

**ASSESSING TEACHERS' CHARACTERISTICS IN RETENTION AND
TRANSITION IN PRIMARY SCHOOL AMONG LEARNERS FROM
CHILDREN'S HOMES IN NAIROBI COUNTY, KENYA.**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS
DEGREE IN DEVELOPMENT STUDIES OF
MOUNT KENYA UNIVERSITY**

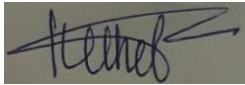
NOVEMBER, 2024

DECLARATION AND APPROVAL

Declaration by the Student

This research project is my original work and has not been presented in any other university/institution for consideration of any certification.

Signature _____



Date 12/11/2024

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Approval by University Supervisor:

I confirm the student under my supervision has undertaken the study as documented in this research project.

Signature _____



Date 12/11/2024

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DEDICATION

To all the residential care homes' children whose resilience advanced their education. To my children Mike, Mato and Tilly, thank you for your immense support.



ACKNOWLEDGEMENT

I thank our heavenly father for good health, strength, and knowledge h gave me to write this proposal document. I thank my father for continuously encouraging me to complete my research work. To my children Michael, Martin, and Matilda, I thank you for your ICT input that immensely has enabled me to write the research project successfully. To my supervisor Dr. Kepha Nyandoro, I acknowledge your immense effort that enabled me to complete this research project. Sir, your advice, knowledge, and input made my work much easier. Thank you everyone for facilitating the completion of the research project.



LIST OF ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immunodeficiency Syndrome
CCIs	Children's Charitable Institutions
CPD	Continuing Professional Development
EARC	Educational Assessment and Resource Centre
EMR	Establish–Maintain–Restore
FGM	Female Genital Mutilation
G&C	Guiding and Counselling
GoK	Government of Kenya
HIV	Human Immunodeficiency Virus
ID	Intellectually Disabled
LAC	Looked After Children
NARC	National Rainbow Coalition
MOEST	Ministry of Education, Science and Technology
NGOs	Non-Governmental Organizations
OVC	Orphans and Vulnerable Children
SEN	Special Educational Needs
SNE	Special Needs Education
TATS	Teachers' Attitude towards Students
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund.

ABSTRACT

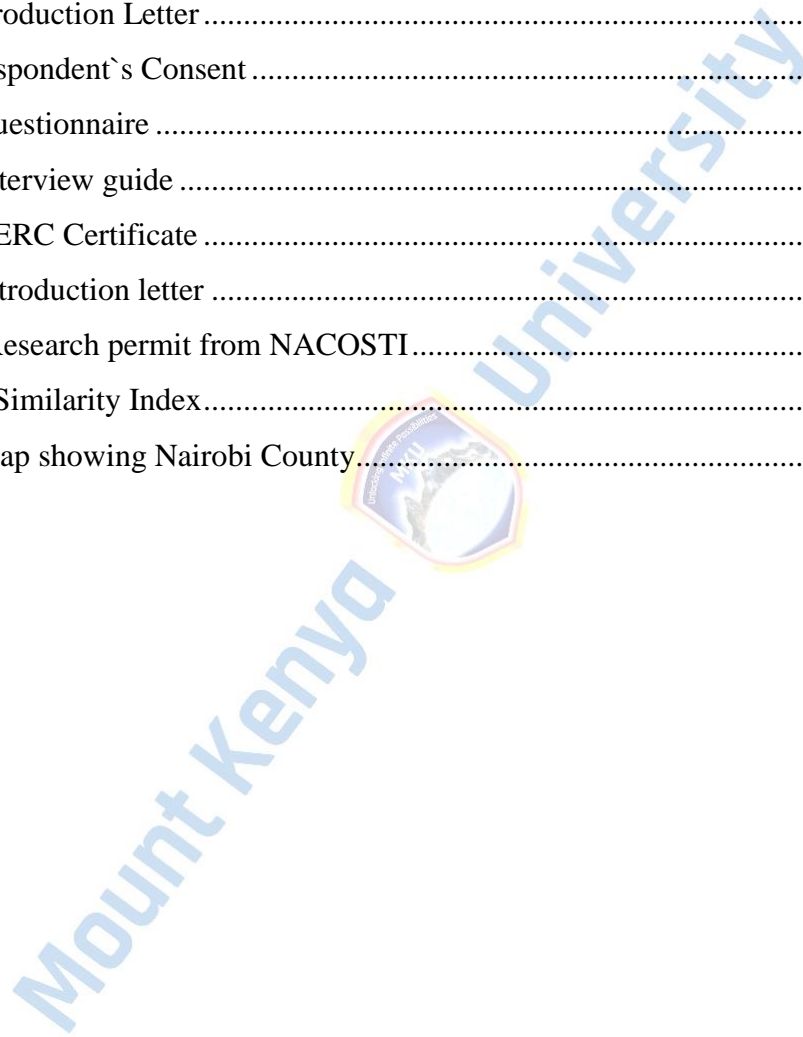
Teachers are a vital pillar of any educational practice, determine school excellence and play an essential role in compelling not only academic attainment but also learners' life's goal attainment. Retention and transition are key in ensuring that all the individual and national goals of education are achieved. In Kenya, the government is determined to achieve 100% transition from primary to secondary school and to this effect, several laws have been set. This research project targeted primary school head teachers and teachers in Nairobi County where the children learn. The objective was to assess the role of teachers' professionalism in retention and transition in primary school among learners from children's homes, assess influence of teachers' skills on retention and transition in primary school among learners from children's homes, assess the influence of teacher's attitude in retention and transition in primary school among learners from children's homes, and establish the influence of teacher-learner attachment in retention and transition in primary school among learners from children's homes in Nairobi County. In the proposal project the researcher assessed teachers' characteristics in retention and transition in primary school among learners from children's homes in Nairobi County. The theoretical framework concentrated on attachment theory, ecological system theory and sociocultural theory in relation to the role teachers and head teachers play in the primary schools where the children learn. The researcher used Quantitative research method to measure data and to generalize results from a sample of the desired population. The researcher adopted Primary and secondary sources of data to collect information from respondents, and data was gathered using questionnaire and interview guide. The study adopted Descriptive research design to get a sample from the target population. Purposive Random sampling was adopted to get a sample size of 400 from the target population of 2075 derived from two subgroups consisting of primary school head teachers, and teachers in Nairobi County. The study conducted the study in primary schools believed to have learners from Children's homes. Mt. Kenya University and the institute of education validated the content of the instruments and provided expert opinion and suggestions in the study. The researcher used Cronbach's alpha coefficient to measure study reliability. Quantitative data was gathered using questionnaires and analyzed using Descriptive statistics in SPSS (Version 23.0) and was presented in percentages, means and frequencies and tabulated in tables. Inferential statistics used in the study was regression and correlation analysis models. The finding revealed that the teacher had empathy, resilience, observational skills, and teaching proficiency that enhanced teaching skills. Therefore, the teaching skills assisted not only in performance of the pupils but significantly affected the retention and transition of learners from children's homes ($P < 0.05$). There was high level of professionalism among teachers, including commitment, integrity, and responsibility in their roles. The teacher had high professionalism. Hence, teacher's professionalism had enhanced the retention and transition ($P < 0.05$). The teacher were also patience, collaboration, and social engagement with students which enhanced teacher-learner attachment. This had the highest positive significant influence on retention and transition rate ($P < 0.05$). Finally, teacher's attitude through teachers' responsiveness, instructional support, positive attitude, and role modelling positively influence student outcomes. Therefore, there was positive significant effect of teachers' attitude towards pupils on retention and transition ($P < 0.05$). The study concluded teacher skills, teachers' professionalism, teacher-learner attachment and teacher's attitude as teachers' characteristics had positive influence on the retention and transition of students in children home schools. The study recommended social skills development and professionalism improvement.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Social welfare department-Hongkong, (2022), asserts Children's homes are residential child-care service providers who providing home care for children who attend school and can't be properly and adequately be taken care of by their immediate families due to basic and different family issues. The homes cater temporarily for homeless children until they can return to their families or until a long-term alternative living arrangement is found for them. The homes are substitute homes for children without stable and safe living environment, which are used to provide residential care programs, to protect and promot health and welfare of the children and to nurture their overall growth and development.

England had approximately 69,000 children's homes as of March 2014 (DfE, 2014b) compared to 68,000, an addition of 2% on the previous year and 12% increment from 2009, (DfE, 2013). Among the looked after children, 33,000 were in the school going age bracket and those with Special Educational Needs (SEN). These figures prove the placement of children in home care facilities has been on high increase for many years since 1985. Hence the crucial reason to address the poor education outcomes and experiences.

Lindeman, (2015), opines, educated people have ability to make decisions, have creativity power, and can deploy resources for growth and development. Together with critical thinking, and ability to solve problems which are closely related; thus, creativity is a key ingredient of creative thinking which to some extent is connected to learner's cognitive abilities used in analytic and evaluative skills. Creativity in children is enhanced through teaching though it's not a monopoly of any particular discipline. It's viewed as an integral part to quality education which can be attained in the right training environment (Gutman & Schoon, 2013). A renewed

vision for education, and creativity is relevant at intrinsic level of a student's learning process and across all learning levels. Creativity is used to create knowledge to support and enhance self and classroom learning. Hence, promoting creativity is important in enhancing learning processes in education systems. Also, promoting it in and out of education settings can help children, and other learners to discover their abilities in various educational disciplines, develop capacity to brainstorming, casting a new look daily in different situations to offer useful suggestions.

Hughes & Cerda (2013) asserts there is presence of transition and retention of learners in education, but little has been done to ensure quality isn't compromised for the looked after children world-wide. Centre for Social Justice report, (2015), children who temporary live in children's homes are unlikely to be employed compared to their peers in the aggregate population, are likely to contract psychological problems, also, are likely to be imprisoned or have mental related illness institutions or can be homeless at a point in lifetime.

Gorard et al., (2012) asserts success of education is associated with good long-term results of the aggregate population, hence high achievement is viewed as one of the key strategies to interrupt negative life bearings. Faith to Action Initiative manual guidance report, (2016), it is estimated that between 2 and 8 million children around the world are living in residential care (including orphanages, small groups homes, large-scale homes, and children's villages.

Other studies show that there were 400,000 in-house care systems in the United States of America in 2013, U.S. Department of health & human services administration for children and families, (2015), and 40,000 in Australia, according to (Australian Institute of Family Studies report, 2012). Ossian Nilsson, (2016), a holistic approach to education is used to develop long run learning and to build inclusive, and prosperous societies. Education goals should be particularly ambitious due to the practical recommendations to have all-inclusive education

which necessitates ubiquity and disruptive processes. Educational proactive and innovative strategies are required for open learning culture that aligns with global forces for the development of individuals, societies, and the world.

Townsend, (2012) asserts children in children`s homes regionally had literacy lower mean scores than children in the general population. Rees, (2013) opines children in children`s homes in England had lower cognitive, and literacy test scores than those in the aggregate population. Many past studies revealed that most of the children in care experience disadvantages before entering the care system including poverty vicious cycles, mistreatments, and multiple birth risks. Children in children`s homes mostly are from risky families; like teens and single parents, drug abuse, mentally challenged people, illiterate and unemployment are common, Bhatti-Sinclair & Sutcliffe, (2013).

Simkiss & Thorogood, (2012), in research on children in the aggregate population indicated that the experiences are risk factors for poor educational results, (Sylva et al., 2014), to investigate the effects of being in foster or kinship home cares, that studies should account for risk factors and find ways to mitigate them.

Figley, (2013) asserts children in residential care homes include orphaned children, abused, abandoned, and neglected or children who have displayed behavioural problems beyond parental control. These experiences with traumatic backgrounds have a deep impact on their concentration in education and well-being The learners experience problems of negative labelling in schools, (Harry & Klingner, 2014) opines stigma goes a long way to affect how they are treated, valued and the damage to their self-esteem hence less concentration in education.

Kasperson, Jhaveri & Kasperson, (2013) asserts low expectations in attainment make children living in homecare susceptible to unwarranted punishment, absenteeism, classroom or school

exclusion or expulsion limiting their chances of completing education. Cohort of learners needs all the time available to be in school as they need more education than any other group in the society. An enabling school environment is key to the success since it provides support and the stability need, safety, opportunity to excel, a road map from difficulties into bright future.

Schleicher, (2012), asserts teachers should to be equipped with awareness skills regarding RCH learners for more understanding about their struggles in education achievement and retention. It is recognized that academic outcomes of orphaned children hardly compare favourably with children from proper homes where they are brought up by parents since most of the orphaned learners suffer interrupted learning and sometimes miss out on any extra periods of schooling. Dewey, (2013), most of the children who join school face set ups that are different from their previous experiences in terms of the curriculum, the environment, and the people. For orphans, the change can pose challenges for practitioners who are responsible for settling a child into a school.

Branson, Hofmeyr & La, (2014) asserts educational achievement is a key determinant of a learner's completion rate and hence teachers are key to academic achievements, learners' retention, transition and achieving personal goals. A study by (UNICEF, 2013) showed there was around 145 million children across the globe between ages 0 to 17 years with one parent or orphaned. This was due to either decease, conflict, or war. The report further revealed 15 million children globally are orphans due to HIV/AIDS, with 11.6 million of them found in sub-Saharan Africa, according to (UNICEF, 2013). Also, governments, NGOs, international and various stakeholders have realized the plight of orphans is an issue with social- economic and human rights factors. Hence, addressing the needs of orphans and mitigating the difficulties they encounter should be prioritized by stakeholders.

UNICEF (2016), describes orphaned children as those below 18 years of age, whose mother and father have passed away before they attained maturity age of 18 years, hence they are viewed as vulnerable children since their safety, and well-being and development is at risk.

Reasons for children placement in children's homes in Africa are many, and varied from, economic, political, social factors and material entitlement. The objective for placement entails HIV/AIDS, unemployment, poverty, lack of family life services, unwanted pregnancies, rape and, and a better future for the children, (Gerrand, P. A et al, 2012). However, substantial studies have shown better education chances for the children to redeem them from the vicious cycle of poverty and hopelessness in the family and community. In the countries where this study was carried out, low house incomes and death of parents, or caregivers due to sickness, and diseases like HIV-AIDS and disruption of family genealogy, migration, natural death, war and civil conflicts might have led to the orphaned children being adopted in home cares. Thus, there are some reports on protection of children that can lead them to home cares, for instance, beating, neglect, bad behaviour, and problems emanating from inability to take care of children with disabilities or with chronic ailments.

In Uganda, Residential Care Facilities (RCFs) comes top on the list of extensively used form of an alternative care. A study on residential care homes revealed that almost 50,000 children live in RCFs in Uganda and 80% of them have one or both parents living (MGLSD, 2012).

Tuckernuck (2013), there are about 700 residential care centres in Kenya housing about 50,000 children. In essence all children deserve and have the right to grow up in loving and secure homes. Surveys conducted over the years show that children who grow up in children's homes experience a lot of challenges, not only when they are in the children's homes but also once they leave with the effects lingering on into their adulthood. Children go through psychological issues hence their development is affected.

In 2018, the Government of Kenya (GoK) declared 100% completed primary and proceeded to secondary schools. Government reports showed 100% transition goal was not achieved. A large majority of Nairobi County slum dwellers believe they have neither felt nor enjoyed the impact of FPE that was initiated in 2003 by the government in public schools for lack of or due to the inadequate of the same either in or near the areas that they reside in. There are many reasons that impede transition of learners to higher levels of learning and particularly among learners from residential centres and hence the objective of this research study on how teacher's characteristics can help boost the 100% basic education transition in Kenya.

Walakira & Bukenya, (2015) asserts in Kenya children placed in children's homes has been on a tremendous upsurge since the country's post- independence days housing children without parental care. Present utilization of residential care is not restricted to children who do not have proper adult caregivers; rather, but it is also used as a means to solve multifaceted issues afflicting families majorly poverty and access to basic primary services for example education, shelter, health services specialized care for children with disabilities and believe that their children has better chances progressing in life in urban residential cares as compared to those in rural areas.

Chang'ach & Kessio, (2012). Mwoma & Pillay, (2015) asserts education is widely used for addressing poverty and promoting better standards of living. It's also used to provide skills and shape attitudes, used to prepare individuals for employment towards better life. The objective of education is to equip people with education that enables them to be productive in the society. Poor education outcomes and academic under performance among residential care children has been a big issue of concern globally stemming from the fact that good education outcomes and academic achievements are important trajectory of well-being and future life prospects.

In Kenya, although, the major two reasons cited for over 40% of Children placement in homecare are poverty and orphan hood especially due to HIV/AIDS scourge, there are other various reasons for the same: family rejection, disability, mental illness, culture, political war, conflict, disaster, misplacement, and migration (Gaya Persad et al. 2019).

Morantz et al. (2013) survey in Uasin Gishu county in Kenya, gave reasons for admission of orphaned and vulnerable children as follows; those admitted in home cares as desperate cases at 36%, abandoned at 22%, neglect at 21%, physical or sexual abuse at 8%, and absence or incapable caregiver.

Stahili (2013), asserts Orphanages in Kenya are in poor condition since most of them are income generating sources for the owners, hence the needs of the children are neglected or abandoned all together. Children in most cases share beds hence they experience poor hygiene, poor education, lack of good healthcare and malnutrition.

Kenya's population report (2013), was forty-three million people, 51% were children. Various reports have indicated that Kenya has a total 10 million orphans and vulnerable children of which 2.19 million are orphans that warrant special care and protection. Many of the orphanages in Kenya are as a result of HIV/AIDS high prevalence rate that is about 7% and victims of poverty that is approximately among 46% of the population. High poverty level in Kenya has in turn led to high HIV/AIDS prevalence because of poor health and lack of health services, lack of food, malnutrition and high mortality rates resulting into high orphanage and vulnerability weakening the socio-economical family and societal ties due to the high burden of taking care of them. These are the children that end up in residential care homes, orphanages, children's homes) for care and protection, although as the constitution of Kenya places this responsibility on the national government.

World Bank, (2013) census indicates that Kenya's poverty index at 46% is the core reason most of the orphaned children are admitted in children's homes. This highly contravenes the set guidelines across the board for alternative care of children.

Celcis (2012), asserts home- cares should be temporally and should be used only after other options like family, relatives or foster care has failed and the child's needs must be considered first. Due to poverty among many families in Kenya and the resulting of deprivation of basic needs and social conflicts, children including orphans suffer from neglect, abuse, maltreatment, abandonment and vulnerability without care and protection (ISS, 2015). These children end up on streets or in residential care though HIV/AIDS and poverty have been cited as the main reason why most children are admitted in residential care in Kenya, others include, disability, natural disasters like mud slides, harmful cultural practices like Female Genital Mutilation (FGM), political and ethnical conflicts resulting into death and displacement, abandonment, and family breakdown.

Government of Kenya (2014) report indicated many Non-Governmental Organizations (NGOs) have stepped up to help the government manage the 'orphan crisis and children without parental care a task that has proved very difficult due to very high rapid population increase in Kenya and majorly in the cities like Nairobi and more so in the informal settlements (slums) like Kibera where poverty and HIV/AIDS has brought a lot of suffering to children. Kenya has experienced very high population growth increase in recent years that has put big strain on her socio-economical resources and the government's ability to take care and protect her people especially the children and the youth who account for over 51% of the population. The 2019 Kenya National population and Housing census report Kenya's population was 40 million as compared to 43 million in 2009 (Kenya National Bureau Statistics, 2020).

Government of Kenya has acknowledged the right to education as outlined in Right to Education Project (March 2014) as the key that empowers the destitute and the undervalued population to overcome their disadvantages and life-risks through basic education. Most children in slum areas and most so those in residential care centres are brought up in difficult socio-economic conditions due to the ills in the slum: poverty, poor health and sanitation, high rates of HIV/AIDS infections and effects, congestion, lack of water and electricity, high rate in crime, rape and unwanted pregnancies and abortions. These unfavourable conditions have led to mushrooming of children's care centres or the so-called orphanages by NGOs or individuals to 'rescue' and 'protect' the slum children who have been given the term 'orphans.' This institutionalization of children is still going on in Kenya although globally efforts are being made to de-institutionalize these care centres and reunite the children with their families, relatives, kin, or community due to the incomprehensible damage that being in care is associated with. In Kenya, policies related to orphaned children, concentrate their effort for provision of another family like care, and to do away with large home-care institutions where issues like human rights violations of children take place, physical and sexual abuse, lack of proper childcare services, and emotional abuse, cognitive, social, and intellectual aspects often happen. Children in children's homes in Nairobi County, just like cohorts globally are children without parental care who are living under difficult circumstances and hence traumatized prior to entering or while in the care system and hence need specialized education services just like those with special education needs to cope, be retained, and transitioned in basic education.

(Milligan, I; et al, 2016), scrutiny of personal details for 500 children and youths are placed in government children's homes in Kenya, confirms that poverty and orphan hood were the two reasons pointed out for more than 40 percent of home care admissions.

The main reason children and youths are placed in the children's homes are based on destitution at 36%, abandonment at 22%, negligence at 21%, physical abuse and sexual molestation at 8%,

and lack of caregivers at 8%. Approximately 52% of all children and youths were placed in home cares due to reasons associated with mistreatment, (Morantz. G et al, (2013).

Sloth-Nielsen (2019) approximately the number of children homes are 830 housing almost 40,000 children. Many of the homes are privately-run and only 26 are government run. Many research studies have shown that Kenya has no comprehensive information on the actual data of children in children homes institutions and the data of children housed there due to weak systems on protection of children.

1.2 Statement of the Problem

Despite government's effort together with the private sector stakeholders, the school completion rates for looked after children in Nairobi County and in Kenya is still low. In 2018, the Government of Kenya (GoK) declared 100% of learners proceeded from primary to secondary schools. Government reports showed 100% transition goal was not achieved as expected. A large population of Nairobi County residents believe they have neither felt nor enjoyed the impact of free primary education (FPE) initiated by NARC government in 2003 in public schools for lack of or due to the inadequacy of the same either in or near the areas that they live. In essence there are many reasons which impede transition of learners to higher levels of learning and particularly among learners from orphanages or residential centres. Kenya through the ministry of education should ensure children have equal opportunity to reach the highest education level by providing an enabling environment and resources. This strengthens the belief that the ability for children to benefit from education should not be determined by personal circumstances but by ability to reduce inequalities and barriers to provide quality education.

After the government introduced free primary education between 2005 to 2010 school enrolment increased to 7.2 Million from 5.9 Million where 17% of the students entailed orphans

and vulnerable children (OVC) who were the highest in percentage compared to those living in residential care centres. Despite the introduction of free primary education, the orphaned and vulnerable children school dropout rate was more than 5.4% compared to 2% of non-orphaned and vulnerable children.

Morantz et al. (2013) carried out a study in Uasin Gishu County in Kenya and gave reasons for admission of orphaned and vulnerable children at 36% as desperate cases, 22%, as abandoned at 21% as neglect and 8% as physically or sexually abused or due to absence or incapable caregiver. The traumatic backgrounds of these children may affect their concentration in education and well-being, thus, their transition and retention from primary to secondary level is vital to ensure all the individual and national goals of education are achieved. Hence the study endeavour to assess teachers' characteristics in retention and transition in primary schools of learners from children's homes in Nairobi County, since according to reviewed empirical literature, teachers' characteristics in retention and transition in primary schools of learners in Nairobi County has not been conducted in the past, creating the gap to undertake this study

1.3 Purpose of the Study

In the survey, the surveyor examined effect of characteristics of teachers in retention and transition in primary school among learners from children's homes in Nairobi.

1.4 Objectives of the Study

The intention was to:

- i) Establish the effect of teacher's teaching skills in retention and transition in primary school among learners from children's homes in Nairobi County.
- ii) Examine the effect of teacher's professionalism in retention and transition in primary school among learners from children's homes.

- iii) Assess the effect of teacher-learner attachment in retention and transition in primary school among learners from children's homes in Nairobi County.
- iv) Examine teacher attitude towards learners from children's homes in Nairobi County and how this affects their retention and transition in primary school.

1.5 Research Questions

The study intended to answer the following research questions;

- i) How do you rate a teacher's teaching skills in the retention and transition in primary school among learners from children's homes in Nairobi County?
- ii) How do you rate a teacher's professionalism in the retention and transition in primary school among learners from children's homes in Nairobi County?
- iii) Can you rate the level of attachment between teachers and the learners from children's homes in Nairobi County?
- iv) How do you rate the teachers' attitude towards learners from children's home?

1.6 Significance/Justification of the Study

Although TSC and Ministry of education, science and technology are bodies mandated to govern education, authorized to appoint the designated staff for the looked after children, it's important to note the head teacher is instrumental in this process. The head teachers will use the findings in conjunction with the county government to ensure necessary training for teachers hence create sufficient time for the training, as part of continuous career growth and development, and statutory review meetings for the special needs learners. Head teachers are very important in enforcing school policies and provisions, and the day-to-day roles in the operation of the policies and the coordination of provisions for the children. The study findings will help then to design professional guidelines for their colleagues aiming to secure high

quality education for the OVC. The results of this study will ensure risks are clearly understood, recognized, and acted on for better retention and transition in primary school.

The results will be used for further studies in related areas of research. Willingness of the teachers to give true information about their role and characteristics' influence on retention and transition in education among the looked after children will inform the ministry of education on formulating and implementing improved policies for equitable quality education for enhanced achievements and 100% transition from primary to higher levels of education.

1.7 Scope of the Study

The study was conducted in Nairobi County, it focused on characteristics of head teachers and teachers in primary schools regarding retention and transition in primary school among learners from children's homes. The target population was 4075 and data was collected using questionnaire and interview methods. This study concentrated on assessing teachers' characteristics on retention and transition in primary school among learners from children's homes only in Nairobi. The objectives were used to determine the influence of teachers' professionalism, the impact of teaching skills, influence of teacher-learner attachment and effects of teacher attitude towards children from children's homes, on retention and transition in primary school. This study took a period of twelve months from July 2022 to July 2023 to complete the entire process.

1.8 Limitations of the study

Respondents may have withheld information which they considered private and personal. To overcome this, the researcher gave them an assurance of confidentiality of the information and that the data was to be used for the survey only, hence names of respondents were not to be publicized. The respondents were likely not to return the questionnaires as in the case of similar

exercises. The researcher opines that potential respondents were convinced that their answers were confidential hence there was no need to withhold information.

1.9 Delimitations of the Study

This survey focused only on characteristics of teachers who were teaching learners from children`s homes and were placed in primary schools in Nairobi County. There are many factors related to teachers that can affect retention and transition in schools, but the researcher concentrated on the influence of teachers` teaching skills, teachers` professionalism, teacher-learner attachment, and teachers` attitude towards learners from children`s homes. The researcher used questionnaire to gather data in the county from the sampled schools and children`s homes of the target population.

1.10 Assumptions of the Study

The surveyor assumed that all the teachers at the selected public primary schools were either teaching the learners from the children`s homes at that time or had taught them in the past years in those same schools. In all selected children`s homes, there were children who were schooling in public primary. All respondents were willing to give the required data. Teachers understood their role in ensuring retention and transition of those learners in primary school. That with proper understanding and best practices by teachers, most of the children from children`s homes could successfully complete primary school.

1.11 Operational Definition of Key Terms

Attitude: in this study attitude refers to emotional response to social motivation purposed to show teachers approach or behaviours either positive or negative at work. It also refers to

attitude as a psychological construct that is mental and emotional in nature, which characterizes teacher's attitude in their approach to students, or their views regarding an issue.

Children's Homes: In this survey it refers to centres set aside to take care of looked after children. Also, it refers to the dwelling place where trained staff look after destitute children and young people who live together in one house like siblings. The purpose of these homes intends to supply basic needs of orphaned children who for whatever reason can't live with their biological families. It refers to a house where orphans and vulnerable children are looked after when their parents die or are unfit to look after them.

Looked After Children: In this study it refers to school going children from children's homes in Nairobi County. In this study children were looked after in a children's home by providing them with accommodation and food for more than 24 hours in the institution. While an external placement refers to a foster home or a children's residential home, either of the three are homes where they can be looked after.

Professional Qualification: according to this study it is the highest training of teachers which entail P1, Diploma, B.Ed., or M.Ed. The professional qualifications of the teacher's entail elements of both teaching and research. Also, it refers to courses that relate to education industry teaching career path, some training or courses can be taken directly after graduation, while others can be undertaken by teachers with some years of experience, aiming to further their teaching careers.

Retention: In this study it refers to retaining, staying, or keeping the orphaned and vulnerable students in school throughout the entire school learning calendar or till they complete class eight or form four.

Teacher's Characteristics: in this study some of the qualities of a good teacher entail good communication skills, collaboration, listening, empathy, and adaptability. Other characteristics

for effective teaching entails classroom engagements, presence, real-time learning, program exchange, and lifelong term learning.

Transition: In this study it refers to where a learner advances from lower classes to upper ones after completing primary and joining secondary school. The process or period of changing from one state to another learners or student are transition from one level to another in the course of schooling period.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This part of the study discussed past studies on the topic of the study, it covers theories, conceptual aspect of the study, influence of teachers` professionalism, influence of teaching skills, the influence of teacher-learner attachment and teachers` attitude on transition and retention. The literature review and study gaps.

2.2 Empirical Literature Review

The following empirical review explores the critical characteristics of teachers that influence the retention and transition of primary school learners, particularly those from children's homes in Nairobi County, Kenya. Understanding these characteristics teaching skills, professionalism, teacher-learner attachment, and teachers' attitudes provides valuable insights into the educational dynamics affecting vulnerable student populations. The section highlights the significance of teacher attributes in fostering supportive learning environments that promote academic engagement and continuity for learners facing unique challenges. Furthermore, the review identifies gaps in the current research, emphasizing the need for targeted studies that address the specific contexts and needs of children from care facilities, ultimately aiming to enhance educational outcomes for this vulnerable group.

2.2.1. Teaching Skills on Learner Retention and Transition

Teaching skills remain central to effective learning, particularly for vulnerable groups such as children in care facilities. Kivunja (2020) highlights that skills like adaptive teaching, clear communication, and differentiated instruction are crucial for supporting diverse learners, as these methods enable teachers to cater to varying academic abilities and backgrounds.

However, Kivunja's findings do not fully address the specific needs of children from children's homes, who may have faced educational gaps and trauma. This points to a gap in literature regarding tailored instructional approaches that address the emotional needs of this demographic, highlighting the need for studies that explore specific interventions for vulnerable children in educational settings.

Differentiated instruction has shown positive outcomes in engagement and academic performance, key factors for retention (Tomlinson, 2019). Yet, as Willis and Dezuanni (2022) note, implementing differentiated methods can be challenging without adequate resources and training, which is often the case in under-resourced educational contexts such as Nairobi County. This gap suggests that research should examine how to support teachers in adopting differentiated instruction specifically for children from children's homes, where resource limitations are common.

The role of continuous professional development in refining teaching skills has also been emphasized by Darling-Hammond et al. (2019), who argue that professional training in child-centred approaches improves teachers' efficacy in supporting transitions across grade levels. However, there is limited research on how such training impacts learners from children's homes specifically, underscoring a need for more targeted studies. Training programs that consider the unique psychological and social needs of these learners would likely yield better retention and transition outcomes.

Further, Cheung and Vogel (2021) find that teachers' subject matter expertise, alongside their pedagogical skills, significantly influences student retention by fostering a stable and engaging classroom environment. However, while their research supports the need for high teaching skills, it does not investigate how this translates in resource-constrained environments like Nairobi, where children's home learners might need more than subject matter expertise alone.

Therefore, additional studies should examine the intersection of teaching skills and resource availability for effective learning among disadvantaged students.

Lastly, Ryan and DeFelice (2023) note that pedagogical adaptability, such as adjusting teaching methods for emotionally sensitive learners, is critical for retention. This finding aligns with the need for personalized support for children from children's homes but lacks practical application insights. Future studies could investigate how such adaptability can be cultivated through in-service training to better support transition and retention.

2.2.2. Teachers' Professionalism on Learner Retention and Transition

Teachers' professionalism, including commitment, ethics, and behavior, plays a critical role in learner retention and transition (Pantić, 2018). Pantić argues that a teacher's ethical behavior and commitment to student welfare build trust, which is particularly essential for learners from unstable backgrounds. However, her study does not delve deeply into how professionalism specifically impacts children from children's homes, who may need more emotional and psychological support to thrive in school environments. This gap suggests a need for research focused on the specific professional practices that benefit this demographic.

Harris and Sass (2011), established in the study, teachers who undergo professional training perform very well compared to the one's without training. Further, the researcher found there was significant and positive effect of formal training on student achievements. Further, (Barile et al. 2012), shows statistically significant correlation of teachers' qualifications, and performance of learners. The results attached good academic performance of learners to outstanding instructions by competent teachers.

Ethical conduct in the classroom, including fairness and consistency, has been shown to positively impact students' attachment to school (Schleicher, 2019). Yet, as Tondeur et al.

(2022) note, implementing consistent and ethical practices can be difficult for teachers who face resource constraints or lack adequate training in trauma-informed teaching. In Kenya, where support for teacher professional development may be limited, there is a research gap regarding the effective application of ethical teaching standards in under-resourced environments with vulnerable student populations.

Furthermore, Mart (2020) identifies teacher professionalism as including both adherence to professional standards and a commitment to continual improvement, which in turn improves students' transition rates. However, Mart's research does not address how professional standards can be adapted to better support students from challenging backgrounds, such as those in children's homes. There is a need for empirical studies that explore how to make professional standards more inclusive and relevant to the needs of disadvantaged learners.

Teachers' communication with students and their guardians also plays a significant role in retention and transition (Spilt & Koomen, 2020). This is particularly critical for children in institutional care, who may lack family support. However, Spilt and Koomen's study does not examine the challenges teachers face in reaching out to caregivers in non-traditional settings, such as children's homes, highlighting a gap that could be addressed through targeted research on effective communication practices for teachers of vulnerable children.

Lastly, while Banerjee et al. (2021) highlight the importance of maintaining professionalism to create a positive learning environment, their study does not explore how teachers in high-turnover regions can maintain professionalism amid frequent transfers. This is particularly relevant in Kenya, where teacher mobility may disrupt continuity for children in care, calling for research on how to maintain professional consistency to support these learners' retention and transition.

2.2.3. Teacher-Learner Attachment on Learner Retention and Transition

Positive teacher-learner attachment has been shown to improve retention and foster academic success (Wentzel & Wigfield, 2019). This attachment is especially important for children from children's homes, who often lack stable attachments with primary caregivers. However, Wentzel and Wigfield's work does not address how teachers can effectively form attachments with students from backgrounds of trauma or instability, identifying a gap in the practical application of attachment theories in diverse educational contexts. According to Modi, (2015), positive teacher-student relationships should be close, warm, and positive. Students' cordial relationships with teachers use it as a conduit to learn, understand school environment, deal with academic difficulties, and work on their social and emotional development.

Longobardi, Prino, Marengo and Settanni (2016), carried out a survey on effect of quality of teacher- to student attachment, according to learners, on prosocial behaviour during schooling period. The sample size was 122 students where 55% were female. The regression analyses comprised of different types of attachment with teachers predicting positive change for academic achievements: its perceived there should be more attachment in grade nine, and also in higher attachment levels which is associated with high academic achievement.

Teacher-learner attachment has been shown to positively influence students' self-esteem and engagement (Roorda et al., 2020), which are crucial for transitioning across grade levels. However, the study provides valuable insights into attachment theory, their research does not consider cultural factors that may influence attachment formation in specific contexts, such as Nairobi. There is a gap in understanding how attachment dynamics may vary based on cultural and socioeconomic factors, particularly in regions where students face unique challenges.

Cook (2018), a strong teacher and student relationship have been considered base aspect for a good school experience. The importance of the survey was to examine the impact of Establish

Maintain Restore (EMR) as a method used to improve teacher and student relationship. To assess students' classroom behavior while providing elementary teachers with structured professional development and follow-up support system. Results revealed that EMR method had significant improvement in teacher and student relationships as well as improvements in observed indices of students' classroom behavior. Further, the results revealed that some teachers reported there were significant changes in teacher and student relationships which were associated with student classroom behavior.

According to Reeve et al. (2022), nurturing strong attachments requires teachers to invest time and patience in understanding students' individual needs. This approach is beneficial for children in care, who may need more emotional support. However, the study acknowledge that time constraints and large class sizes can limit teachers' ability to form deep connections with each student, indicating a structural gap in educational systems. Research on scalable attachment-building methods is needed, particularly for teachers working with high-needs populations.

Reyes et al, (2012), the students' emotional connections inhibited during learning time, are can easily affect their performance in academics. Using various methods, and learning levels, the researcher examined the relationship between in- class mood, academic achievements, and also the role of engagements. The analyses showed that there was positive relationship between in-class mood and grades motivated by engagements, while controlling teachers' characteristics, and observations of both the organizational and instructional factors for classrooms. Significant statistical and good student-teacher relationship plays a critical role to help students adapt to school physical environment, which favours academic achievement and student's ability to adopt to school environment.

Burchinal, Zaslow and Tarullo, (2016) and Yoshikawa et al., (2013), experience of children in early learning environments are critical for development. A research organization on pre-school settings indicates that interaction between teachers and students foster academic and social-emotional skills. Teacher–child interaction was measured using classroom observation at pre and post intervention stages. The results revealed that teachers with higher professional investment showed there was less gains in instructional support in the control condition and higher gains in the course condition, in relation to teachers in their respective treatment groups who reported lower levels of professional investment.

Additionally, Madjar and Chertok (2021) found that students with positive attachments to teachers exhibited better academic persistence and resilience. While this is promising, the study does not explore how attachment affects long-term educational transitions, such as moving from one school level to another, particularly among vulnerable populations. Future research should explore the role of teacher-learner attachment over multiple years to understand its influence on longitudinal educational outcomes for children from children’s homes.

Creemers, Kyriakides and Antoniou (2012), In the 1980s, the growth of student-centred learning method and emergence of modularised, flexible curricula were accompanied by new assessment methods, in order to higher accreditation for better student transition to the next level. Although systems with continuous assessment methods were measured against specific criteria, they were already in use, according to the technical education council qualifications in the UK in the 1970s. Training systems, professional development, and assessment, which involved continuous performance monitoring focusing on individual’s capacity to implement effectively various skills and competences. As a result, many educational institutions, and related sectors have established standards, and competencies for the assessment of performance, for training, and professional development of teachers. Teachers are often viewed

as simply good and are considered as exhibitors of desirable traits and upholders of high standards and norms of the profession.

Skinner and Pitzer, (2012). the influence of students` relationship with teachers is relevant during critical developmental periods. The study presents a perspective of student`s engagements with academic work that emphasizes on organizing daily experiences in school for children and youth, their learning process, long-term achievements, and their academic prowess. Self-determination theory organized around students` engagements and lack of interest for learning activities, seem to be promising to academic development studies. By specifying the dynamic context cycles, action to be taken and results that are self-motivating, teachers may underscore trajectories of motivation for many schooling years.

Teacher-student attachment has been linked to improved behavioral outcomes, which contribute to retention (Gregory & Weinstein, 2023). However, Gregory and Weinstein`s research does not account for attachment formation in challenging educational settings, such as overcrowded classrooms or under-resourced schools in Nairobi. There is a need for research that examines strategies for fostering attachment in such environments to ensure consistent support for children from children`s homes.

2.2.4. Teachers' Attitude on Learner Retention and Transition

Teachers` attitudes toward their students profoundly impact learner retention and transitions (Woolfolk Hoy, 2020). Woolfolk Hoy argues that positive attitudes from teachers promote a supportive classroom climate, which benefits students, particularly those from vulnerable backgrounds. However, her study does not address the specific attitudes needed to support children from children`s homes, suggesting a gap in understanding the nuances of teacher attitudes required for this unique population. A student`s attitude towards school is stated as

how a person perceives school attendance (Gable & Wolf, 2012). If students are valued and respected by teachers it gives meaning to their studies and sustains positive affect of thoughts. Supportive academic system can reduce negative affect, anxiety and sustain academic motivation, (Lai, 2011). When students feel accepted and valued, they are likely to pursue higher educational goals.

Uluğ, Özden and Eryılmaz (2011), conducted a survey to examine teachers' attitude on student behaviour and performance in Istanbul. The researcher sought to provide academic understanding and diversity of relationships among teachers and students outside academic cycles. Sample size of both institutions consisted of learners in discrete departments at Istanbul Kultur, and Maltepe Universities. By using a questionnaire, they were implored to avail samples of primary, secondary schools and university teachers' positive and negative attitudes, behaviour, and its effect on the character development and performance. Findings of the survey showed teachers positive attitude significantly influence learners' personality and also general performance in life. While this study focused on student personality, the current study focused on retention and transition of looked after learners in basic education.

Research by Van Uden et al. (2018) shows that teachers with inclusive attitudes foster a sense of belonging, which is crucial for students' academic persistence. However, the study does not explore how inclusive attitudes might differ when working with institutionalized children, who may have different emotional needs. This highlights a gap in the literature on inclusive practices tailored to children from children's homes.

Teachers' attitudes toward ongoing professional development can impact their effectiveness in supporting vulnerable students (López et al., 2020). While the study found that positive attitudes toward training lead to better learning outcomes, the study does not focus on specific training needs for teachers working with children from care facilities. Research on training

programs that address the specific emotional and academic needs of such learners could enhance teacher efficacy in this context.

Tasmania, Hopwood (2014) investigated teachers' perceptions of the transition phase of learners from year 6 to 7. The study entailed learners and teachers. Adolescent participants were 244 of 11 to 13 years of age, and 19 secondary, primary schools as the second participating group. The findings showed teachers from different schools engaged in low communication frequencies as compared to teachers at district schools. The participating teachers noted more support from teachers was required to enhance retention and transition levels of learners.

In another study, Khan et al. (2021) found that teachers with growth-oriented attitudes encourage persistence and resilience among students. However, the study does not examine how these attitudes can be maintained amid the challenges of teaching in resource-limited environments, such as those found in Nairobi's public schools. Future research should investigate how to cultivate and sustain positive teacher attitudes under such constraints.

Durkee (2017) conducted research on teachers' attitude, believes, behaviour patterns of students with immature behaviour, with unacceptable behaviour, and challenges teachers. A teacher with positive and encouraging attitude can positively affect students' attitude and behaviour. However, when a teacher has a discouraging attitude, it demotivates learner's hence poor performance and a bad relationship between them. The outcomes of student to teacher relationship scale (STRS) and the teacher relationship interview (TRI), indicated some teachers who participated in the survey engaged in challenging students from secure attachment category. Students with high level of conflicts and low grades were likely to misbehave when they proceed to higher levels. The level of stress produced by the high conflict relationships

destabilized the teachers depend on if the attachment level of the teacher and the learner was proper or improper.

Potvin et al. (2014) conducted a survey on attitude of teachers in relation to students` risk of dropping out of school. The Teachers' Attitude Toward their Students scale (TATS) was used to measure their attitude towards learners. The results showed dropping out of school varied with grade level. The risk of dropping out was higher according to grade level, and female students were more exposed than their male counterparts. Teachers` attitude was positive since ninety percent of the students seemed to be stable in their studies. Generally, female teachers have positive attitude compared to the male colleagues. The more at-risk students were, the less positive were the attitudes of the teachers.

The attitudes toward student diversity have been shown to positively impact students` school attachment and retention (Taylor & Yu, 2022). However, Taylor and Yu`s study focuses on general diversity without addressing the unique backgrounds of children from children`s homes. There is a need for studies that specifically examine teachers` attitudes toward working with this group, as well as how these attitudes affect their long-term educational trajectories.

2.3 Summary of Gaps

The existing literature on teachers` characteristics and their influence on the retention and transition of primary school learners, particularly those from children's homes, reveals several notable research gaps. Firstly, there is a scarcity of studies specifically focusing on the unique experiences and challenges faced by learners from children's homes in Nairobi County, limiting the applicability of broader findings to this demographic. Additionally, while various teacher characteristics have been explored individually, there is a lack of comprehensive research that examines the interplay between these attributes and their cumulative effect on learner outcomes. Furthermore, much of the current research has not adequately addressed the role of

contextual factors, such as socio-economic status and the stability of the children's home environment, which may significantly impact both teacher effectiveness and student retention. Finally, there is a need for longitudinal studies that assess the long-term effects of teacher characteristics on the educational trajectories of such learners, as most existing studies provide only cross-sectional insights. Addressing these gaps is crucial for developing targeted interventions and support systems to enhance the educational experiences of vulnerable students in Nairobi County.

2.4 Theoretical Framework

Child development theories in this study gives details on children`s change and growth during their childhood. The theory concentrates on different aspects of child`s growth and development which entails social, emotional, and cognitive factors. Theories of child development presents an opportunity about human growth and learning; they highlight on areas which encourage human thought and behaviour hence comprehending the theories can provide useful insights into individuals and societies.

The attachment theory by John Bowlby (1988), is a psychological connection among human beings. He opines a child should develop strong attachment with the natural caretaker in at early age. The theory evolved over the years to include other attachments that are found in adults throughout their lives, but early life experiences in one`s life might continue to have an impact in children.

Bronfenbrenner`s ecological systems theory (1986), otherwise known as Bio-ecological suggests, a child`s growth influences it`s future. He explains environment as stratified structure in the main structure and that children are the focus, surrounded by several environmental systems that affect each other and the child.

Lev Vygotsky, (1896), born in Orsha, Russia which is in the western region, in 1917, got a degree of law from the State University of Moscow, where he studied sociology, linguistics, psychology, and philosophy, according to (Cherry, 2022). Lev Vygotsky was a psychologist known for socio-cultural and believed in social interaction as a critical player of children's learning, which is an ongoing process mostly influenced to build a culture of learning. Imitation, guided learning, and educational collaboration, appeared prominently in this theory. Socio-cultural theory is viewed a theory in psychology used to examine societal contributions for developing people.

2.4.1 Attachment Theory

The theory as developed by John Bowlby (1988), describes it as a psychological connection for humanity. He opines, a child should be attached with caregivers from their childhood years. The theory is developed to include multiple attachments that develop in adults in their lives, although young age experience might continue to have an impact. He noted that teacher learner attachment enhances child mental process enables the child to manage emotions, fear, relate with people, manage self and insights, and empathize with people and appropriate moral values. Initial dependence for a child on people for protection provides the experience and skills needed to enable them to manage difficult situations, helps in developing self-confidence, and enables them to acquire social relationships and have qualities necessary to promote positive learning process. The author opines, warm relationships and interactions build brains of children, and help in learning how to regulate learner`s behaviour. A child`s connection, and attachment is necessary for development of the brain and thinking which ultimately supports learning at physiological, psychological, social, and environmental levels. Research by Commodari (2013), links attachment to school readiness and success. Hence, attachment is linked to higher academic qualifications and grades compared to no

attachment at all. Also, it's associated with higher emotional regulation, social competence, and willingness to counter challenges in life. Pupil with Insecure Avoidance-attachment might find it hard to trust the teacher instead, may focus on the task instead of asking for assistance. This behaviour of learning is caused by independence which inhibits student's creativity and the ability to explore the unknown leading to under performance in life.

Allen report (2011), opines, parent and key professional should understand and have knowledge of building social and emotional capacity in children thus, empowering them to break inter-generational dysfunctional and under performance cycles. Hence, teachers and a child's relatives should give necessary attachments for children's association is in the child's relationships and academic performance. Good teacher-child relationship can help protect children from negative effects of insecure attachments.

2.4.2 Ecological Systems Theory

Bronfenbrenner's (1986) ecological systems theory, also referred as bio-ecological argues that children are influenced by their environment as they grow. He refers natural environment as the stratified structure in the main structure of the environment. According to the author, children are the pivot, surrounded by several environmental systems that affect each other and the child. Further, the system entails Micro system or the immediate environment for a child, the Meso system implying a combination of one or two micro-systems like school, church, peer groups, family, Exo system comprises different kinds of structures in the micro-system without directly affecting the child, and the macro -system which implies ethnicity, culture and chrono-system like the transition and changes in a child's life cycle.

Bronfenbrenner opines both the child and the environment directly affect each other thus, any change or conflict in any level of the network can affect all the players. The way which different levels mingle with a child can determine growth and development of the child. The author asserts that a friendly and nurturing environment, can help the child to grow to a better citizen, hence, the theory explains the growth and achievement of learners.

There are issues that influence the effectiveness of implementation of the curriculum in schools. They include school's buildings, the school learning environment, teaching materials and methods, and teachers' quality. The theory shows that the learning environment affects how the learner grows and develops and hence if the variables in this study are not satisfactory, then the desired characteristics in the child after the ECDE level are compromised. Research has shown that environmental factors are partly responsible for success or failure of the child's academic achievement. The theory also helps to bring out factors at play in the school environment.

2.4.3 Sociocultural Theory

Lev Vygotsky (1896), born in Orsha in Russia and in 1917 was awarded a degree of law by Moscow University, undertaking sociology, linguistics, psychology, and philosophy according to (Cherry, 2022), as a psychologist he was famous for having a background of social and cultural studies. He opines that social interactions have critical role in learning, a process that is influenced by culture to a large extent. Also influenced by imitation, guidance, and collaborative learning which features prominently in sociocultural theory. The theory is a psychological study that contributes to individual development in the society. The theory has been in existed since 1990s and can be applied in educational set-ups, socialization and in sports. Socio-cultural theory is part of the work of Lev Vygotsky who opined child caretakers,

and culture are used to develop higher-order functions. Also, learning is based on interacting with other people, and the information is then trickled down to individual level.

Vygotsky opines children are born with basic biological constraints thus, each culture, provides unique ways of adapting them. The methods help children to apply the capabilities which help them adapt to the societal culture where they grow up. For instance, the culture might emphasize on using memorizing strategies for instance; dictation, writing notes in class or using reminders.

Socio-cultural theory refers to proximal development, according to Vygotsky, it is the difference between the development level of learner, determined by independent problem solving and potential development to problem solving under guidance by adults, or in collaboration with capable peers. It entails knowledge and skills that a person cannot comprehend or perform on their own but can be guided to learn. If children are allowed to overstretch their skills and knowledge by observation, or someone who is above them, then they can advance in that area. A case study of 2013 links this concept with development learners writing abilities.

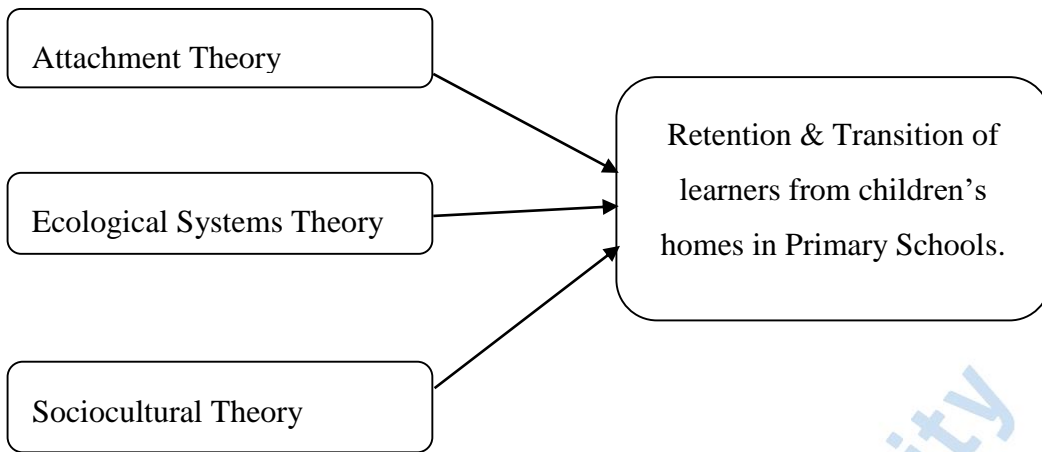


Figure 1: Theoretical framework of the Study

Source: Researcher, 2024

2.5 Conceptual Framework

Teachers are a key component of the learner's academic achievement and consequently transition and retention in school. This is even more so for looked after children because teachers are not only seen as educators but as parents, mentors, counsellors, and models too. However, the quality of the teachers is vital in ensuring that all the learners in this category are well taken care of and helped to complete school. The researcher assessed how the quality of the teachers affects their role in retention and transition among primary school looked after children in Nairobi County. This study focuses on teachers' skills, teachers' professionalism, teacher-learner attachment, and teachers' attitude towards the learner. The framework is here Below.

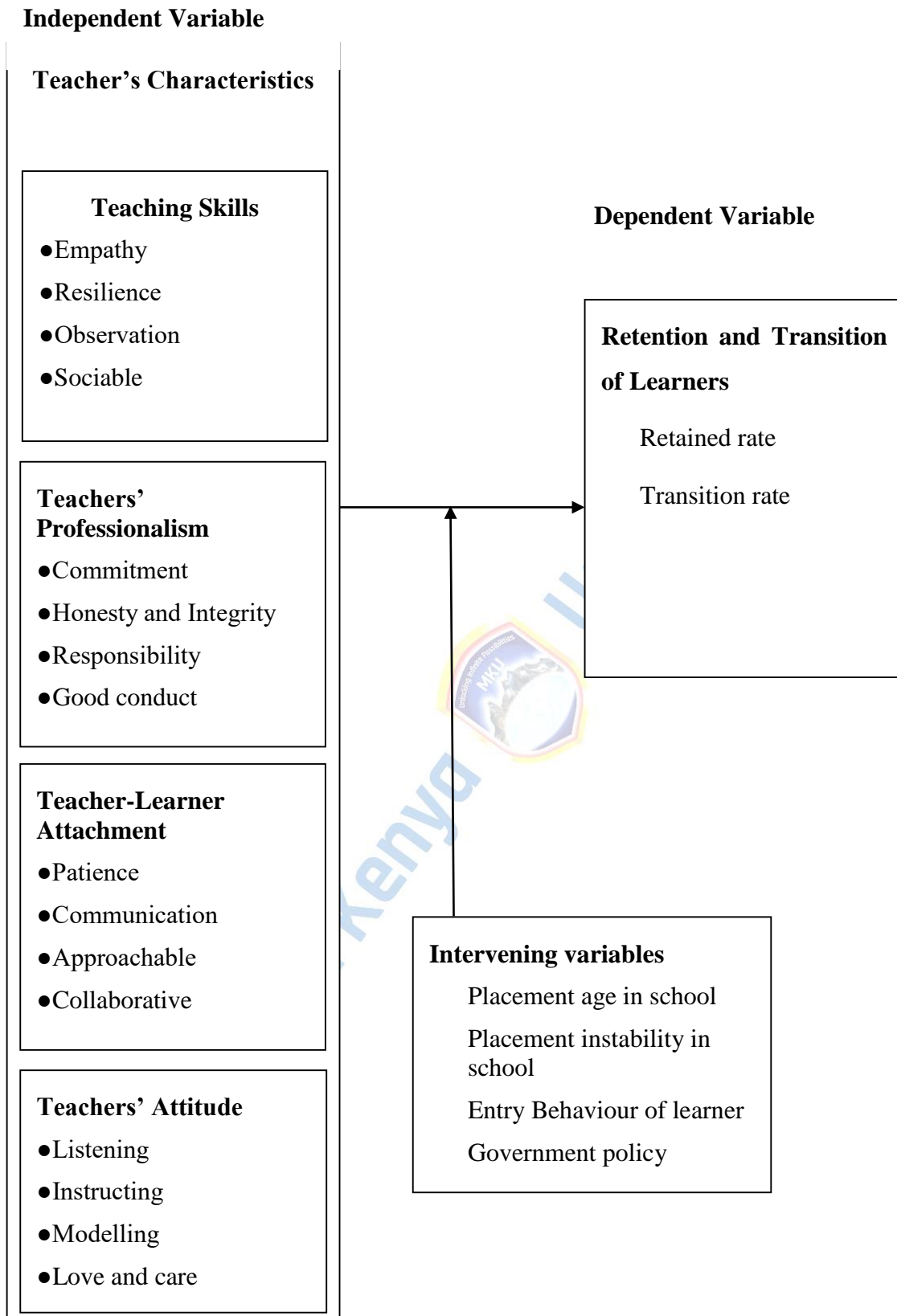


Figure 2: The Conceptual framework

Source of data: Researcher, 2024

2.6 Literature on the Independent Variables

The Conceptual Framework presents literature regarding independent variables which are teachers` skills, professionalism, teacher-learner attachment, and teachers` attitude used to get their relevance and the part they take problem of study.

2.6.1 Teaching Skills

In the study, qualities of a good teacher are empathy, resilience, and observation. Other characteristics of effective teaching for retaining and transition of learners which entails classroom presence, teaching exchange programs and cultivating love in students for learning. Teachers` skills are crucial particularly when working towards high levels of learners` retention and transition. A resilient and empathetic teacher keep learners engaged and interested in studies no matter the circumstances and the unique learner differences and behaviour. An observant teacher with classroom presence would ensure no learner is left behind and unwanted behaviour and problems are attended to immediately. Teaching skills are automatic to some teachers, while some teachers require career development and practice to acquire them. Good teachers improve on their teaching skills continuously hence improve on retention and transition of learners. This is vital because teachers can then know their strengths in relation to one`s teaching skills and use these strengths to help develop areas where need would arise in line of duty.

2.6.2 Teachers` Professionalism

The role of professionalism is to determine job satisfaction in professional services. Professionalism also helps teachers in gaining colleagues, school administrators, parents, and students` credibility. When teachers show that they have integrity to do the job and responsibilities with excellence, it gives stakeholders confidence in their capability to guide

and manage learners. Commitment, honesty and integrity and responsibility are elements of professionalism that make a teacher succeed in their work. By owning their roles and duties responsibly, teachers who show professional commitment in their work, make names for themselves, have a good student retention, transition, and may be promoted, find new opportunities and chances of a repeat business might come easily to them. Professionalism must be a factor that all teachers and school employee must possess. School administrators and teachers represent their employers in all areas of work, hence, should always do so professionally. For instance, by being committed and helpful to their learners through remedial lessons, they are school employees even outside of working hours. All teachers should be aware they are continuously observed by students, shareholders, and the community. Teachers are role models and authority figure for children, so how they behave matters, hence their actions can be scrutinized by anyone in the society. It is important for teachers to be honest with themselves and their learners for both intrapersonal and interpersonal healthy teaching and learning relationship. Hence, any kind of manipulation with other people's information, whether physically, paperwork or verbally, needs to be limited to the necessary point. This approach would help teachers maintain physical and emotional safety, which are important aspects teaching profession. Building and maintaining a responsible and positive relationship with students, parents, guardians and other education stakeholders is a main factor of their professionalism. Just like everything else, relationships should be based on honesty and integrity. Teachers should avoid maintaining personal connections with students which can create a disconnect that can affect the overall image of the institution and retention and transition of learners to the next level. It is up to teachers to avoid labelling students, be warm, calm, kind, kind, helpful and friendly when dealing with learners, while at the same time, keeping distance and differentiate professional and personal life. It is important to treat

everyone fairly and avoid bias or favoritism. This can be very important to daily interactions with students and their performance in class and grades.

2.6.3 Teacher-learner Attachment

The teacher-learner attachment theory is important for a teacher to understand how to manage behaviour of learners in school. The basis of this theory and its evolving characteristics represents a child seeking closeness from the caretaker when the child experience life threatening issues or suffers any kind of dissatisfaction. Given children have many needs, it's not surprising there is a deep and enduring emotional connection between people over a period of time which evolves to up the chance of children survival. Attachment simply is not about spending a lot of time with a child or feeding them; it's about individuals who respond the most sensitive issues concerning children; for instance, the person who often spend time to play and talk with the children. For most of the children, the first person to be physically and emotionally attached to is their mother, although a father, grandparent, sibling, or a teacher may also fulfil this role depending on circumstances of attachment. At the age of 18 months, most infants enjoy multiple attachments, though these may be somewhat hierarchical, with a primary attachment figure of particular importance. The behaviour which relates to attachment develops over early childhood for instance, babies tend to cry due to fear or pain, whereas by about two years of age they may cry to beckon their caregiver and cry louder or shout if that doesn't work. The early experience of attachment forms an internal working model which the child uses to form relationships with secondary attachment figures and later, friendships with peers and eventually romantic and parenting relationships. There are differences about behaviour which relates to attachment where children can exhibit behaviour which suggests there could be an insecure attachment which may make it harder to form peer friendships, and this likely underlies an association between insecure and disorganised attachment and higher levels of

behaviour problems. It is not certain that differences in attachment are specifically the cause of behaviour problems. Teachers are not in a position to know the reason of a child's bad behaviour, they think it may relate to some other concerns. Considering the correlation between attachment disorders, and abusive or neglectful relationships, perhaps teachers can be worried that they need to know about attachment disorder to fulfil their statutory safeguarding responsibilities. It's important however to be ware whilst some children have suffered abuse or neglect, that doesn't mean that problematic behaviour is evidence of such. Children should know there are consequences associated with good behaviour and another for poor behaviour. The teachers should however be patient and understanding considering the background of these children and control temper by for instance communicating directly, positively, and firmly to the learner. When punishing the student, the teacher shouldn't be emotional and should use a tone that is approachable to inform the learner that the problem is the bad behavior which the punishment is to and correct there is nothing personal about the punishment. Teachers should apply same measure and standards when dealing with students with bad behaviour, whether theirs is due to an issue with attachment or not, it shouldn't really be an issue.

2.6.4 Teachers` Attitude

Teachers` attitude is usually ignored in discussions of educational achievement since the general definition of attitude is a disposition or feeling which is vague to be helpful. It is a believe indirectly expressed through tone of one`s voice, mannerism, or behaviour. In this study attitude is very important for a teacher since it entails listening, instructing, and modelling the learners. It affects the learners in many ways and can shape their learning experience leading to their retention in school and move to the next level of education. A teacher`s positive attitude towards listening to learners, can affect student's level of motivation, attitude, studies, self-confidence and ultimately the student`s personality. Teachers should bear in mind that

teaching is more than speaking and explaining to the learner. Learners, especially those who are struggling, need a teacher who has the time and patience to listen to them with a cheerful outlook. A cheerful outlook is a matter of forming positive habits and it impacts on you and people around you. A cheerful outlook affects a person psychologically, emotionally, and physically, hence a teacher with cheerful outlook towards the learners in the process of instruction, would always outperform one with a negative attitude. The basic behind teaching is that the learner should have the capacity to learn and adopt to change hence, would want things to work regardless of past performance. Negative attitude discourages, limits, and inhibits learning capacity, prevents positive change, and good performance, hence, it's imperative for a learner to have a positive attitude all the time. A positive attitude of a teacher as a role model of instructing and learning and one who refrains from labelling learners, would significantly impact on students' personality and overall performance in life hence, teachers' role in a child's education is more than knowledge transformation. A teacher's outlook as a role model, can greatly impact on a child's health, social life, learning capacity, performance, and ability to overcome situations. For a teacher with positive attitude, excelling in life becomes an endeavour of creating benefits that can significantly improve the quality of learner's lives.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This part highlights procedures of survey such as sampling, aggregate population, sample size, research methods, and instruments, validity, and reliability, gathering of information, and data analysis processes, survey design and research ethical considerations.

3.2 Research Methodology

A survey method is a systematic plan used by a researcher for carrying out a survey (Kumar, 2019). This study used quantitative research method. Quantitative research is important because it utilizes more robust sets of numbers. Quantitative research was engaged in the research to populate statistics from the sample size of the study to realize results, (Bryman, 2016). Generally, it entails the survey-based approach to gain feedback regarding the target population.

3.3 Research Design

Is a procedure in quantitative survey engaged by researchers to carryout surveys to take a sample of the aggregate population of people in order to highlight the attitude, opinion, behaviour, or characteristics of the population, (Nardi, 2018). The survey adopted descriptive survey design which shows the distribution and the relationships of variables. It can be used to gather data about attitude, opinion, habits, or any social issue. The researcher chose the survey design since it involves analysing and reporting existing conditions in the educational institutions. The descriptive survey intends to generate information on aspects of education in relation to education policy makers and educationists. Thus, it helped to know the status of retention and transition in primary school education among needy learners.

3.4 Location of the Study

The study was conducted in primary schools within Nairobi County. Nairobi is the capital city and the largest city of Kenya among others. The name Nairobi is derived from the Masa phrase 'Enkare', which translates to 'place of cool waters also popularly known as 'Green city in the Sun'. The city is about 124 years, founded in 1899, it occupies an areas of 696.1 km², with a population of over 5M dwellers and cool weather at highest 26°C. The Nairobi City County is the creation of the Constitution of Kenya 2010 and successor of the defunct City Council of Nairobi. It operates under the auspices of the Cities and Urban Areas Act, The Devolved Governments Act, and a host of other Acts. The County borders Kajiado to the west, Kiambu and Machakos to the north and south respectively.

3.5 Target Population

The target population of teachers in primary schools in Nairobi County was divided into subgroups consisting of head teachers, and teachers. Etikan & Akasia (2016) defines research population as collection of persons or objects with comparable characteristics. The persons or things in target population have common characteristics or traits. The total population is the overall group of persons or things that the study chose for the study (Matula et al., 2018).

Table 1 represents the target population which entails the head teachers, and teachers.

Table 3.1: Target population

Category	Population size
H/Teachers	225
Teachers	1850
Totals	2075

Source: Nairobi County Schools Data (2022)

3.6 Sampling Procedures and Techniques

The sample was taken from target population to fulfil requirements of efficiency, representation, reliability, and flexibility. Kothari & Garg (2014), the sample should be moderate not too large or small, should be optimized. It should be used to reduce time and data collection expenses, so that the researcher isn't exhausted during the exercise, hence, the variables involved should be included in order to arrive at the main objectives. The target population was divided in to two subgroups consisting of Nairobi county primary school head teachers, and teachers. According to Kombo (2006) a sample size of 10% and above is enough to give the needed information.

Mugenda & Mugenda, (2003), a sample size of 10 to 30 percent is moderate based on the target population. Then respondents were selected from each subgroup at random. Thus, a total sample of 400 respondents were used. However, a sample was calculated from the respondents using the following sample formula (Sounder's et. al. 2009).

$$f = \frac{F}{(1 + F * e^2)}$$

Where:

f= Sample

F = Population Size (2075)

e = Significance Level, expressed as decimal (0.05)

Table 2 presents the target population, the two subgroups, the target population, and the sample size of target primary school teachers and head teachers in Nairobi.

Table 3.2: Sample Size

Category	population size	Sample size
H/Teachers	225	43
Teachers	1850	357
TOTAL	2075	400

Source: Researcher, 2023

3.7 Sample Size

According to Mugenda and Mugenda (2012) a sampling frame is a full sampling unit used in research. Sampling frame refers to the population from which a sample is picked. Kothari & Garg, (2014) the physical representation of a target population comprises of the units that are potential units of a sample. In this study, the target population of 2075 primary school teachers and head teachers were obtained among primary school in Nairobi County. A sample of 400 primary school teachers and head teachers, entailing 43 head teachers and 357 teachers were selected randomly to participate in the study.

3.8 Research Instruments

The study used written questionnaire to collect data from teachers and interviews to collect data from head teachers in primary schools in Nairobi in line with the sample size. A questionnaire is a tool for collecting data with written questions which helped the researcher to get answers from the participants in written form. The researcher delivered the questionnaires to the respondents and were collected after one week. Using questionnaire in this study was the best option since it's above the researcher's effect and variability, cheaper and easy to administer Johnson & Turner (2003), it's time saving, has standardized questions, high standard of anonymity, and is convenient for large populations. It yields reliable and valid data and is easy to handle for data analysis. Moreover, it is convenient to handle since respondents

can fill on their own at their convenience. The study adopted questionnaire with Likert scale with; very high up to very low on teachers, and also conducted interviews on head teachers to collect data.

3.9 Testing for Validity and Reliability/Trustworthiness

The researcher distributed the questionnaires to the teachers then collect them after one week. Furthermore, validity of research instrument was confirmed by expert judgments (Siddiek, 2018). The research instrument was checked by university supervisors to check the appropriateness of content based on clarity, credibility, consistency, and ability to give desired information. Research reliability was used to analyse the extent to which survey instruments provide consistent outcomes on different scenarios. The self-administered questionnaire was sent out to respondents in Nairobi County. The number of respondents were determined on calculating 10% of target population (Mugenda & Mugenda, 2003). A Cronbach alpha was engaged in measuring internal consistency and reliability of collection instruments. Cronbach's Coefficient were calculated in SPSS (version 25) to determine variables correlation in the survey. Reliability of at least 0.70 or higher is accepted in Social Science research, (Mugenda 2010).

Table 3.3: Cronbach's Coefficient

Variable	Cronbach's Alpha	Items
Teaching Skills	0.876	5
Teachers` Professionalism	0.776	5
Teacher-Learner Attachment	0.726	5
Teachers` Attitude	0.781	5
Retention and Transition	0.701	2

According to the results teaching skills, teacher's professionalism, teacher-learner attachment, teachers' attitude as well as retention and transition had Cronbach's Alpha coefficient above 0.7. Hence, questionnaire was appropriate for data collection and analysis.

3.10 Data Collection Methods and Procedures

Structured questionnaires were used to gather data from respondents and were formulated to provide answers to the objectives of the study. Johnson and Turner (2003) asserted that a questionnaire refers to a sequence of structured questions with a specific topic seeking opinion of specific respondents. The study adopted two methods to collect data using questionnaires by dropping and picking later techniques. Participants were contacted by email and on telephone to agree on modes of distribution of the questionnaire and to agree on dates of interviews. The questionnaire was used as an inquiry to collect and find answers to specific issues. Questionnaires are cheaper to administer compared to other research instruments and minimize bias hence promoting accuracy during data collection. The questionnaire entails open and close questions designed on 5- point Likert Scale to collect data. According to (Mugenda and Mugenda, 2013) various effective techniques should be considered when designing a questionnaire which include simplicity, logical sequence, jargon, and personalization of data. An interview guide was designed with distinct types of questions from general, follow-up to specific and probing questions. The exercise was undertaken in the period of September to October 2023.

3.11 Data Analysis Techniques and Procedures

This entails critically examining the coded data and making inferences for clarity according to Mugenda (2010). Quantitative data was gathered using questionnaires and analyzed using Descriptive statistics in SPSS (Version 23.0) because it contains new formulas and will be presented in percentages, means and frequencies. The data was interpreted and tabulated in tables. Inferential statistics were regression and correlation analysis models. The regression analysis was according to data the model below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where:

Y = Retention and Transition of Learners

β_0 = Constant

β_1 = Regression Coefficient

X_1 = Teaching Skills

X_2 = Teachers' Professionalism

X_3 = Teacher-Learner Attachment

X_4 = Teachers' Attitude

e = Error term

3.12 Ethical Considerations

After approval of project proposal, the researcher obtained an introductory letter from School of Postgraduate of Mount Kenya University before commencing the research. The author observed and adhered to the research ethics throughout the study. To select the sample, all the participants were afforded an equal chance of being selected to ensure un-biased representative. The researcher handled the collected data with utmost confidentiality. The researcher, further, obtained the respondents informed consent before asking questions. The researcher did all it takes to avoid being biased and ensure that the information obtained from the respondents is used solely for the intended purpose which is this study only. It is important that all parties involved in research uphold utmost confidentiality and exhibit unquestionable integrity. The researcher ensured that no one was harmed or suffers adverse consequences. The researcher, therefore, upheld the principle of autonomy and hence ensure that the subjects receive full disclosure of the nature of the study, the risks, benefits, and alternatives. The researcher also sought for a permit from National Council of Science and Technology which was used for data

collection. This clarified the aim of the research and the nature of the study thus improving cooperation from the respondents during data collection. Participation was voluntary, and confidence was one of the key considerations. The researcher ensured confidentiality of the information given by the respondents. This is achieved by using the information without mentioning of the specific names of the people from whom the data is collected. Ethical research processes were observed throughout the study. The researcher acknowledged all the authors of the articles, journals or books used for the study. The researcher ensured analysis and dissemination of findings would not be incriminating to any organization. This would eliminate conflicts from participants.



Mount Kenya University

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

The section provides the results and discussions. The results were used to develop conclusions and recommendations.

4.2 Response Rate

The response rate for questionnaires was 95.5% where 341 respondents were returned out of 357 respondents. Interview response rate was 88.4% where 38 interviews were conducted out of 43 respondents. This was sufficient for further analysis according to Mugenda and Mugenda (2003) who proposed that 80% response rate is excellent.

4.3 Demographic Data

Gender, age, education level and teaching duration informed the demographic information. The frequency and percentage frequency were presented using tables.

Table 4.1: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	165	48.4	48.4	48.4
	Female	176	51.6	51.6	100.0
	Total	341	100.0	100.0	

Table 4.1 results indicated that majority of the teachers were female representing 176(51.6%) respondents. On the contrary, the male teachers were 165(48.4%) respondents.

Table 4.2: Age of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30 years	84	24.6	24.6	24.6
	31-40 years	133	39.0	39.0	63.6
	41-50 Years	90	26.4	26.4	90.0
	More than 50 years	34	10.0	10.0	100.0
	Total	341	100.0	100.0	

Table 4.2 displays the results indicating that the majority of teachers, totalling to 133 (39.0%), fell within the middle age bracket of 31-40 years. This was followed by the age groups of 41-50 years, 21-30 years, and over 50 years, comprising 90 (26.4%), 84 (24.6%), and 34 (10.0%) respectively.

Table 4.3: Education Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	P1	174	51.0	51.0	51.0
	Diploma	133	39.0	39.0	90.0
	Degree	34	10.0	10.0	100.0
	Total	341	100.0	100.0	

The results in Table 4.3 concerning the education levels showed that the majority of primary teachers, amounting 174 (51.0%), held P1 certification, followed by 133 (39.0%) with diplomas and 34 (10.0%) with degrees. These findings suggest a concerning lack of progress in educational attainment, particularly within primary schools associated with children's homes.

Table 4.4: Teaching Duration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-2 years	72	21.1	21.1	21.1
	2-5 years	113	33.1	33.1	54.3
	5-10 years	123	36.1	36.1	90.3
	10-20 years	33	9.7	9.7	100.0
	Total	341	100.0	100.0	

Based on the findings presented in Table 4.4, it was observed that 123 (36.1%) of the teachers had been employed for 5-10 years, followed by 113 (33.1%) who had worked for 2-5 years, 72 (21.1%) for 0-2 years, and 33 (9.7%) for 10-20 years. Notably, the largest proportion of teachers, reflecting a lower rate of employee turnover, had tenure within the range of 5-10 years within these institutions.

4.4 Descriptive and content analysis

Mean and standard deviation were adopted in descriptive analysis while content analysis was used in the interview response. The results were presented concurrently as per the objective of the study.

4.4.1 Teacher's Teaching Skills

Teacher's teaching skills were examined using a five point Likert scale and the results were presented in Table 4.5.

Table 4.5: Teacher's teaching skills

Teacher's Teaching skills	1	2	3	4	5	μ	σ
What is your empathy level towards learners from children's homes in this school?	0	24	118	153	46	3.6	0.8
	0.0	7.0	34.6	44.9	13.5	5	0
	%	%	%	%	%		
What is your resilience to the challenges faced by learners from children's homes in this school?	0	24	90	176	51	3.7	0.7
	0.0	7.0	26.4	51.6	15.0	4	9
	%	%	%	%	%		
Rate your observation skills level while teaching learners from children's homes.	0	10	68	197	66	3.9	0.7
	0.0	2.9	19.9	57.8	19.4	4	1
	%	%	%	%	%		
To what extent are your teaching skills effective in teaching these learners?	0	10	56	241	34	3.8	0.6
	0.0	2.9	16.4	70.7	10.0	8	1
	%	%	%	%	%		
How do you rate your social skills in managing issues faced by learners from children's homes in this school?	0	24	110	194	13	3.5	0.6
	0.0	7.0	56.9	56.9	3.8%	7	8
	%	%	%	%			

The results from Table 4.5 highlighted that the teachers exhibited a high level of empathy towards learners from children's homes with minimal variation observed across the schools with these learners (Mean=3.65, Standard deviation=0.80). Additionally, the teachers demonstrated a high level of resilience in handling the challenges faced by the pupils within

these institutions (mean = 3.74, standard deviation = 0.79). Furthermore, a notably high level of observational skills was identified among the teachers responsible for educating these pupils (mean = 3.94, standard deviation = 0.71), indicating a proficient ability to assess and respond to learners' needs. Consequently, the teaching skills displayed were of a high standard with consistent performance across these schools (mean = 3.88, standard deviation = 0.61). However, there was only a moderate level of social skills observed among teachers in managing the issues faced by the pupils within these institutions (mean = 3.57, standard deviation = 0.68). In response to the interview question assessing the importance of teachers' skills in learner retention and transition from children's homes, head teachers overwhelmingly rated these skills as "High" by more than half of head teachers and "Very High." The response was attributed this to teachers' ability to address the unique emotional and academic needs of learners from children's homes, thereby creating a supportive learning environment.

The interview results, aligned closely with the questionnaire findings, affirming the significant role of teachers' skills in influencing retention and transition rates within these institutions. The head teachers highlighted that teachers' skills particularly empathy, resilience, and observational acumen were critical in instilling confidence in pupils, leading to increased retention and successful transitions through primary education, ultimately fostering improved academic performance. This comprehensive skill set equips pupils to not only complete primary school successfully but also to qualify for reputable secondary institutions.

4.4.2 Teacher's Professionalism

Questionnaires on teacher's professionalism were analyzed using descriptive statistics. The respondents from the interview were analyzed using content analysis. Both descriptive statistics and content analysis were discussed subsequently. The descriptive statistics analysis used mean and standard deviation as indicated in Table 4.6.

Table 4.6: Teacher's Professionalism

Teacher's Professionalism	1	2	3	4	5	μ	σ
What is your commitment level towards teaching learners from children's homes?	0 0.0 %	0 0.0 %	92 27.0 %	188 55.1 %	61 17.9 %	3.9 1	0.6 6
How do you rate yourself in terms of honesty?	0 0.0 %	0 0.0 %	179 52.5 %	123 36.1 %	39 11.4 %	3.5 9	0.6 9
Provide a rating for your integrity and accountability.	0 0.0 %	10 2.9 %	106 31.1 %	160 46.9 %	65 19.1 %	3.8 2	0.7 7
To what extent is your responsibility level?	0 0.0 %	14 4.1 %	112 32.6 %	178 51.6 %	39 11.4 %	3.7 0	0.7 2
To what extent is your teacher's conduct level?	0 0.0 %	10 2.9 %	44 12.9 %	220 64.5 %	67 19.6 %	4.0 1	0.6 7

The results indicated a high level of commitment among teachers towards educating the pupils from children's homes with minimal variation observed across these primary schools (mean = 3.91, standard deviation = 0.660). However, there was only a moderate level of honesty observed among the teachers, and this was consistent across all institutions (mean = 3.59, standard deviation = 0.69). Additionally, the teachers exhibited a high level of integrity and accountability, with moderately low variation noted among the institutes (mean = 3.82, standard deviation = 0.77). Furthermore, there was a moderately high level of responsibility demonstrated by the teachers across these primary schools (mean = 3.70, standard deviation = 0.72). The conduct of teachers was also remarkably high, with minimal variation observed across these schools with learners from children's homes (mean = 4.01, standard deviation = 0.67).

The response from head teacher when asked to rate the importance of teachers' professionalism on retention and transition, head teachers predominantly selected "Very High" or "High", however, few pointed "Moderate." The head teachers pointed that professional conduct and commitment of teachers, were seen as essential for maintaining a stable learning environment, especially for learners from children's homes.

The interview results also highlighted a strong level of professionalism among teachers within these schools. Head teachers reported that, despite many teachers holding a P1 qualification, they demonstrated considerable experience and skill, creating a positive and supportive learning environment that significantly enhanced learner retention and transition rates in primary schools. This high level of professionalism, characterized by commitment, integrity, and accountability, enabled teachers to provide a consistent and enriching educational experience for students, fostering their progression to the next educational level.

4.4.3 Teacher-Learner Attachment

Teacher – learner attachment was examined using mean and standard deviation. This was based on a Likert scale as presented in table 4.7.

Table 4.7: Teacher-Learner Attachment

Teacher-Learner Attachment	1	2	3	4	5	μ	σ
What is your patience level towards the pupils from children's homes?	0 0.0 %	0 0.0 %	150 44.0 %	178 52.2 %	13 3.8%	3.6 0	0.5 6
How often do you communicate with these pupils?	0 0.0 %	10 2.9 %	139 40.8 %	192 56.3 %	0 0.0%	3.5 3	0.5 6
To what extent do you collaborate with these learners?	0 0.0 %	14 4.1 %	57 16.7 %	188 55.1 %	82 24.0 %	3.9 9	0.7 6

How frequently do these pupils approach you for assistance?	0	0	127	191	23	3.7	0.5
	0.0	0.0	37.2	56.0	6.7%	0	9
	%	%	%	%			
What is the level of social association with the pupil?	0	0	112	207	22	3.7	0.5
	0.0	0.0	32.8	60.7	6.5%	4	7
	%	%	%	%			

The results indicated that the teacher had a high level of patience towards the pupils with minimal variation (mean = 3.60, standard deviation = 0.56). However, the communication between the teacher and pupils was at a moderate level and consistent across the primary schools with these children (mean = 3.53, standard deviation = 0.56). Further analysis revealed that collaboration between the teacher and pupils in class was high, although it showed low variation across the primary schools (mean = 3.99, standard deviation = 0.76). Students frequently sought assistance from the teacher with minimal variation across these schools (mean = 3.70, standard deviation = 0.59). Additionally, social association between teachers and pupils was relatively high across these primary schools (mean = 3.74, standard deviation = 0.57).

For the interview question on the importance of teacher attachment to retention and transition of learners from children's homes, over 83% head teachers rated this aspect as "High" or "Very High." A few who remained pointed "Moderate." The head teachers explained that a strong teacher-student connection, rooted in a teacher's commitment and empathy, was key to building trust and stability for these vulnerable learners, thereby fostering a positive impact on their retention and transition.

The interview responses indicated that teachers' attitudes was moderate in both student retention and transition in primary schools. Head teachers noted that while the teachers' attitude contributed to a stable retention and transition rate, their overall positive disposition significantly enhanced the academic performance of pupils, particularly those from children's

homes. This positive attitude was linked to a supportive learning environment, which encouraged students to remain in school and excel academically.

4.4.4 Teacher attitude towards the learner

The teacher's attitude towards the learner was examined using questionnaire based on a five point Likert scale. The results were presented in Table 4.8 as indicated below.

Table 4.8: Teacher's attitude towards a learner

Teacher's attitude towards the learner	1	2	3	4	5	μ	σ
To what extent do you listen actively to the learners from children's homes?	0 0.0 %	10 2.9 %	70 20.5 %	195 57.2 %	66 19.4 %	3.9 3	0.7 2
What is your instructional level towards these learners?	0 0.0 %	0 0.0 %	181 53.1 %	160 46.9 %	0 0.0%	3.4 7	0.5 0
What is the extent of your positive attitude towards these learners?	0 0.0 %	0 0.0 %	95 27.9 %	185 54.3 %	61 17.9 %	3.9 0	0.6 7
To what extent are you a role model for these pupils?	0 0.0 %	10 2.9 %	93 27.3 %	226 66.3 %	12 3.5%	3.7 0	0.5 8
What is the level of love and care you provide for these learners?	0 0.0 %	0 0.0 %	46 13.5 %	212 62.2 %	83 24.3 %	4.1 1	0.6 1

According to the results presented in Table 4.8, teachers demonstrated a high level of responsiveness to pupils' concerns across the various institutions where learners from children's homes learn (mean = 3.93, standard deviation = 0.72). Additionally, there was a consistently high level of instructional support provided to pupils, with minimal variation observed across these primary schools (mean = 3.47, standard deviation = 0.50). Furthermore,

teachers exhibited a positive attitude toward their pupils, with little variation noted across primary schools (mean = 3.90, standard deviation = 0.67). Teachers also served as role models for pupils within these institutions (mean = 3.70, standard deviation = 0.58). Moreover, teachers displayed a high level of love and care towards their pupils (mean = 4.11, standard deviation = 0.61).

In response to the interview question on rating the attitude of teachers toward retention and transition of learners from residential centers, the majority of head teachers rated it as “High” or “Very High.” The head teachers explained that a teacher’s positive attitude not only encourages a stable learning environment but also strengthens student-teacher relationships, which is particularly beneficial for learners from residential centers who may require additional support and encouragement to thrive academically

The interview responses further showed that teachers' attitudes played a meaningful role in supporting student retention and transition rates, particularly for learners from residential centers. While the overall impact of teacher attitude on retention and transition was moderate, most head teachers noted that teachers generally displayed a positive attitude toward their work, which was instrumental in driving higher academic performance among these pupils. This positive outlook fostered an environment where students felt valued and supported, enhancing their motivation to remain in school and excel academically.

4.4.5 Retention and Transition

Retention and transition rate was evaluated using a five point Likert scale. This provided frequencies, mean and standard deviation values as indicated in table 4.9.

Table 4.9: Retention and Transition Rate

Retention and Transition	1	2	3	4	5	μ	σ
What is the retention rate annually of pupils from children's homes in this institution?	0	0	104	224	13	3.7	0.5
	0.0	0.0	30.5	65.7	3.8%	3	2
	%	%	%	%			
What is the rate of transition of these pupils from lower level to higher level of completing primary school in this institution?	0	14	21	181	125	4.2	0.7
	0.0	4.1	6.2%	53.1	36.7	2	4
	%	%		%	%		

According to table 4.9 results, the retention rate was high for pupils annually which did not vary so much across schools (mean = 3.73, standard deviation = 0.52). The transition rate of pupils from lower to higher levels of completing primary school and ultimately to secondary school from these institutions was higher than the retention rate, however, the variance was higher than of retention (mean = 4.22, standard deviation = 0.74). Nevertheless, there is a need to further improve the retention rate as well as the transition rate.

In response to the interview question on rating retention and transition of learners from residential centres, head teachers frequently rated both retention and transition as “High” or “Very High.” This was attributed to the presence of skilled teachers who are attentive to the unique needs of learners from residential centres plays a crucial role in fostering stability and encouraging students to progress academically.

The interview responses from 38 head teachers revealed that learners from residential centres experienced high rates of retention and transition within these institutions. This positive trend was largely attributed to the skilled teaching staff and assistant teachers, many of whom come from churches or overseas organizations that support these centres. Their expertise and dedication have contributed significantly to enhancing the educational experience, creating a stable environment that promotes students’ retention through primary school and successful transition to secondary levels.

4.5 Inferential Analysis

Inferential statistics was done using Pearson correlation analysis and multiple linear regression analysis. The relationship between variables was tested using five percent significant level.

4.5.1 Pearson Correlation Analysis

The Pearson correlation analysis examined pair relationships between teaching skills, teachers' professionalism, teacher learner attachment, teachers' attitude and retention and transition rate.

The findings also tested the relationships at five percent significant level

Table 4.10: Pearson Correlation Matrix

		Teaching Skills	Teachers' Professionalism	Teacher-Learner Attachment	Teachers' Attitude	Retention and Transition Rate
Teaching Skills	Pearson Correlation	1	.630**	.638**	.595**	.770**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	341	341	341	341	341
Teacher's Professionalism	Pearson Correlation		1	.618**	.684**	.796**
	Sig. (2-tailed)			.000	.000	.000
	N		341	341	341	341
Teacher-Learner Attachment	Pearson Correlation			1	.685**	.822**
	Sig. (2-tailed)				.000	.000
	N			341	341	341
Teacher's Attitude	Pearson Correlation				1	.740**
	Sig. (2-tailed)					.000
	N					

	N	341	341
Retention and Transition Rate	Pearson Correlation		1
	Sig. (2-tailed)		
	N		341

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

The results indicated that teaching skills had a significant moderate relationship with teachers' professionalism (R=0.630), teacher-learner attachment (R=0.638) and teachers' attitude (R=0.595). Secondly, teachers' professionalism had a moderate relationship with teacher-learner attachment (R=0.618) and teachers' attitude (R=0.684). Thirdly, teacher-learner attachment had a moderate relationship with teacher's attitude (R=0.685). Retention and transition rate had a strong relationship with teaching skills (R= 0.770), teachers' professionalism (R=0.796), teacher-learner attachment (R=0.822) and teachers' attitude (R=0.740).

4.5.2 Regression Analysis

Multiple linear regression was utilized in examine the research questions. This was tested using 5% significant level.

Table 4.11: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.838 ^a	.702	.699	.30519

a. Predictors: (Constant), Teachers' Attitude, Teaching Skills, Teachers' Professionalism, Teacher-Learner Attachment

According to the overall results in Table 4.11, there was a strong positive relationship between teachers' characteristics with retention and transition of pupils (R=0.838). A variation of 70.2% was due to teachers' attitude, teaching skills, teachers' professionalism and teacher-learner attachment, however, 29.8% is due to other factors (R Square = 0.702).

Table 4.12: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	73.790	4	18.448	198.065	.000 ^b
	Residual	31.295	336	.093		
	Total	105.085	340			

a. Dependent Variable: Retention and Transition Rate

b. Predictors: (Constant), Teachers' Attitude, Teaching Skills, Teachers' Professionalism, Teacher-Learner Attachment

Table 4.12 indicated that there existed a strong positive relationship between teachers' characteristics (teachers' attitude, teaching skills, teachers' professionalism and teacher-learner attachment). Descriptive results were examined using mean and standard deviation while inferential statistics results were presented using correlation and regression analysis. Interview results were analysed using themes and discussed after the quantitative results from the questionnaires.

Table 4.13: Beta Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.195	.156		1.253	.211
	Teaching Skills	.229	.054	.244	4.260	.000
	Teachers' Professionalism	.217	.091	.199	2.382	.018
	Teacher-Learner Attachment	.649	.112	.493	5.785	.000
	Teachers' Attitude	.182	.086	.166	2.116	.024

a. Dependent Variable: Retention and Transition Rate

The results revealed that teaching skills had a moderate positive relationship with retention and transition rate ($B=0.229$, $P<0.05$). This implies that with an increase in teaching skills there is an increase in pupil retention and transition rate in primary school among learners from children's homes.

The study also found that teachers' professionalism had a moderate positive relationship with retention and transition rate ($B=0.217$, $P<0.05$). Therefore, an increase in teachers'

professionalism leads to an improvement in retention and transition rate in primary school among learners from children's homes.

Teacher-learner attachment had the strongest positive impact on retention and transition rate of pupils ($B=0.649$, $P<0.05$), while, teachers' attitude had the weakest positive effect on the retention and transition rate of pupils ($B=0.182$, $P<0.05$) in primary school.

4.5 Discussion of the Results

On first research question, the results from the study demonstrate a moderate positive relationship between teaching skills and the retention and transition rates of primary school learners from children's homes, indicated by a coefficient (B) of 0.229 and a significance level ($P<0.05$). This emphasizes the crucial role that effective teaching practices play in enhancing educational outcomes for vulnerable populations. Kivunja (2020) highlights the importance of skills such as adaptive instruction, clear communication, and differentiated teaching in catering to diverse learner needs. However, Kivunja's findings do not fully account for the unique challenges faced by children in care facilities, such as educational gaps and emotional trauma, revealing a critical gap in the literature. Future studies should explore tailored instructional strategies that address both academic and emotional needs to support learners from children's homes effectively.

The literature supports the importance of differentiated instruction, which has been linked to increased student engagement and retention (Tomlinson, 2019). Nevertheless, the practical implementation of these strategies remains a challenge in under-resourced environments, as noted by Willis and Dezuanni (2022). This indicates a need for research focused on providing teachers with the necessary support to effectively adopt differentiated methods for children from children's homes. Furthermore, while continuous professional development has been shown to enhance teaching skills (Darling-Hammond et al., 2019), there is lack of past studies

on assessment of the impact of such training on educators working with this specific demographic. Targeted training that addresses the unique challenges faced by learners in children's homes is essential for improving their retention and transition rates.

Lastly, the intersection of teaching skills and resource availability is crucial for fostering stable learning environment, as suggested by Cheung and Vogel (2021). However, existing research often overlooks how these factors interact in resource-constrained settings. Additionally, Ryan and DeFelice (2023) emphasize the need for pedagogical adaptability to support emotionally sensitive learners, which aligns with the needs of children from children's homes but lacks practical application insights. Addressing these gaps through targeted research will provide valuable insights for equipping educators with the skills and strategies necessary to meet the needs of vulnerable learners, ultimately enhancing their educational experiences and outcomes.

The second objective was achieved where the study revealed a moderate positive relationship between teachers' professionalism and the retention and transition rates of primary school learners from children's homes, with a coefficient (B) of 0.217 and a significance level ($P < 0.05$). This suggests that enhancing teachers' professionalism, characterized by commitment, ethical behavior, and effective communication, can lead to better educational outcomes for vulnerable students. Pantić (2018) underscores the importance of teachers' ethical conduct and dedication to student welfare, which are essential for building trust with learners, particularly those from unstable backgrounds. However, Pantić's research does not specifically explore how these professional attributes impact the unique challenges faced by children from children's homes, highlighting a critical gap in the literature. Future studies should focus on identifying and developing professional practices that specifically address the emotional and psychological needs of this demographic.

Research supports the notion that teachers who undergo professional training tend to outperform their untrained counterparts, as evidenced by Harris and Sass (2011), who found a significant positive effect of formal training on student achievement. This is further corroborated by Barile et al. (2012), who demonstrates a statistically significant correlation between teachers' qualifications and learners' performance. However, while the importance of professional training is acknowledged, Tondeur et al. (2022) note that implementing ethical and consistent teaching practices can be particularly challenging in resource-constrained environments. In Kenya, where professional development opportunities for teachers may be limited, there is a need for research that addresses how to effectively apply ethical teaching standards within the context of under-resourced schools serving vulnerable populations.

The role of effective communication between teachers, students, and their guardians is critical for promoting retention and transition, as highlighted by Spilt and Koomen (2020). This is especially relevant for children in institutional care, who may lack familial support. However, their study does not delve into the specific challenges teachers face in reaching out to caregivers in non-traditional settings such as children's homes. Additionally, Mart (2020) emphasizes the importance of teacher professionalism in adhering to professional standards and a commitment to continuous improvement, yet does not address how these standards can be adapted to better support students from challenging backgrounds. Finally, Banerjee et al. (2021) stress the significance of maintaining professionalism to foster a positive learning environment but fail to consider the implications of teacher turnover on maintaining consistent professional standards. Addressing these gaps through targeted research will provide valuable insights for fostering professionalism that directly supports the retention and transition of learners from children's homes.

In the third objective, the results indicate that teacher-learner attachment has the strongest positive impact on retention and transition rates ($B=0.649$, $P<0.05$) highlight the critical role

of positive relationships between teachers and students, especially for learners from children's homes. This finding aligns with the work of Wentzel and Wigfield (2019), who demonstrates that strong teacher-learner attachments not only improve retention rates but also foster overall academic success. Their study emphasizes the importance of stable relationships for children who may lack secure attachments at home. However, while their research effectively outlines the benefits of such attachments, it does not provide insights into how educators can specifically nurture these bonds with students from trauma-affected backgrounds, signaling a significant gap in the application of attachment theory within educational contexts.

Moreover, the significance of teacher-learner attachment is supported by various studies that explore its positive effects on student engagement and self-esteem. For instance, Roorda et al. (2020) highlight how a secure attachment can enhance students' emotional well-being, which is crucial for effective transitioning across grade levels. Similarly, Modi (2015) emphasizes that warm and positive teacher-student relationships serve as conduits for academic and social development. While these findings collectively underscore the importance of attachment, they also raise questions about the specific strategies and conditions under which such relationships can flourish, particularly in challenging environments like those found in Nairobi, where cultural and socioeconomic factors may influence attachment dynamics. The lack of attention to these variables suggests a need for further exploration to ensure that all students, especially those from children's homes, receive the necessary support.

Contrastingly, the literature also suggests that while attachment plays a vital role, other factors, such as teachers' professional investment and systemic challenges, can impact the effectiveness of these relationships. For example, Reeve et al. (2022) note that time constraints and large class sizes can hinder teachers' ability to form deep connections with students, especially those requiring more emotional support. This structural limitation presents a significant barrier to nurturing effective teacher-student attachments. Furthermore, Gregory and Weinstein (2023)

link teacher-student attachment to improved behavioral outcomes, yet their findings do not consider the context of overcrowded classrooms, which is prevalent in many schools. Thus, while teacher-learner attachment is undeniably crucial for retention and transition, it is equally important to address the broader systemic challenges that educators face, ensuring that they can cultivate these essential relationships even within resource-limited environments. This highlights the need for targeted research that not only reinforces the significance of teacher-student attachment but also investigates the multifaceted challenges that may inhibit its development among vulnerable populations.

Finally, the last objective results indicating that teachers' attitudes have the lowest positive significant effect on the retention and transition rates of pupils ($B=0.182$, $P<0.05$) suggest that while teachers' attitudes are important, they may not be as pivotal as other factors such as teacher-learner attachment. This finding contrasts with Woolfolk Hoy's (2020) assertion that positive teacher attitudes create a supportive classroom climate, particularly benefiting vulnerable students. Woolfolk Hoy emphasizes the importance of teacher attitudes in fostering retention, yet her research does not specifically address the complexities involved in supporting children from children's homes. This indicates a potential gap in understanding how teacher attitudes need to be tailored to meet the specific emotional and educational needs of this demographic, highlighting the need for more focused research on effective attitudes that promote retention among these learners.

Further, studies like those by Uluğ, Özden, and Eryılmaz (2011) affirm that teachers' positive attitudes significantly influence students' overall performance and personality development. However, the current study's emphasis on retention and transition rates reveals a disparity in focus; while personality and performance are vital, the direct connection to retention and transitions needs to be better understood. The fact that teacher attitudes rank the lowest in impact on retention rates may suggest that attitudes alone, without accompanying supportive

practices and relationships, are insufficient to foster a sustainable educational experience for children from care facilities. This point resonates with the findings of Durkee (2017), who notes that negative attitudes can demotivate students, indicating that it is the combination of supportive attitudes and proactive strategies that ultimately matters.

On the other hand, research from Van Uden et al. (2018) and López et al. (2020) highlights that while positive teacher attitudes are beneficial, they are not standalone solutions. Van Uden et al. found that inclusive attitudes contribute to a sense of belonging, crucial for academic persistence, but did not explore how such attitudes could specifically support institutionalized children with unique emotional needs. López et al. emphasize the necessity of ongoing professional development for teachers to enhance their effectiveness with vulnerable students. This suggests that the training and resources available to teachers may play a critical role in bridging the gap between positive attitudes and actual outcomes in retention and transition rates. Consequently, future research should not only investigate teachers' attitudes but also how these attitudes can be nurtured through targeted professional development and support systems, particularly in challenging educational contexts like Nairobi's public schools.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The section presents the summary of findings, conclusions and recommendations of the study on data in chapter 4. It also shows the areas of further research. The study focused on the effect of characteristics of teachers in retention and transition in primary school among learners from children's homes in Nairobi. The entire chapter is divided into five sections namely; summary of findings, conclusions, recommendations and areas of further research.

5.2 Summary of findings

The findings on the first objective indicated that teachers showed a strong level of empathy towards learners in primary school from children's homes in Nairobi County and this remained consistent across different schools. They also demonstrated resilience in addressing these learners' challenges, showing a high level of observational skills in assessing their needs effectively. The teaching skills observed were consistently high across institutions. However, teachers displayed only a moderate level of social skills in managing pupil-related issues within these institutions. Overall, the teachers exhibited strengths in empathy, resilience, observational abilities, and teaching skills, with room for improvement noted in social skills. There existed a strong positive effect of teaching skills on retention and transition rate.

In the second objective, the study revealed that teachers showed a strong commitment to educating pupils from children's homes which was consistent across different primary schools. However, there was a moderate level of honesty observed among teachers, regardless of the institution. Teachers demonstrated high levels of integrity and accountability with relatively low variation across schools. Additionally, teachers displayed a moderately high sense of responsibility, which was consistent across the primary schools. The conduct of teachers was

notably high, showing minimal variation across different children's homes. Therefore, teachers showed commitment and integrity in their roles, with opportunities for improvement in honesty and social conduct. The study concluded that there existed a positive significant effect of teachers' professionalism on retention and transition rate of learners from children's homes in primary school.

The third objective results highlighted that, teachers exhibited a high level of patience towards pupils, showing minimal variation across primary schools. However, communication levels between teachers and pupils were moderate and consistent across different institutions. Collaboration between teachers and pupils in the classroom was observed to be high, with relatively low variation across primary schools. Pupils from children frequently sought assistance from teachers, which remained consistent across different schools. Moreover, there was a relatively high level of social association between teachers and these pupils in these primary schools. In summary, teachers demonstrated patience, collaboration, and social engagement with students, though communication levels were noted as moderate. Finally, the study found that teacher-learner attachment had the highest positive significant effect on retention and transition rate.

In the last objective, results revealed teachers showed a strong responsiveness to pupil concerns across different institutions. They consistently provided high levels of instructional support to students with minimal variation among primary schools. Additionally, teachers maintained a positive attitude towards their pupils, showing little variability across schools. Teachers were seen as role models within their institutions and demonstrated a high level of love and care towards their students. Overall, the findings indicate that teachers exhibited responsiveness, support, positivity, role modelling, and affection towards pupils from children's homes in primary school settings. There was a significant positive effect of teachers' attitude to learners on retention and transition rate in primary school

5.3 Conclusions

Firstly, it is evident that primary school teachers possess commendable qualities such as empathy, resilience, observational skills, and teaching proficiency. These attributes contribute positively to pupil development especially those from children's homes. However, the study identified a need for further enhancement of teachers' social skills to better manage student-related issues within educational settings. Improved social skills could potentially enhance teacher-student inclusive interactions and support holistic student growth better retention and transition rates.

Secondly, the study underscores the importance of professionalism among teachers, including commitment, integrity, and responsibility in their roles. While teachers demonstrated high levels of commitment and conduct, there were areas for improvement noted in honesty and social conduct. Strengthening these aspects could contribute to a more conducive inclusive learning environment for all learners, especially the disadvantaged from children's homes, which will foster positive teacher-learner relationships, ultimately impacting on retention and transition rates positively.

Thirdly, teachers exhibited essential qualities such as patience, collaboration, and social engagement with learners from children's homes which are crucial for effective teaching and learning experiences for these children. Although communication levels were moderate, the overall findings suggest a positive teacher-learner interaction within these primary school settings. Enhancing communication skills could further optimize teacher-learner engagement and support academic achievement hence higher retention and transition in primary school and education advancement.

Lastly, the study highlighted the significant impact of teachers' attitudes on retention and transition rates in primary school among learners from children's homes. Teachers' responsiveness, instructional support, positive attitude, and role modelling positively influence learner outcomes. The findings emphasize the importance of fostering strong teacher-pupil relationships based on trust, support, and care that will encourage, cushion and motivate these vulnerable learners within educational settings.

5.4 Recommendations

Based on the study findings, several key recommendations can be drawn to enhance retention and transition rates in primary school among learners from children's homes effectiveness of primary school teaching and improve student outcomes:

Teachers should undergo training and professional development programs focused on enhancing social skills to provide inclusive education that benefit all learners. This includes improving communication, conflict resolution, and relationship-building skills. By developing strong social competencies, teachers can create a more supportive and inclusive classroom environment, fostering positive interactions with learners from children's homes who may have experienced trauma and instability. The trusting relationship will help them feel safe and valued hence higher retention and transition.

Educational institutions should prioritize ongoing professional development to reinforce commitment, integrity, responsibility and special education needs awareness among teachers. Workshops and seminars on ethical conduct and interpersonal skills can help teachers cultivate honesty and ethical behavior in their roles. Strengthening professionalism not only enhances teacher credibility but also builds trust and positive relationships with all learners with variant abilities and experiences contributing to improved retention and transition rates.

Schools should provide targeted support for improving communication skills among teachers for the benefit of the vulnerable and disadvantaged learners. Effective communication is vital for conveying information clearly, engaging students in learning activities, and fostering meaningful teacher-learner relationships. Training programs focused on active listening, verbal and nonverbal communication, and adapting communication styles can empower teachers to communicate more effectively and enhance all students' engagement and academic achievement.

Schools should promote a culture of empathy, responsiveness, and positive attitudes towards learners especially those living in difficult circumstances. Learners from children's homes may have attachment issues and difficulty forming relationships culminating from their past experiences. Encouraging skilled teachers to prioritize student well-being, provide consistent instructional support, and serve as positive role models can significantly impact student retention and transition rates. Administrators should recognize and celebrate skilled teachers who excel in building strong relationships with students, creating a nurturing and supportive learning environment.

5.5 Suggestions for Further Areas of Studies

On implementation Strategies for Promoting an inclusive Positive School Culture, which will examine implementation strategies for promoting positive school culture and values that prioritize all student well-being and teacher-student relationships.

Investigating successful initiatives and programs that encourages empathy, responsiveness, and positive attitudes among teachers and all learners.

Exploring organizational structures and leadership practices to facilitate the adoption of good values across diverse educational contexts.

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Appendix I: Introduction Letter

Dear Respondent(s)

RE: RESEARCH IN NAIROBI COUNTY

I am Beatrice Misigo, conducting research for Master degree at the Mount Kenya University on Analysis of Teachers' Characteristics on Transition and Retention in Primary School Learners in Children's homes in Nairobi County.

Please fill the questionnaire to the best of your knowledge. The information will be confidential and for the purpose of the exercise.

Thank you in advance for taking part in the exercise.

Yours Faithfully



BEATRICE MISIGO

Appendix II: Respondent`s Consent

My name is Beatrice Misigo, undertaking a Master degree at Mount Kenya University, on influence of teachers' characteristics in transition and retention in basic education among primary school learners in children`s homes in Nairobi County. The data will be confidential and only for this intention.

Procedures

To take Part in the study you will be asked questions and record the responses from you in a questionnaire. Participating in the survey is voluntary, hence, are free to decline taking part in the exercise in case one feels exposed in one way or the other and the declinature has no repercussion whatsoever to the participants. Participants are free to ask questions related to the study during the exercise. Respondents may opt to respond to any question and the researcher can decide to stop an interview without further notice. The participants can decline to take part without consequences to the effect.

Discomforts and risks

Part of the questionnaire requires personal background information which to some extend may cause discomfort. In case you are not ready to answer them, please cease skip them at any moment and proceed with the rest of the interview.

Confidentiality

Interview will be on school head teachers of primary schools in Nairobi County. Participants` names will not be disclosed during the interviews and on questionnaires. The questionnaire will be stored safely by the surveyor.

Participant`s Statement

The information on my taking part in the study is clear. I was given enough time to ask questions and all questions were answered satisfactorily. My participation in this exercise is voluntary. I understand the information which I will give in this study will be confidential and that I can quit the study at will any time I am unable to continue.

Participant`s name **Signature**

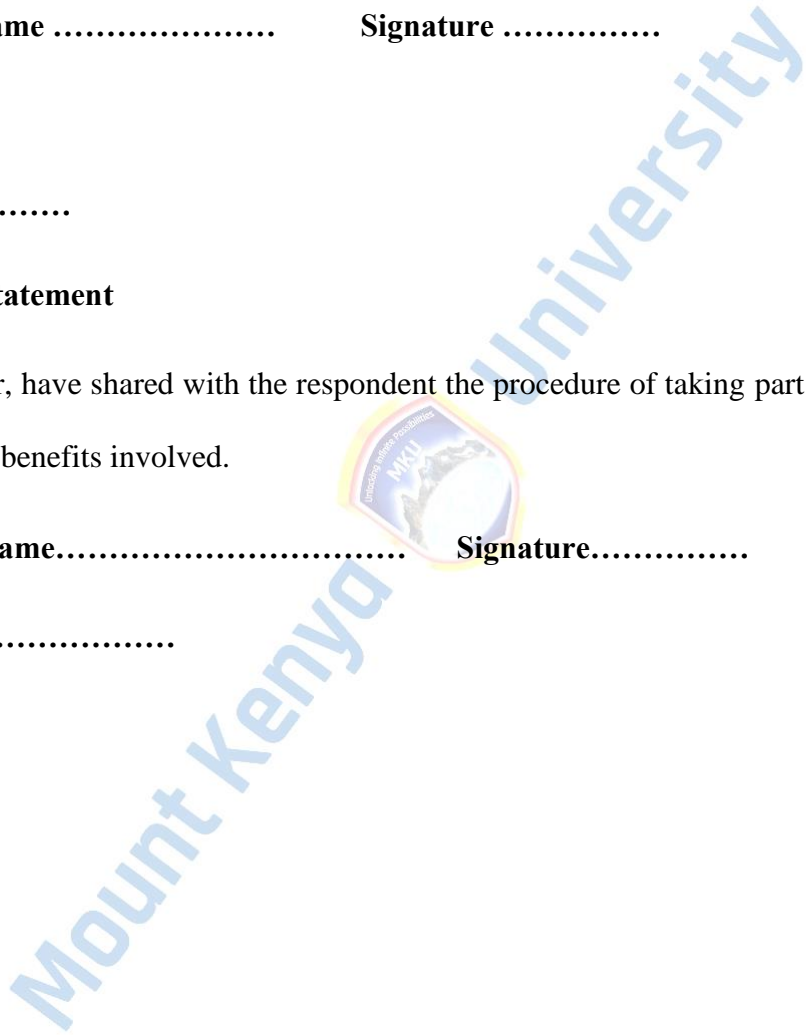
Date.....

Investigator`s statement

I, the interviewer, have shared with the respondent the procedure of taking part in the survey, the risks and the benefits involved.

Interviewer`s Name..... **Signature.....**

Date



Appendix III: Questionnaire

Research on assessment of teachers' characteristics in retention and transition of primary school learners among children's homes in Nairobi County, Kenya.

Specifications and Confidentiality

Please respond to all the questions provided in every section. Tick accordingly and appropriately. The information provided in the survey should be confidential and for academic purposes. Your cooperation is highly appreciated.

Part A: General Information

1. Gender: Female [] Male []
2. Age: Below 30 years [] 31 – 40 years [] 41 – 50 years [] More than 50 years []
3. What is your highest education level? O`level [] P1 [] Diploma [] Degree [] Others []
4. How long have you been a teacher? 0- 2 years [] 2 – 5 years [] 5 –10 years [] 10-20 years [] Over 20 years []

Part B: Teacher's Characteristics

Teacher's Teaching Skills

Answer the following questions on teacher's teaching skills based on the following ratings Very High-5, High-4, Moderate-3, Low-2, and Very Low-1.

Teacher's Teaching Skills.	1	2	3	4	5
What is your empathy level towards learners from children's homes in this school?					
What is your resilience towards the challenges faced by the pupils from children's homes in this school?					
Rate your observation skills level while teaching learners from children's homes					
To what extent are your teaching skills effective in teaching these learners?					
How do you rate your social skills in managing issues faced by the pupils from children's homes in this school?					

Teacher's Professionalism

Answer the following questions on teacher's professionalism based on the following ratings

Very High-5, High-4, Moderate-3, Low-2, and Very Low-1.

Teacher's Professionalism	1	2	3	4	5
What is your commitment level towards teaching learners from children's homes?					
How do you rate yourself in terms of honesty?					
Provide a rating for your integrity and accountability.					
To what extent is your responsibility level?					
What extent is your teacher's conduct level?					

Teacher-Learner Attachment

Answer the following questions on teacher-learner attached based on the following ratings

Very High-5, High-4, Moderate-3, Low-2, and Very Low-1.

Teacher-Learner Attachment	1	2	3	4	5
What is your patience level towards the pupils from children's homes?					
How often do you communicate with the pupil?					
To what extent do you collaborate with these learners?					
How frequently do pupils approach you for assistance?					

What is the level of social association with these pupils?					
--	--	--	--	--	--

Teacher Attitude towards Learners

Answer the following questions on teacher-learner attached based on the following ratings

Very High-5, High-4, Moderate-3, Low-2, and Very Low-1.

Teacher's attitude towards a learner	1	2	3	4	5
To what extent do you listen actively to the learners from children's homes?					
What is your instructional level towards these pupils?					
What is the extent of your positive attitude towards these learners?					
To what extent are a role model to these pupils?					
What is the level of love and care you provide to these pupils?					

Part III: Retentions and Transition of Pupils

Answer the following statements on retention and transition where Very High-5, High-4,

Moderate-3, Low-2, Very Low-1.

Retention and Transition	1	2	3	4	5
What is the annual retention rate of pupils from children's homes in this institution?					
What is the transition rate of these pupils from lower level to higher level of completing primary school from this institution?					

Appendix IV: Interview guide

1. From your experience rate importance of teachers` skills in retention and transition of learners from children`s homes? Please rate on this scale: Very high [] High [] Moderate [] Low [] Very low []

Please explain your answer.....

.....

2. From your experience rate the importance of teachers` professionalism towards retention and transition of learners to next level?: Very high [] High [] Moderate [] Low [] Very low []

Explain your response.....

.....

3. From your experience rate the importance of teacher attachment in retention and attachment of learners from children`s homes? Please rate on this scale: Very high [] High [] Moderate [] Low [] Very low []

Explain your response.....

.....

4. From your experience rate the attitude of teachers towards retention and transition of learners from residential centres? Please rate on this scale: Very high [] High [] Moderate [] Low [] Very low []

Explain your response.....

.....

5. From your experience rate retention and transition of learners from residential centres?

Please answer retention rate on this scale: Very high [] High [] Moderate [] Low

[] Very low []

Explain your response.....



Appendix V: ERC Certificate



REF: MKU/ISERC/3246

Date: 11 October 2023

TO: MISIGO BEATRICE KHANGU

REG: MDS/2013/51130

Dear Sir/Madam,

RE: AN ASSESSMENT OF TEACHERS' CHARACTERISTICS ON RETENTION AND TRANSITION IN PRIMARY SCHOOLS AMONG LEARNERS FROM CHILDREN'S HOMES IN NAIROBI COUNTY, KENYA.

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2290**. The approval period is **11/10/2023 - 10/10/2024**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,


The Chairman
Mount Kenya University
Ethics Review Committee
P.O. Box 342 - 0100, Thika

Dr. Alfred Owino, PhD

Chairman, Mount Kenya University ISERC

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Cell: +254 709 153 000 / +254 709 153 200
Email: info@mku.ac.ke, Web: www.mku.ac.ke
Chartered and ISO 9001 : 2015 Certified Institution.

Unlocking Infinite Possibilities



DIRECTORATE OF GRADUATE STUDIES

MDS/2013/51130

12th October, 2023

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki Way, Upper Kabete,
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir/Madam,

RE: MISIGO BEATRICE KHANGU - REGISTRATION NO. MDS/2013/51130

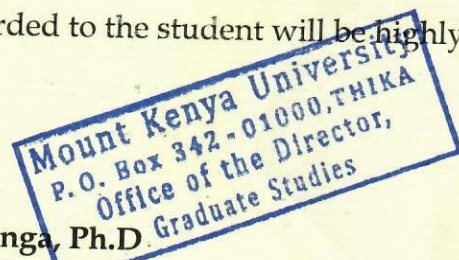
The purpose of this letter is to introduce the above named student who is pursuing Master of Arts in Development Studies in the department of Social and Development Studies in the school of Social Sciences

The title of the thesis is "An Assessment of Teachers' Characteristics on Retention and Transition in Primary Schools Among Learners from Children's Homes in Nairobi County Kenya." It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between October, 2023 and December, 2023.

Any assistance accorded to the student will be highly appreciated.

Thank you.

Dr. Samuel M. Karenga, Ph.D.
Director, Graduate Studies
Enc.



Appendix VII: Research permit from NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 610049	Date of Issue: 03/November/2023
RESEARCH LICENSE	
	
<p>This is to Certify that Ms.. MISIGO BEATRICE KHANGU of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: ASSESSING TEACHERS' CHARACTERISTICS ON RETENTION AND TRANSITION IN PRIMARY SCHOOLS AMONG LEARNERS FROM CHILDREN'S HOMES IN NAIROBI COUNTY, KENYA. for the period ending : 03/November/2024.</p>	
License No: NACOSTI/P/23/30999	
610049 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code
	
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See overleaf for conditions	

Appendix VIII: Similarity Index

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