that participating in Church organized program helps the learners to develop a sense of responsibility opting to remain in school by rating it with 5 while 160 gave it 4. 10 and 2 respondents gave it 3 and 4 respectively with none rating it with 1. On the same breath, the teacher respondents agreed with statement because 88% and 20% rated with and 4 respectively.

On their part, all the principals sampled for the study said that guiding and counseling offered by the Catholic diocese of Marsabit had significantly helped in enhancing students' retention in secondary schools in Marsabit County. When asked to rate the leadership program offered by the Catholic diocese of Marsabit they rated it with 7, 8 and 9 respectively meaning co-curricular activities helps in students' retention in secondary schools. When asked on the impact Catholic initiated programs had on retention of the students in school, all the 17 Catholic priests said it had a positive impact because cases of school dropout were not as rampant as before. However, one of the priests wondered why school dropout was higher in the Borana community as compared to other communities. When asked to comment on the leadership training program offered in the schools, ten of the priest gave it 5 while the other seven rated it with 4, meaning that the leadership training program had impact on students' retention.

When asked for their opinion about the leadership training program offered by the Catholic diocese of Marsabit, all the parents said it was a good program because the topics offered had an impact on students understanding and liking of education. One of the parents said that the time allocated for the programs was not enough and where possible the program could be extended to other schools in the county.

Table 8***Church Initiated programs such as Leadership training program, Guiding and******Counseling services n=395(S=352; T=43)***

Statement	R	(5 is the highest)									
		1		2		3		4		5	
		f	%	f	%	f	%	f	%	f	%
Catholic Church initiated programs in school contribute immensely to the retention of students' in secondary schools	S	0(0%)		1 (0.3%)		2(0.6%)		249(71%)		100(28.4%)	
	T	0(0%)		0(0%)		0(0%)		8(19%)		35(81%)	
Leadership program offered by the Catholic Church in Marsabit has contributed to the enhancement of students' retention in secondary school	S	0(0%)		2(0.6%)		15(4.3%)		15(33%)		220(63%)	
	T	0(0%)		0(0%)		3(7%)		10(23%)		30(70%)	
Leadership program offered in my school motivated me not to be absent from school without genuine reasons	S	2(0.6%)		5(1%)		25(7%)		145(41%)		175(49%)	
	T	13(30%)		0(0%)		1(2%)		9(21%)		20(47%)	
Many students who have receive guiding and counseling services from the Catholic diocese of Marsabit rarely drop out of school	S	3(0.9%)		4(1.1%)		30(8.5%)		15(4.3%)		300(85%)	
	T	0(0%)		0(0%)		2(5%)		3(7%)		38(88%)	
Participating in church organized programs enable the learners to develop a sense of responsibility such as deciding to remain in school throughout	S	0(0%)		2(0.6%)		10 (2.8%)		160(45.5%)		180(51.1%)	
	T	0(0%)		0(0%)		0(0%)		0(0%)		9(20%)	

4.4.4 Catholic Church donations and sponsorship

On the Catholic Church donation and sponsorship in relation to student retention, 2 of the student respondents disagreed that donations had influenced students' retention in secondary schools while 340 strongly agreed and 10 agreed. Responding to the same statement 93% and 7% of the teachers strongly agreed and agreed respectively. 335 of the student respondents agreed that

sponsorship of the needy by the Catholic diocese of Marsabit has positively impacted on students' retention in secondary schools while 13 strongly agreed with 4 disagreeing with the statement. The teachers concurred with the students because 38 strongly agreed and 8 agreed. Responding to the statement that 'schools where donations and sponsorship is given foster better performance' 330 and 15 strongly agreed and agreed while 5 disagreed with only 2 were undecided. On the other hand, 35 and 8 teachers strongly agreed and agreed respectively.

Responding to whether the sponsorship from the Catholic diocese of Marsabit has helped many girls to attain education, 346 of the student respondents agreed with the statement with 5 respondents strongly agreeing while only 1 strongly disagreed. The teachers agreed with the students because 70% and 30% strongly agreed and agreed respectively. About 82% of the student respondents agreed that they had personally benefited from the sponsorship program and donation from the Catholic diocese of Marsabit while 13% strongly agreed with 3% disagreeing and 0.9% strongly disagreeing that they had benefited at all and could not testify that it has impacted on their retention in school. On the side of the teachers the data showed a good number had benefitted from the donations and sponsorship from the catholic diocese of Marsabit because 56% agreed and 16% strongly agreed while 23% and 5% disagreed and strongly disagreed respectively.

All the school principals said that sponsorship and donations from the Catholic diocese of Marsabit had helped a lot on improving students' retention for it catered for the needs of many students who would have dropped out of school. SSP2 said that a good number of girl students depended on the good will and the support of the Church otherwise the parents were ready to give them out for marriage. Responding to what donations and sponsorship has done in relation to students' retention, all the priests said it had done a lot for the community because the number of school dropout had decreased and the literacy rate had gone up in the area with many of the

students getting employment upon completion of their studies. However, CP6 said that some of the parents took advantage and abused the financial assistance. Commenting on the donations and sponsorship of students from the Catholic diocese of Marsabit, 38 (96%) of the parent respondents said it had done much to the needy student for they were able to attend classes regularly while the other 2% said they had no idea because they thought only the Christians benefited. 10(24%) of the respondents felt that the resources allocated for support was not enough to meet the needs of students from poorer families and suggested that the allocation to be increased and bring other non- governmental institutions on board where necessary.

Looking at the findings per each of the three objectives of this study, there were a lot of similarities with the findings of the reviewed literatures. For instance, majority of the participants agreed that church-family relationship had a positive impact on students 'retention in secondary schools which was in agreement with the findings of both Byun et al. (2015) and McCulloh (2016). Church initiated contributed a lot to the enhancement of students' retention in secondary school. Extra-curriculum programs such as leadership training program and counseling and guidance services contribute a lot to retention of students in secondary schools as expressed by Matti, Kai, & McLaughlin (2020). The findings of this study echoed the results of the study by Gullan, Power & Leff (2013) that the contents of organized programs in school do positively impact retention of students in secondary schools.

The literature reviewed showed that some socio-cultural practices hinder students' retention in school and thus guiding programs / counselling services help a lot in counteracting such socio-cultural practices as found in the studies by Msafiri & Lianyu (2022), Eyasu, Githuthu & Tekestediga (2019) and Salgong, Ngumi and Chege (2016). However, a study by Gitonga, Njoka and Lucy (2018) disagreed that counselling service had positive impact in curbing

absenteeism in secondary schools. When it comes to discipline and decision making, the finding of this study echoed that of Ngussa and Makewa (2018) and Gathoni, et al., (2019) which found out that Christian religious education program had a significant impact on students' discipline

The findings showed that the Catholic Church was the biggest sponsor and education donor in Marsabit County which was in agreement with Muoki (2017). The study discovered that many students had been retained in school due to the assistance from the Catholic diocese of Marsabit echoing a report by Wang (2014) and studies by McIntosh & Curry (2020) and Barnes, (2015) which also added that support from Church members positively impacted on the academic performance of the needy students.

Table 9***Church donations and sponsorship on students' retention in secondary school in Marsabit*****County. n=395(S=352; T=43)**

Statement	R	S D		D		A		S A		U D	
		f	%	f	%	f	%	f	%	f	%
Donations from the Catholic Church has influenced retention of students in secondary schools;	S	0(0%)		2(0.6)		10(3%)		340(97%)		0(0%)	
	T	0(0%)		0(0%)		3(7%)		40(93%)		0(0%)	
Sponsorship of the needy students by the Catholic diocese of Marsabit has impacted on students' retention in secondary schools.	S	0(0%)		4(1.1%)		335(95%)		13(3.7%)		0(0%)	
	T	0(0%)		1(2%)		4(9%)		38(88%)		0(0%)	
Schools under the sponsorship of the Catholic diocese of Marsabit has better academic performance leading to high rate of school completion compared to other schools.	S	0(0%)		5(1.4%)		330(94%)		15(4%)		2(0.6%)	
	T	0(0%)		0(0%)		8(19%)		35(81%)		0(0%)	
Donations and sponsorship from the Catholic Church has seen many children especially the girl child to attain formal and quality education.	S	8(2.3%)		0(0%)		344(98%)		5(1.4%)		0(0%)	
	T	0(0%)		0(0%)		13(30%)		30 (70%)		0(0%)	
I have personally received assistance from the Catholic Church and I can testify that it has enhanced me being retained in school	S	3(0.9%)		10(3%)		288(82%)		47(13%)		4(1%)	
	T	2(5%)		10(23%)		24(56%)		7(16%)		0(0%)	

CHAPTER FIVE

SUMMARY OF THE STUDY FINDINGS AND CONCLUSION

5.1 Introduction

This chapter presents the overall summary of the study from chapter one to chapter four. By giving the summary of the entire study, the chapter aims on linking chapter 1 to 4 with chapter 5 which is the concluding chapter this study. This chapter is organized and presented in term of themes. The chapter presents the summary findings of the study obtain through questionnaire and interviews. The chapter also presents the conclusion per the objectives of the study. In addition, the chapter presents the recommendations as well as the suggestions to address the negative issues depicted from the findings. The chapter concludes by giving suggestion for areas for further studies.

5.2 Summary of the study

This study sought to establish the contribution of the Catholic diocese of Marsabit in education and students' retention in selected secondary schools in Marsabit County. The study was organized into five chapters. Chapter 1 dealt with the background of the study, chapter 2 was about the literature review and chapter 3 presented the research methods and the methodology used to carry out the study. Chapter 4 was on the interpretation and the study findings and chapter 5 gives the summary of the study findings, conclusion and recommendations.

The study was carried out in twelve secondary schools in Marsabit where the Catholic Church is fully involved in offering leadership training program for the students and other services such as counseling services. The study used convergent mixed method design because the researcher needed to collect both qualitative and quantitative data. The study was guided by Tinto's theory of students' retention and Maslow theory of hierarchy of needs. In order to collect data vital for

this study, questionnaire and interview guides were constructed in line the objectives. The objectives of this studies were: To establish the effects of Church-family relationship on student retention in secondary schools in Marsabit County, to find out the contribution of the Catholic diocese of Marsabit initiated education programs on students' retention in selected secondary schools in Marsabit County and to examine the contribution of the Catholic diocese of Marsabit sponsorship and donations on retention of students in secondary schools in Marsabit County.

The participants of this study were 477 people who were sampled through simple random and purposive sampling from a target population of 5,727 people. From a simple size of 477 only 464 participants took part who included 352 students, 40 parents, 43 class teachers, 17 priests and 12 principals. The response rate was over 90% which shows that the research was a success. The data was obtained using two research instruments namely questionnaire guide and interview guide. The research questions, which guided the study were: 1) How does the Church-family relationship affect students' retention in secondary schools in Marsabit County? (2) What is the contribution of Catholic diocese of Marsabit initiated education programs on student retention in Secondary schools in Marsabit? (3) What is the impact of the Catholic diocese of Marsabit sponsorship and donations on retention of students in secondary schools in Marsabit?

On the Church-family relationship, the findings showed that it had impacted on students' retention in secondary schools because 90% of the student respondents and 100% of the teachers held that cordial relationship between the families and the church had a lot of impact on students' retention in secondary schools. The same views were replicated in the interview guide because almost all the interviewees praised the Catholic diocese of Marsabit. The results showed that when parents are involved in the education of their children, the children are in a better position to be retained in school. Extra-curricular activities and Church initiated programs such as leadership

program, guiding and counselling helped a lot in the enhancement of students' retention in school. This was clear because 99% of the students and 100% of the teachers sampled said that church initiated program had a positive impact on students' retention in school. Almost all the respondents sampled said that initiated program was beneficial because it helped the learners to make informed choices. On sponsorship and donations from the Catholic diocese of Marsabit, many students were retained in school and majority was able to attain good academic results. This was so because 99% of the students and 100% of class teachers held that scholarship and donation impacted on students' retention in secondary schools. On the same node, from the interview guide all the respondents agreed that sponsorship and donations from the catholic diocese of Marsabit was vital for enhancement of students' retention in secondary school. The results further showed that many girls were in school due to the help from the Catholic diocese of Marsabit.

5.3 Conclusion of the study per the objectives

The objectives were to establish the effects of Church-family relationship on students' retention in secondary schools, to find out the contribution of the Church initiated programs on students' retention in secondary schools and to establish the contribution of Catholic diocese of Marsabit donations and sponsorships on students' retention in secondary schools in Marsabit County. From the first objective, the finding showed that Church – family relationship had a positive impact on retention of students in secondary schools. This was so because 90% of the students sampled were in agreed that cordial relationship between the Church and family helped a lot in retention of students in secondary schools. All the 43 class teachers who responded to the study said that good relationship between the church and families had helped a lot in the enhancement of students' retention in secondary schools. On their part, the principals commended the Catholic Church in opting to work with parents to ensure learning of their children. Some of

the principals said the church has helped a lot in enhancing students' retention in school because when a student was at risk of dropping out of school or had difficulties in studies, they would approach the church leaders to finding out from the parents about the said students.

The priests said that the good relationship between the Church and families gave them the opportunity to educate the community and inform them on the importance of education. They said that the relation made the parents to be at liberty to go to them and seek some services such as guiding and counseling when they realized their children were struggling with study or when the child was at risk of dropping out of school. The majority of the parents said that they had benefited from their good relationship with the Church since they were able to approach the church leaders at any time and seek for services which could help their children. Looking at the findings the researcher concludes that objective 1 was met since we are able to know that the cordial relationship between the Church and families had a positive effect on students' retention in secondary schools in Marsabit County.

The summary of the second objective the rating showed that school initiated programs by the Catholic diocese of Marsabit had a big contribution on students' retention in secondary schools. majority of the students sampled said that leadership program offered by the Catholic diocese of Marsabit enhanced students' retention in secondary schools. A majority (91%) of the student respondents held that the leadership program had motivated them to remain in school. On guidance and counseling program, 98% students said it was very beneficial and those who underwent the program rarely dropped out of school. The students held that participating in such church initiated program helped them to develop a sense of responsibility and were able to make wise decision in their school affairs. All the 43 class teachers sampled for the study said that Catholic Church initiated programs were beneficial to the students and helped in the enhancement of students'

retention in school. In addition, the class teachers said that guiding and counseling programs motivated students to remain in school hence decrease of the rate of school dropout.

The school principals said that the Church initiated programs were of benefit to the school because they helped in character formation of the students as well as enhancing retention in school. All the 17 priests sampled said that initiated programs had positive impact because cases of school dropout had reduced. To add on, the priests said through the program the school community was able to get in touch with the Catholic Church and develop a good working relationship. The parents said that the Church initiated programs were good for the students because the topics presented in programs impacted on students' moral developments and were able to be responsible enough to make right decision when came to school matters. Following the findings and the responses from the respondents it is clear that objective 2 was met and the researcher was able to establish the contribution of the Catholic diocese of Marsabit initiated programs on students' retention in secondary schools.

On the third objective, the majority of the students sampled indicated that sponsorship and donations from the Catholic diocese of Marsabit had a lot of influence on students' retention in school given that most of their basic needs were met. It was discovered that sponsorship from the Catholic diocese of Marsabit had enabled many girls to access education. 98% of the students said that they had personally benefited from sponsorship and donations from the Catholic diocese of Marsabit. All the class teachers held that Catholic diocese of Marsabit had helped a lot in enhancing students' retention through sponsorship and donations. On their part, the principals said sponsorship and donations from the Catholic diocese of Marsabit had helped a lot in improving the students' retention rate in schools since many of their school needs were catered. Majority of the parents said that their children had benefited from the sponsorship and donations given by the

Catholic diocese of Marsabit. Through the testimonies from the priests on the number of students they had been able to support showed that donations and sponsorship from the Catholic diocese of Marsabit was necessary for the needy students to enhance retention and enable students to remain in school. Going by the findings it is clear that the objective 3 of this study was met because the researcher was also able to establish that sponsorship and donations from the Catholic diocese of Marsabit contributed a lot to students' retention in secondary schools in Marsabit County.

5.4 Recommendations to policy makers

From the findings it was clear that the Catholic diocese of Marsabit had done a lot through initiated programs to enhance students' retention in secondary schools in Marsabit County. However, some of the schools did not benefit since the Catholic diocese of Marsabit seemed to favor sponsored secondary schools. To enable all the students to benefit, the policy makers need to formulate a policy to allow the Catholic Church to be accommodated in other public schools during the weekend. This will give the Church the opportunity to sensitize the school community on the importance of students' retention. The more school community is aware on the importance of education, the more the learners will be willing to be retained in school to complete their studies. This sensitization can effectively be done through education program and motivational forums. Following the outcome of the findings the researcher would therefore suggest that the ministry of education and policy makers to see to it that educational programs which can motivate students to be included in the curriculum as well as allowing education motivational speakers into schools to talk to the students.

5.4.2 School administration

It the responsibility of the school administration to ensure that the learners are retained in school and get the necessary education and skills needed in their future life. The findings of this

study has shown that despite the Catholic diocese of Marsabit doing a lot to help in the enhancement of students' retention through educational programs and other support like donations and sponsorship to the needy students, retention was still a challenge in some schools. Therefore, the school administration should spare no effort in enhancing students' retention and where possible to engage the Catholic Church and other institution to give a hand in tackling the problem of retention of students in schools. In addition, the researcher suggests that the school administration to be creative enough and come up with more motivational programs that can help in the improvement of students' retention rate in secondary schools. The researcher further recommends that the school administration school administration to take more time in sensitizing the learners on the importance of education and involve the parents to the school affairs of their children

5.4.3 The students

The findings revealed that a number of students seemed not to have benefited from the program and services offered by the Catholic diocese of Marsabit. In connection to this the researcher recommends the students those who have benefited from the programs to encourage their peers to attend the program whenever it is offered. Moreover, the researcher recommends that the students to attend any organized program without minding which religious group is offering provided it is beneficial for their studies. The researcher also recommends the students to cooperate with the school administration and actively participate in any organized program and activity whenever possible so as to help in the enhancement of their retention in school.

5.4.4 Catholic diocese of Marsabit

From the findings of this study the Catholic diocese of Marsabit was regarded for being in the forefront in making sure the pastoralist children access education and ensuring they are retained

in school through leadership program, guiding and counseling program as well as offering support to the needy students through donations, sponsorship and feeding programs. Although, from the findings that many students had benefitted, a good number said have not benefited. Therefore, the researcher recommends the Catholic diocese to reevaluate the programs and topics to make sure they are of help to all the students. In addition, the researcher suggests that the organizers to make sure that the programs are attractive to the participants so as to capture the attention of the learners. The programs should be offered in a suitable time for the learners such as on weekends and holiday time. In addition, if possible more resources should be allocated to cater for most needy students.

5.5 Suggestions for further studies

This study examined the contribution of the Catholic diocese of Marsabit in education and the students' retention in Marsabit County and established that the Catholic diocese of Marsabit had contributed a lot on enhancement of students' retention in secondary schools in Marsabit County. The researcher finds it necessary to suggest a similar study to be carried out in Catholic sponsored primary schools in Marsabit County. The research proposes further studies to be carried out to establish other factors that contribute to enhancement of students' retention in schools in Marsabit County.

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APPENDICES

Appendix I: Students' Consent Form

I am Stephen Mutuku, a student of Tangaza University College affiliated to the Catholic University of Eastern Africa, Nairobi. I am currently pursuing Master Degree in Educational Leadership and Administration. I am carrying out a research on **The Contribution of the Catholic Diocese of Marsabit on Students' Retention in Selected Secondary Schools in Marsabit County – Kenya**. This research is mainly for academic requirement which will also be of great help to you as student and to your school. I therefore kindly request you to assist me in filling the questionnaires honestly. Your responses will be treated with due respect and confidentiality. Kindly append your signature in the space provided below.

Thank you in advance.

Signature

Appendix II: Questionnaire for the Students

INSTRUCTIONS:

- (i) **Please do not write your name**
- (ii) **Please read through and respond to statement by ticking or writing in the spaces provided.**

What is your sex? **Male** () **Female** ()

What is your age? **12 – 15** () **16 - 19** () **20 – 23** ()

Which form are you? **Form 1** () **Form 2** () **Form 3** () **Form 4** ()

Indicate economic/financial background of your family. **Well to do** () **Medium** () **Not well to do** ()

1. Church-family relationship on students’ retention in secondary school (*choose the best response for each of the statements*)

Statement	Strongly disagree	Dis-agree	Agree	Strongly agree	Un decided
1. Catholic Church-family relationship has impacted on the enhancement of students’ retention in your school					
2. It is true that the good relationship between the Catholic Diocese of Marsabit and families has positively contributed to the retention of students in this school					
3. A good number of students in this school has been able to remain in school throughout due to the relationship between the Catholic Church and their families					
4. Role models from the church has impact on students, thus contributing to the enhancement of students’ retention in secondary schools					
5. Good relationship between the Church and family influence how students handle school related challenges and make decision to remain in school					

2. Church Initiated programs such as leadership training program, guiding and counseling services (mark the box indicating the best rate for each of the statements)

Statement	Rate with 1- 5 (1 is the lowest)				
	1	2	4	3	5
1.The Church-school partnership positive impacts on students’ retention in school					
2. Catholic Church initiated programs in school contribute immensely to the retention of students’ in secondary schools					
3. Leadership program offered by the Catholic Church in Marsabit has contributed to the enhancement of students’ retention in secondary school					
4. Leadership program offered in my school motivates me not to be absent from school without genuine reasons					
5. Many students who have received guiding and counseling services from the Catholic diocese of Marsabit rarely drop out of school					
6. Participating in church organize programs enable the learners to develop a sense of responsibility such as deciding to remain in school throughout					
7. The church initiated programs give the students the ability to make right choices that will promote students’ retention in school					

3. Church donations and sponsorship

Respond to the statements by choosing Strongly Disagree (SD), Disagree (D), Agree (A), Strongly agree, Undecided (UD)

Question/statement	SD	D	A	SA	UD
1. Donations from the Catholic Church has influenced retention of students’ in secondary schools					
2. Sponsorship of the needy students by the Catholic diocese of Marsabit has impacted on students’ retention in secondary schools					
3. Schools under the sponsorship of the Catholic diocese of Marsabit has better academic performance leading to high rate of school completion compared to other schools					
4. Donations and sponsorship from the Catholic Church has seen many children especially the girl child to attain formal and quality education					
5. I have personally received assistance from the Catholic Church and I can testify that it has enhanced my retention in school					

Appendix III: Questionnaire for Teachers

INSTRUCTIONS:

- (iii) Please do not write your name in this paper
- (iv) Please read through and answer the questions by ticking or writing in the spaces provided.

What is your sex? Male () Female ()

What is your age? 25 - 35 () 36- 46 () 47 – 57 () Above 57()

For how long have you been teaching in this school? _____

1. Church-family relationship (*choose the best choice for each of the statements*)

Statement	Strongly disagree	Dis-agree	Agree	Strongly agree	Un decided
1. Catholic Church-family relationship has impacted on the enhancement of students’ retention in your school					
2. It is true that the good relationship between the Catholic Diocese of Marsabit and families have positively contributed to the retention of students in this school					
3. A good number of students in this school has been able to remain in school throughout due to the relationship between the Catholic Church and their families					
4. Role models from the church has impact on students, thus contributing to the enhancement of students’ retention in secondary schools					
5. Good relationship between the Church and family influence how students handle school related challenges and make decision to remain in school					

2. Church Initiated programs such as leadership training program, guidance and counseling services (rate each of the statements with 1 to 5)

Question/statement	Rate with 1- 5 (1 is the lowest)				
	1	2	3	4	5
i) The Church-school partnership positive impacts on students' retention in school					
ii. Catholic Church initiated programs in school contribute immensely to the retention of students' in secondary schools					
iii. Leadership program offered by the Catholic Church in Marsabit has contributed to the enhancement of students' retention in secondary school					
iv. Leadership program offered in my school motivates me not to be absent from school without genuine reasons					
v. Participating in church organize programs enable the learners to develop a sense of responsibility					

3. Church donations and sponsorship

Respond to the statements by choosing strongly disagree (SD), disagree (D), agree (A), strongly agree (SA), Undecided (UD)

Question/statement	SD	D	A	SA	UD
a) Donations from the Catholic Church has influenced retention of students' in secondary schools					
b) Sponsorship of the needy students by the Catholic diocese of Marsabit has impacted on students' retention in secondary schools					
c) Schools under the sponsorship of the Catholic diocese of Marsabit has better academic performance leading to high rate of school completion compared to other schools					
d) Donations and sponsorship from the Catholic Church has seen many children especially the girl child to attain formal and quality education					
e) I have personally received assistance from the Catholic Church and I can testify that it has enhanced my retention in school					

Appendix IV: Interview Guide for the Principals

1. Gender.....
2. Age.....
3. For how long have you been in this school?
4. How has the Catholic diocese of Marsabit contributed to the retention of students in the Catholic sponsored secondary schools in Marsabit County?
5. How do you involve the parents of students in ensuring that their children are regularly present in school especially those from not well to do families?
6. What can you say about Church-family relationship and student retention in your school?
 1. Do you have any student in your school who out of church –family relationship their school attendance has improved? Briefly explain the influence the Catholic Church initiated programs has had on retention of students in your school
 2. Kindly explain how the Church initiated programs have helped in the academic affairs of students in your school.
 3. Do you think guiding and counseling services offered by the Catholic diocese of Marsabit to your school has any benefit to the students in relation to retention in school??
10. In a scale of 1 – 10, how can you rate the leadership program offered by the Catholic diocese of Marsabit in you school in connection with students’ retention.
11. What is impact of the Catholic sponsorship and donations in your school as retention of students is concerned?
12. What extra thing do you suggest to enhance students’ retention in school?

Appendix V: Interview Guide for the Priests

1. Age.....
2. For how long have you been ministering in this area?
3. How has the Catholic diocese of Marsabit contributed to the retention of students in the Catholic sponsored secondary schools in Marsabit County?
4. In what ways is your office engaged in supporting families, schools and students?
5. How has the Church- family relationship contributed to students' welfare in the secondary schools in your parish?
6. When you realize a student in your parish is at risk of dropping out of school, as a pastor what do you do?
7. Do parents approach you to offer counseling and guiding services to their children? How do you go about it?
8. What impact do you think your services have on the enhancement of retention of students in secondary schools in your locality?
9. Leadership training program has been offered in secondary schools in your parish for quite some time. How can you rate the program in a scale of 1 – 5 on its contribution to students' retention in school?
10. According to your records, how many needy students has your office given sponsorship in their education?
11. How has donation and sponsorship helped on students' retention in the secondary schools in your parish?

Appendix VI: Interview Guide for the Parents

1. Age.....
2. How has the Catholic diocese of Marsabit contributed to the retention of students in the Catholic sponsored secondary schools in Marsabit County?
3. How has your family - Church relationship contributed to your child being sustained in school?
4. As a parent, what do you do when you realize your child is at risk of dropping out of school?
5. Have you ever approached the Catholic Church to offer counseling and guiding services to your child?
6. What impact do you think your involvement as a parent in your child's education has on the enhancement of his/her retention in school?
7. What is your opinion about the impact of the leadership program offered in secondary schools in relation to the retention of your child in school?
8. Leadership training program has been offered in the secondary schools where your child studies, in a scale of 1 – 5, how can you rate the program in relation to the retention of your child in school?
9. How do you see donations and sponsorship from the Catholic diocese of Marsabit when it comes to the enhancement of students' retention in the secondary schools?
10. How many needy students do you know who due to the sponsorship from the Catholic diocese of Marsabit have been retained in school?

Appendix VII: Location Map



47 Counties; the red colored portion represents Marsabit County (Kenya Information Guide, 2013)



Map of Marsabit County showing the four Constituencies (Kenya Information Guide, 2013)

Appendix VIII: Reliability Results

Respondents	Test(X)	Retest(Y)	X ²	Y ²	XY
1	100	98	10000	9604	9800
2	97	90	9409	8100	8730
3	100	100	10000	10000	10000
4	100	98	10000	9604	9800
5	100	100	10000	10000	10000
6	100	100	10000	10000	10000
7	100	99	10000	9801	9900
8	100	100	10000	10000	10000
9	100	98	10000	9604	9800
10	100	100	10000	10000	10000
11	99	96	9801	9216	9504
12	100	98	10000	9604	9800
13	97	90	9409	8100	8730
14	100	100	10000	10000	10000
15	100	98	10000	9604	9800
16	100	100	10000	10000	10000
17	100	100	10000	10000	10000
18	100	99	10000	9801	9900
19	100	100	10000	10000	10000
20	100	98	10000	9604	9800
21	100	100	10000	10000	10000
22	98	97	9604	9409	9506
23	99	96	9801	9216	9504
24	100	99	10000	9801	9900
	2390	2354	238024	231068	234474

Correlations

		VAR0000 1	VAR0000 2
VAR0000 1	Pearson Correlation	1	.918**
	Sig. (2-tailed)		.000
	N	24	24
VAR0000 2	Pearson Correlation	.918**	1
	Sig. (2-tailed)	.000	
	N	24	24

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix IX: Turnitin Results

6/13/22, 12:20 PM Turnitin

Turnitin Originality Report

Processed on: 13-Jun-2022 11:46:58P
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Appendix X: Permission from the Tangaza University College to carry out the Study

**TANGAZA UNIVERSITY COLLEGE**
The Catholic University of Eastern Africa
OFFICE OF THE DIRECTOR OF RESEARCH & POST GRADUATE STUDIES
E-mail: dir.pgsr@tangaza.ac.ke Website: www.tangaza.ac.ke

OUR Ref: DPGSR/ER/09/2022 **Date:** 1st September 2022

To The Commission Secretary,
National Commission for Science, Technology and Innovation
P.O. Box 30623,
Nairobi – Kenya.

Dear Sir/Madam,

Re: Research Permit for Stephen Mutuku Mutinda

This is to confirm that the person named in this letter is a student at Tangaza University College (TUC). He is registered in Christ the Teacher Institute for Education (Reg. No. CMLA 1608) and he is pursuing a Master of Education in Educational Leadership and Administration degree.

Stephen has met all our provisional academic requirements leading to data collection. However, he cannot proceed to the field before getting a Research Permit from the National Commission for Science, Technology and Innovation (NACOSTI). Kindly assist him to process the permit for data collection for his M.Ed. Thesis.

Thanking you in advance for your cooperation

Yours sincerely,



Dr. Daniel M. Kitonga (Ph.D.)
Director, Research & Post-Graduate Studies

CC:
Sr. Dr. Kinikonda Okemasisi – M.Ed. Educational Leadership & Administration (CTIE)

P.O. Box 15055 - 00509 Langata, Nairobi Kenya Email: inquiries@tangaza.ac.ke

Appendix XI: Permit from the National Council of Science, Technology and Information (NACOSTI) to carry out the Study


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 532534 Date of Issue: 15/September/2022

RESEARCH LICENSE



This is to Certify that Mr., Stephen Mutake Mutinda of Tangaza University College, has been licensed to conduct research in Marsabit on the topic: The Contribution of the Catholic Diocese of Marsabit on Students' retention in selected Secondary Schools in Marsabit County, Kenya for the period ending : 15/September/2022.

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