

**SCHOOL BASED FACTORS AND LEARNER RETENTION IN RWAMWANJA  
REFUGEE SETTLEMENT PRIMARY SCHOOLS IN KAMWENGE  
DISTRICT, UGANDA**

**SYLVANUS MUSHABE**

**REG. NO: 18/U/GMED/19736**

**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH AND  
GRADUATE TRAINING IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF  
THE AWARD OF A DEGREE OF MASTER OF EDUCATION IN POLICY,  
PLANNING AND MANAGEMENT OF KYAMBOGO  
UNIVERSITY**

**OCTOBER, 2023**

**DECLARATION**

I, Sylvanus Mushabe, testify that this dissertation titled “**School based Factors and Learner Retention in Rwamwanja Refugee Settlement Primary Schools in Kamwenge District, Uganda**” is my original work. To the best of my knowledge, it has never been submitted to any other academic institution.

Signature.....

Date.....

**Sylvanus Mushabe**

**APPROVAL**

This research report titled “**School based Factors and Learner Retention in Rwamwanja Refugee Settlement Primary Schools in Kamwenge District, Uganda**” by Sylvanus Mushabe has been developed with our guidance and supervision. It is ready for submission with our consent.

Signature .....

Date .....

**DR. Edith G. M. Mbabazi**

**Supervisor**

Signature .....

Date .....

**DR. Dorothy Ssendangire Lubega**

**Supervisor**

## **DEDICATION**

This book is dedicated:

My Father Mr. Deziderio Kalemire (RIP) and Mother Mrs. Veneranda T. Kalemire

**And**

To all children who strive to succeed in education amidst the challenging refugee settlement environments.

## **ACKNOWLEDGEMENT**

Special thanks go to the almighty God for the protection, provision and for the wisdom, knowledge and the strength he gave me when I needed it most. Alleluia.

I wish to convey my special and sincere gratitude to my supervisors DR. Edith G. M Mbabazi and DR. Dorothy Ssendangire Lubega who have tirelessly and patiently guided me in research dissertation development by giving constructive pieces of advice. I thank our Head of Department, Ass. Prof. G.W.Kasule, the research coordinator, Dr. Wilson Mugizi, the different moderators, examiners and panellists for their constructive criticism and guidance.

I also thank all the respondents, the leadership of Kamwenge District education department, Windle Trust, Finn Church Aid-Rwamwanja, the Head teachers, teachers and pupils of Rwamwanja refugee settlement primary schools. The information and support they gave was very useful in compiling this report.

I am most grateful to my Bishop, The Most Rev. Robert K. Muhiirwa for granting me the opportunity to study, parental advice and financial support. I thank Msgr. Isaiah Mayombo, Fr. Thadius Musabe, and the Diocesan education commission for the constant advice, support and closeness always. I am grateful to Fr. Benedict Kakwezi, Fr. Aloysius Maniragaba, Fr. Uw, Imana Jacent and your communities that hosted me during my studies. God bless you.

I thank my Biological family, classmates, school mates, course mates for the courage and support, God bless you. I thank my teachers at all levels for the encouragement and follow up.

I thank Fr. Vincent Lubega WF, Fr. Darius Magunda, Fr. Henry Kasasa, Fr. Stephen Nkwangu, Fr. Pontian Mayega and my brother Fr. Augustine I Bukenya, the staff and the respective Parishes

where you serve. Thank you for hosting me and the spiritual, financial and moral support. The Christians communities under your leadership were there for me just like you did.

I am indebted to all the people of God who have given me prayers, money, food, guidance, time and encouragement. You made it possible for me to study well. God bless you.

I appreciate the Kyambogo University teams that have supported me. Ladies and Gentlemen, God bless you. The D. Mpitsi comrades and Alex Niwagaba family thank you for your support always.

I thank St. John Paul family members for your patience, generosity and availability. I am grateful to the members and leaders of Bigodi my home area, St. Micheal's SSS-Kahunge, and Bisozi Parishes for the support always. Thank you, Friends, of charity & Katojo Prisons teams for the love, encouragement, reminders and prayers.

I am grateful to Fr. Christopher Kankya, St. Francis Muhoire P/s, St. Lawrence SS, Kahangi teams and Bukwali Parish. This was my only and first place of service 2013-2018. You inspired me to work hard and study. You were there for me in many unique ways. I acknowledge and appreciate the support of Deacon Larry and Hope and Purpose ministries, St. John Paul P/S, Kidubuli-Fort Portal, my seed school. You are amazing. I owe you. There are many families, Communities and individuals that stood with me through thick and thin. I appreciate you all. I am proud of you and I pray for you and your dear ones. God bless you. To those who died before seeing this dream you shared with me, especially my Father, Judith Kemigisha my dear sister and others, I pray for your peaceful repose. I appreciate and acknowledge all the authors whose books I have quoted or alluded to.

May the almighty God bless you all.

Sylvanus Mushabe (Rev.)



## TABLE OF CONTENTS

DECLARATION .....	i
APPROVAL .....	ii
DEDICATION .....	iii
LIST OF FIGURES .....	xii
LIST OF ABBREVIATIONS AND ACRONYMS .....	xiii
Abstract .....	xiv
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.0 Introduction.....	1
1.1 Background to the study .....	1
1.1.1 The Historical Perspective .....	1
1.1.2 Theoretical perspective .....	4
1.1.3 The Conceptual Perspective.....	4
1.1.4 The Contextual Perspective .....	5
1.2 Statement of the Problem.....	7
1.2 Purpose of the Study .....	7
1.3 Objectives of the Study.....	7
1.5 Research Question .....	8
1.6 Hypotheses .....	8
1.7 Scope of the Study .....	8
1.7.1 Content Scope .....	8
1.7.2 Area Scope .....	9
1.7.3 Time Scope .....	9
1.8 Significance of the Study .....	9
1.9 Conceptual framework.....	10
1.10 Operational Definitions of terms .....	10

<b>CHAPTER TWO .....</b>	<b>12</b>
<b>LITERATURE REVIEW .....</b>	<b>12</b>
2.1 Introduction.....	12
2.2 Theoretical perspective .....	12
2.3 Empirical Literature review .....	13
2.3.1 Teacher behaviour and learner retention.....	13
2.3.2 The relationship between Learning environment and learner retention .....	15
2.3.3 The Physical environment of the School and learners’ retention .....	18
2.3.4 The Perception of learners on School factors that affect learners’ retention .....	20
<b>CHAPTER THREE.....</b>	<b>22</b>
<b>METHODOLOGY .....</b>	<b>22</b>
3.1 Introduction.....	22
3.2 Research Design.....	22
3.3 Study Population.....	22
3.4 Sample Size.....	23
3.5 Data collection Instruments .....	24
3.6 Measurement of study variables .....	24
3.7 Quality Control of Instruments .....	25
3.7.1 Validity of instruments .....	25
3.7.2 Reliability of the Instruments.....	26
3.8 Research Procedure.....	27
3.9 Data management.....	28
3.10 Data Analysis .....	28
3.10.1 Quantitative Data Analysis .....	28
3.10.2 Qualitative Data Analysis .....	28
3.11 Ethical Considerations .....	29
<b>CHAPTER FOUR.....</b>	<b>30</b>
<b>PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS .....</b>	<b>30</b>
4.0 Introduction.....	30
4.1 Demographic Characteristics of the Respondents .....	30

4.1.1 Gender of respondents .....	31
4.1.2 Age category of respondents.....	31
4.3.1 Objective one: the relationship between teacher behaviour and learner retention in primary schools in Rwamwanja Refugee settlement.....	47
4.3.2 Objective Two:.....	48
4.3.3 Objective Three: The relationship between the physical environment of the school and retention of learners in primary schools in Rwamwanja Refugee settlement.....	48
4.3.4 Objective Four: The views of pupils on school factors that affect learner retention in primary schools in Rwamwanja Refugee settlement.....	49
<b>CHAPTER FIVE .....</b>	<b>52</b>
<b>DISCUSSION, CONCLUSION AND RECOMMENDATIONS .....</b>	<b>52</b>
5.0 Introduction.....	52
5.1 Discussion.....	52
5.1.1 Retention of learners in Rwamwanja Refugee Settlement Primary schools.....	52
5.1.2 The relationship between teacher behaviour and learner retention in primary schools in Rwamwanja Refugee settlement.....	53
5.1.3 The relationship between learning environment and learner retention in primary schools in Rwamwanja Refugee settlement.....	54
5.1.4 The relationship between physical environment of the school and retention of learners in primary schools in Rwamwanja Refugee settlement.....	55
5.1.5 Objective Four: The views of pupils on school factors that affect learner retention in primary schools in Rwamwanja Refugee settlement.....	56
5.2 Limitations of the study .....	57
5.3 Conclusions.....	58
5.4 Recommendations.....	60
5.5 Recommendation for further research .....	60
REFERENCES .....	61
APPENDIX 1: COVER LETTER FOR THE RESEARCH QUESTIONNAIRE.....	70
APPENDIX 2: CONSENT FORM.....	71
APPENDIX 3: QUESTIONNAIRE FOR TEACHERS.....	72

APPENDIX 4 : FOCUS GROUP DISCUSSION GUIDE FOR UPPER PRIMARY(P5-P7) PUPILS .....	77
APPENDIX 5: TABLE FOR DETERMINING SAMPLE SIZE .....	78
APPENDIX 6: TABLE FOR DETERMINING SAMPLE SIZE .....	79
APPENDIX 7: LETTER OF INTRODUCTION .....	80
APPENDIX 8: PERMISSION TO COLLECT DATA .....	81
APPENDIX 9: PLAGARISIM .....	82

## LIST OF TABLES

Table 3 1: Reliability coefficients (Cronbach's alphas) for the questionnaire .....	27
Table 3.1: Content validity index (CVI) of instruments.....	26
Table 4 1 Socio-Demographic Information of Respondents (N=105).....	31
Table 4 2: Mean response, SD and ratings on Learner Retention .....	33
Table 4 3: Summary Statistics for learner retention .....	35
Table 4 4 Mean response, SD and ratings on Teacher Behaviour .....	36
Table 4 5: Summary Statistics for Teacher Behaviour .....	38
Table 4 6: Mean response, SD and ratings on Learning Environment .....	39
Table 4 7: Summary Statistics for Learning Environment .....	41
Table 4 8: Mean response, SD and ratings on Physical Environment .....	43
Table 4 9: Summary Statistics for Physical Environment .....	44
Table 4 10 : Relationship between school based factors and Learner Retention.....	46
Table 4 11 Results of Regression analysis of school based factors on Learner Retention.....	46

## LIST OF FIGURES

Figure 1: Histogram for Learner retention.....	35
Figure 2: Histogram for Teacher Behavior.....	39
Figure 3 :Histogram for Learning Environment .....	42
Figure 4 : Histogram for Physical environment.....	45

## LIST OF ABBREVIATIONS AND ACRONYMS

COU:	Church of Uganda
EFA:	Education for All
MEOS:	Ministry Education & Sports
PLE:	Primary Leaving Examinations
P/S:	Primary School
UNEB:	Uganda National Examinations Board
UNHCR:	United Nations High Commissioner for Refugees
UPE:	Universal Primary Education
WTU:	Windle Trust Uganda
FCA:	Finn Church Aid
UNICEF:	United Nations Children Fund
SIT:	Students Integration Theory

## Abstract

This study examined school-based factors that influenced learners' retention in Rwamwanja refugee settlement primary schools in Kamwenge district. The study objectives were to; examine the relationship between teacher behaviour and learner retention, analyse the relationship between learning environment and learner retention, assess the relationship between the physical environment of the school and retention of learners and establish the views of pupils on school factors that affect learner retention in primary schools in Rwamwanja Refugee settlement. Using across-sectional survey, data was collected from 105 teachers and 48 school pupil prefects using a structured questionnaire and focus group discussion guide. Data was analysed using descriptive statistics, Pearson correlation, regression and content analysis. With regard to teacher behaviour and learner retention, the relationship was not significant ( $r = 18, P > 0.01$ ), so teachers didn't teach and relate with learner in a way that motivated them to stay in school. It was revealed that though a positive, moderate and significant relationship ( $r = 19, P < 0.01$ ) existed between learning environment and learner retention, it did not positively predict learner retention. The learning resources and physical classrooms in the schools were not good enough to attract learners to complete their education. It was further found out that a positive and significant relationship existed between the physical environment of the school ( $r = 287, P < 0.01$ ) and learner retention. The three school-based factors that were explored contributed ( $\beta =, p < .05$ ) about 9% to learner retention. Generally, primary schools in Rwamwanja refugee settlement had old, unattractive, inadequate resources and a physical environment that did not allow children to have sufficient time to play. The study recommends that the Ministry of Education and Sports, her development partners and key stakeholders should come up with strategies to improve teacher characteristics and learning environments in this area. Particularly, schools should equip their physical infrastructure with materials and resources that meet the needs of learners. Further research is recommended to examine mechanisms and structures that can help parents and communities around refugee settlements to participate in enhancing the physical environments of schools so that they contribute to better learner retention.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

Improving the proportion of learners who complete school is a key concern of most education systems in the world and in most countries' programs and services have been innovated to achieve this aim (Tight, 2020). This is because, the proportion of learners who remain and complete education is an indicator of the quality of the education system and the effectiveness of institutions in meeting learner needs (Ssebuufu, 2020). Therefore, there is a link between educational services provided by schools and the intention of learners to stay in school and complete their education (Scheerens, 2015). Thus, primary schools in Uganda must have strategies that encourage learner success and overall happiness with their school experience. This study examined school-based factors that influence learners' retention in Rwamwanja refugee settlement Kamwenge district primary schools.

The study's background, problem statement, purpose, specific objectives, research questions, research hypotheses, study scope, significance of the study, and conceptual framework are all presented in this chapter.

#### **1.1 Background to the study**

The problem was examined from historical, theoretical, conceptual, and contextual angles in the study's background.

##### **1.1 .1 The Historical Perspective**

Learners completing their schooling has been a point of emphasis for educational systems from the time when formal education became an important human need (Sayed, & Ahmed, 2015). For some time now, a lot of efforts have been dedicated to understanding and improving the intention for learners to stay and complete school.

Institutional approaches to improve learner retention started in the 17<sup>th</sup> century in Europe, when stakeholders realized that education empowers people to live comfortable and more satisfying lives. It was also later realized that educated people are a foundation to a country's development (Barrett & Sørensen, 2017). A key measure that was attempted during that time was enhancing teacher characteristics. It was believed that the behaviors teachers displayed in the classroom, attracted learners to stay in school (Scheerens, 2018). This perception dominated learner retention programs and a number of initiatives were tried to discover and even improve teacher attributes that were thought to be relevant to learner retention. In the 1950s when it was realized that school management and infrastructure factors also played a role (Pianta et al ,2016).

In the 1960s, the role learning infrastructure plays in learner retention started attracting attention of scholars mainly in the US and UK (Swafford, 2017). At that time, effort was placed on identifying key aspects of school infrastructure that could be used as incentives to increase interest of learners in education and their likelihood to complete education (Tight, 2020). Schools increased the time students did extra curricula activities and improved the serenity of the learning environment (Tight, 2020). Some success was registered, and learner retention rates increased, especially at higher levels of education cycles (2015). The success was attributed to good learning facilities and focused school leadership (Uddin & Ali, 2018).

In the same period, the governments of leading countries of Europe such as Germany, England and France governments adopted education policies that ensured that school environments and leadership-maintained standards that increased the interest of learners in education (Daniel, 2016). Other countries in Europe also followed suit and increased funding for quality school environments (Sabaya 2011).

In Japan, Malaysia and Korea, the period after the Second World War, these countries experienced high dropout rates due to the negative effects of the war (Aljohani, 2016). However, starting from the 1960s, governments in Asia made nationwide efforts to increase in pupils' retention in school. They recruited more committed teachers, made the learner process more engaging and heavily rewarded learners who completed school (Chuah & Lim, 2015). Classrooms filled up and this increased the gap among teachers and pupils, hence affecting pupils' progress (Sayed & Ahmed, 2018).

In Africa, learner retention was not a priority until the 21<sup>st</sup> century, when national parliaments in the Sub-Saharan countries such as Ghana, Nigeria and Kenya realized that high dropout rates would eventually affect the speed of development (Dalangin (2018). New education policies that included more Government funding on learning infrastructure development, increased teachers' competence and parental involvement were implemented to increase the retention of learners (Anderson & Sayre, 2019). But in the 1990s, learner retention again started to drop partly due to the increase in family dysfunction and economic upheals (Aljohani, 2016). Thus, improving learner retention in primary schools has remained a priority for many African countries.

In Uganda, emphasis on learner retention picked up after the introduction of UPE in 1996, when legislators and international bodies funding education programs called government to account for the big UPE budget (Ssebuufu, 2020). From the year 2000, the government started placing emphasis on improving school-based factors like, teacher competence and classroom environment in order to retain more learners in schools (Jell, 2019). However, there was need to ascertain the extent to which the current learner retention efforts address the needs of learners.

### **1.1.2 Theoretical perspective**

The study was anchored on the theory of student integration by Tinto (SIT) developed in 1975. The theory assumes that Learner Retention is based on understanding and implementing an effective retention improvement program (Schreiber et al, 2014). Effective retention programs must first understand factors that influence learners' decisions to study and complete education. Therefore, successful retention hinges on its ability to address both academic and non-academic factors in a school setting (Javadi & Tahmasbi, 2020). Academic factors include teacher characteristics, learning programs and learning environment, while the non-academic factors are related to the school culture and the physical environment (Doyle, 2016). The theory applied to the study because it emphasizes the role of the teacher, a conducive learning environment and a good physical environment in inspiring learners to become self-motivated to learn and stay in school. Therefore, basing on this theory, the study examined how the school influences learners to individually participate in and pursue educational activities to completion, through specific interactions with the teachers and the school environment.

### **1.1.3 The Conceptual Perspective**

School based factors was the independent variable and they are the sum of the physical, social and academic aspects of the school (Getz, 2020). Scholars also perceive School based factors as programs and services that are offered by the school to help learners achieve the desired learning outcomes (Loukkola & Zhang, 2018). This involves the classroom and non-classroom environments (Ketskajorn *et al.*, 2018). The characteristics of the teacher and the classroom learning environment are classroom related factors of the school environment that affect learner retention. On the other hand, non-academic programs such as games and sports, the school canteen, school values and ethos and the physical environment of the school are non-class environment that may affect interest of learners in education and motivation to

complete education (Cho & Baek, 2019). Lecia et al (2014) define the school climate an explicit framing of words and approaches that reduces learners' anxiety before their peers while Jell (2019) defines it as efforts by the school to close the gaps that would hinder the learners' performance and achievement.

In this study, School based factors were perceived as instructional and non-instructional services provided by the school to meet learner needs and active involvement in education. Three factors were considered namely; Teacher behaviour, learning environment and physical environment. The Learning environment was classroom-based teaching and included Materials, equipment, resources and the nature of the classroom set up directly used in teaching within the confines of the classroom (Uddin & Ali, 2018, Ssebuufu, 2020). The Physical environment on the other hand referred to the physical aspects of the school used by learners outside classrooms and are not directly used for teaching purposes; such as outside space of the school, sanitation and play facilities (Ketkajorn, et al, 2018; Baek (2019).

Retention was the dependent variable. Retention is the institution's capacity to keep a pupil on board from admission through completion (Aljohani, 2016). Retention involves both continuation and completion. The continuation aspects of School retention include persistence and progression, while the completion aspects involve success and completion (Manyanga *et al.*, 2017). Thus, retention is the opposite of, withdrawal, discontinuation, early departure and failure (Dalangin, 2018). In this study, retention was perceived as a pupil remaining in school from admission to completion of a specific level of education. In the case of primary school, it meant a learner remaining in school from Primary one to Primary seven.

#### **1.1.4 The Contextual Perspective**

The study was done among primary schools in Rwamwanja Refugee settlement located in

Kamwenge district in western Uganda. Uganda established this refugee settlement in 1964 to host refugees from Rwanda and closed in 1995 following their massive return to Rwanda (Nakibuuka, 2017). Recopened in 2012 and now hosts many Congolese refugees. This refugee settlement has seven primary schools, four of which are Government-aided under Universal Primary Education (UPE) [ UNHCR, 2020]. The other three schools were established by UNHCR and Windle Trust Uganda (WTU). Hence being one of the oldest, largest, better organised and well established settlement camp, it provided a fitting case study. The drop out rate in Rwamwanja settlement primary schools is comparable to the national drop out rate.

In addition, all schools in Refugee settlement camps are under the oversight of the MOES and access the required educational services and support from the district-based managers of education. The schools are monitored by the MOES and the Education Standards Agency (ESA), that ensure schools maintain an environment conducive to learning and based on the education conditions of Uganda (Jell, 2019). The MOES also has Coordinating Centres near the camps, with resident tutors, who provide site-based training to teachers in making learning materials and maintaining an attractive classroom environment (Kayongo et al, 2019). Hence the camp was expected to have no problems with learner retention.

Despite these efforts, dropout rates of pupils in the settlement schools was high compared to other areas of the country (MOES, 2019). The Uwezo (2016) research showed that generally, close to 40% of pupils in settlement camps drop out of schools before P5 and less than 20% percent complete P7. Rwamwanja appeared among settlement camps with low pupil retention rates since 2018 (Kayongo et al, 2019; The Independent, 2020). The study

examined how institution-based factors affected pupil retention in Refugee Settlements environment such as Rwamwanja refugee settlement.

## **1.2 Statement of the Problem**

The proportion of learners who stay in school from admission to completion of the primary school level are an indicator of the effectiveness of education (Gail, 2017). The government of Uganda and her national and international educational partners have implemented interventions such as improved learning infrastructure, enhanced teacher competency, regular school supervision and provision of learning materials in order to ensure pupils stay in school up to completion (MOES, 2019).

Despite these measures, many primary schools in Uganda especially Rwamwanja settlement camp continue to grapple with pupil retention. In 2018, pupils' retention stood at 30% (Kamwenge district educ dep, 2018), and it fell to 27.7% in 2019 (FCA, 2020). Pupil retention in settlement camps continue to drop below these levels.

Therefore, the study sought to scrutinize how pupils were affected by the environments of primary schools in Rwamwanja Refugee Settlement and sought to contribute to interventions aimed at keeping more pupils in school.

## **1.2 Purpose of the Study**

To examine school-based factors that influenced the retention of learners in primary schools in Rwamwanja Refugee settlement in Kamwenge District.

## **1.3 Objectives of the Study**

1. Examine the relationship between teacher behaviour and learner retention in primary schools in Rwamwanja Refugee settlement.
2. Analyse the relationship between learning environment and learner retention in primary schools in Rwamwanja Refugee settlement.

3. Assess the relationship between the physical environment of the school and retention of learners in primary schools in Rwamwanja Refugee settlement.
4. Establish the views of pupils on school factors that affect learner retention in primary schools in Rwamwanja Refugee settlement.

### **1.5 Research Question**

1. What is the perception of pupils on school factors that affect learner retention?

### **1.6 Hypotheses**

1. The relationship between Teacher behaviour and learner retention is not significant in primary schools in Rwamwanja Refugee settlement.
2. The relationship between learning environment and learner retention is not significant in primary schools in Rwamwanja Refugee settlement.
3. The relationship between physical environment and learner retention is not significant in primary schools in Rwamwanja Refugee settlement?

### **1.7 Scope of the Study**

#### **1.7.1 Content Scope**

The study was about school based factors and pupil retention. School factors included teacher behaviour, learning environments and school physical environment. Teacher behaviour that was assessed, included teaching quality and how teachers related with pupils and Learning environments were considered to be quality of classrooms and learning resources. The aspects of the physical environment that were examined, included, school space and sanitation facilities while Learner retention was looked at as continuation or persistence to completion.

### **1.7.2 Area Scope**

The study was conducted in primary schools of Rwamwanja Refugee settlement. These schools provided a fitting area of a study on school-based factors and learner retention, because they had unstable pupil populations having a mixture of refugees and Ugandan nationals and facing high dropout rates (Kayongo et al, 2019; UNHCR, 2020).

### **1.7.3 Time Scope**

The information that was collected for the study applied to the period between 2017 and 2022. This is the period in which we had had documented information about pupils' retention rates in the area (UNHCR, 2020; FCA 2019).

## **1.8 Significance of the Study**

The study findings will help the Ministry of Education and Sports to acquire current information on the status learner retention in refugee settlements which will be used to make better retention policies for primary education in these areas. For school and camp administrators, the study may encourage them to improve on quality of instruction and learning environments, thus enhance pupils' retention.

The study will empower Primary school teachers in Rwamwanja settlement to re-think their teaching methods and the way they relate with learners so as to meet the needs of learners in refugee settlements more fully. The findings will highlight important needs in the school environment of refugee settlement camps and this information will help Uganda's education partners to have more focused funding of interventions to improve learner retention in settlement camps. The academia may also use this information in their studies on learner retention in difficult environments such as settlement camps.

## 1.9 Conceptual framework

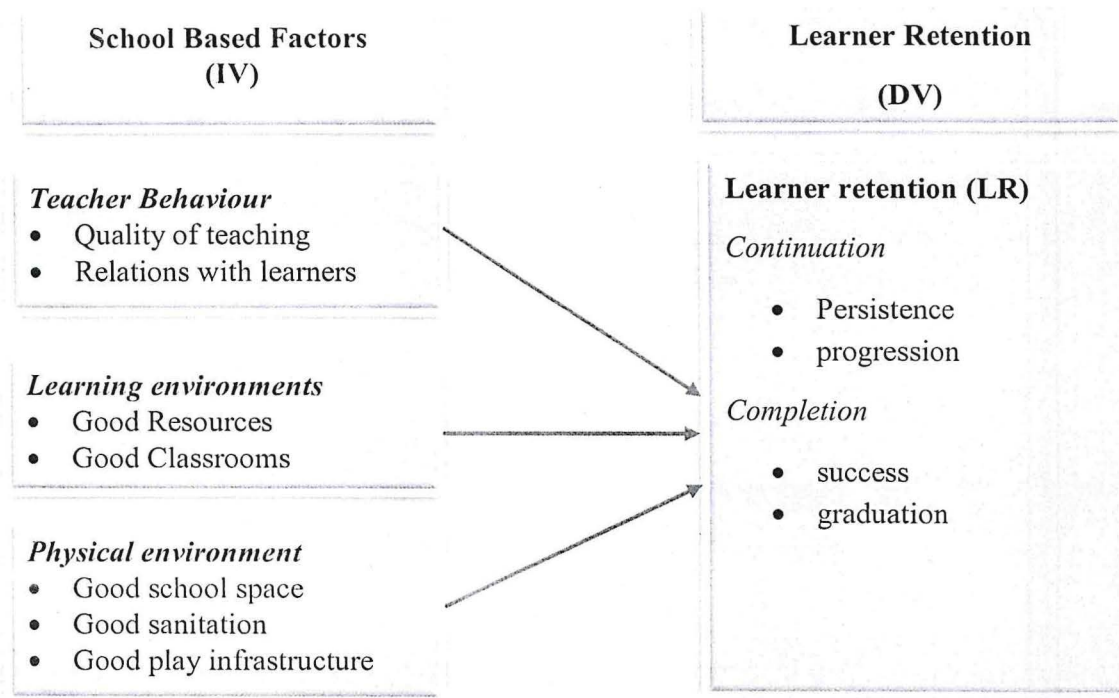


Figure 1: The relationship between, school factors and pupil retention in settlement camps primary schools.

Adapted from Scheerens (2018:.) and modified by the researcher

According to the figure 1, school-based factors; teacher behaviour, learning environments and the physical environment of the school may motivate learners to stay in school even when they are facing challenging conditions.

## 1.10 Operational Definitions of terms

**Learning environment:** was conceptualized as a school providing a good and attractive classroom experience, learning aids and classroom help interaction that motivates learners to stay in school.

**Physical environment of the School:** was perceived as exterior and interior physical features such as good and attractive school space, play, sanitation and eating facilities that make learning enjoyable (Pianta, Downer & Hamre, 2016).

**Teacher behaviour:** Was taken to be the extent to which teachers are available, and encourage learners to freely consult them on both academic and life development issues (Drew, 2020).

**Learners' retention:** was perceived as the school's ability to integrate and keep learners until they complete the entire education cycle (Manyanga *et al.*, 2017; Dalangin, 2018)

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1 Introduction**

The chapter reviews theories that guided the study and the empirical studies conducted so far on how the classroom environment, teacher behaviour and the school physical environment influence learners' retention.

#### **2.2 Theoretical perspective**

Tinto's student integration theory (SIT) [1975] guided the study. The theory emphasizes that retention can be improved if retention initiatives understand and promote factors that influence learners' decisions to study and complete education. These factors may be academic and non-academic (Javadi & Tahmasbi, 2020). Academic factors include teacher characteristics, learning programs and learning environment. Schools that foster a holistic learning environment with teachers and learning resources that inspire learners to become self-motivated and engaged in learning have better retention rates (Screiber, et al, 2014). The quality of teaching, nature and extent of school staff contact with learners, within and outside of the classroom can increase persistence of learners hence high retention rates.

However, schools should also ensure that non- academic factors and the physical environment and school culture promote learner interest in education (Doyle, 2016). The non- academic factors of the school help pupils interact and form a mutual bond with their teachers, and this helps them to persist and complete their academic cycle (Dewey 2020). Therefore, pupils must be sufficiently involved in school activities for a successful retention rate. Pupils prefer schools that involve them as valued members of the institution. The

quality of contact with teachers and other school staff enables learners to establish personal bonds with school.

Therefore, for learners to stay in school, the school system has to create good learning environments that attract learners to classrooms, ensure good pupil-teacher relationship and so make choices that favour staying in school (Doyle, 2016). The theory applied to the study because it emphasized the role of the teacher, a conducive learning environment and a good physical environment that inspire learners to become self-motivated to learn and stay in school. Therefore, basing on this theory, the study examined how the school influenced learners to individually participate in and pursue educational activities to completion, through specific interactions with the teachers and the school environment.

However, Tinto's theory mainly applied to pupils in normal learning environments and leading to lack of context specific and focused information on pupils in difficult environments such as refugee settlement camps. The theory addressed learner retention factors at higher levels of education and yet there was need for good practice guidelines on how primary schools in refugee settlement camps can enhance learner retention.

## **2.3 Empirical Literature review**

### **2.3.1 Teacher behaviour and learner retention**

Teacher behaviour refers to the way teachers teach and how they relate with learners so to make it easy for them to learn. Several scholars have shown interest in understanding how the efficient teacher-learner relationship influences student retention. Lee et al (2018) did a study to establish how the rapport between teacher-learner builds learner academic performance in rural elementary schools in Bangladesh. The researchers reported a significant positive relationship between teacher-learner relationship and learner academic performance, as a key determinant of learners' academic satisfaction and retention. It was

further established that where the school administration provided teachers opportunities to interact with learners, there was a high retention rates as compared to where teacher- learner relationship was limited Malik and Akram (2020). However, the cited studies were done at higher levels of education, tertiary and secondary and did not apply mixed methodology. The researcher sought to explore the above aspects in a Ugandan context, particularly the primary in Rwamwanja Refugee settlement to at primary school level using mixed methods.

Makorani and Muli (2017) conducted a study in Western Kenyan public primary schools to establish the elements that affected retention of pupils. Findings indicated that availability of reference books, teaching materials, learners' associations, as well as the extent to which the teachers explained and allowed the learners to use them had a significant increase pupil in retention. Also use of resources improved teacher- learner interaction and gave teachers more opportunity to explain content to learners, which increased understanding and interest in education (Kunje & Meke, 2009).

Makorani and Muli's (2017) also established that providing learners with academic programs that are enriched with the necessary educational content motivates them to stay in a school. While this study was conducted in Kenya under different educational polices, there was need to ascertain whether similar impact existed in Uganda particularly in the area under study.

Similarly, Tambone (2012) examined the extent to which some institutions encouraged their learners to make maximum use of the available resources, which included the teachers, instructional infrastructure and equipment such as classroom, library, play materials and equipment as key to retention. He clarifies that psychosocial facilities like games, sports and other co-curricular services which include pitches, courts and playgrounds also contributed to the completion of academic programs since they keep learners occupied,

happy and motivated. The teacher-learner interaction both in and out of the classroom keeps learners interested in studying, hence increasing retention. Furthermore, co-curricular activities help teachers to know more about the learners' back grounds and how to help them. This encourages them to hold onto their goal hence high retention rates (Malik & Akram ,2020).

Jaap (2014) also reviewed eight peer-reviewed papers on learner retention and found that the extent to which a primary school provided learners a chance to utilize its instructional services in classrooms and to enjoy its extracurricular facilities adequately enhanced learning outcomes and pupil retention. This study recommended that further research be conducted on learner retention in schools. The study was done ascertain what would be the case in a resource constrained environment in Rwamwanja refugee settlement schools that had challenges in providing a conducive classroom and it negatively affected learner retention.

The available literature suggested that good teacher-learner relationship influenced retention in such a way that schools that encourage mutual relationship retain more learners than those which do not. The literature however, depicted a contextual gap in that it did not cover how this teacher-learner relationship influenced retention in primary schools, in refuge settlements, that usually have difficulties in applying relevant educational practices. Hence examining these issues in Rwamwanja Refugee settlement provided opportunity to cover this gap.

### **2.3.2 The relationship between Learning environment and learner retention**

Learning environments include learning resources, and infrastructure (Ssebuufu, 2020). Learning resource also encompass what teachers use to teach such as instructional materials and equipment (Uddin & Ali, 2018). Learning infrastructure involves the physical setting such as classrooms, demonstration rooms and laboratories where lessons are conducted

(Scheerens, 2018). Several studies have been conducted to ascertain the relationship between the excellence of learning environments and learners' persistence. Among these was a study conducted by Jones (2016) to establish how the quality of classroom environment affected learning outcomes in Ugandan primary schools. Jones applied a quantitative approach in the study. The findings showed that when measured in based on class size, order and pupil participation in ongoing lessons, a spacious and active class significantly influenced learners' learning and interest to stay in school.

Other studies also show that learners whose classrooms are congested may find it hard to actively participate in the ongoing lessons and easily lost interest in school and learning. Using twenty primary schools in Kenya as case study, Ryan (2016) also made observations on the impact of class size on retention of pupils in sub-Saharan Africa. The researcher found a positive association between the quality of classroom environment defined in terms of class size and pupil retention and completion of primary education. In their study, the researchers established that while large and disorganized class sizes discouraged retention, small, well arranged class sizes encouraged it. However, the context specific information on this issue that was collected from Rwamwanja refuge settlement did not confirm this relationship.

In addition, Demaris and Kritsonis (2018) conducted a study that measured classroom quality in terms of imparted knowledge, given tests, teacher involvement in the ongoing classroom lessons. They also explored learner participation in classroom discussions, and classroom context in terms of learning climate, peer interactions, academic sharing and experiences which increases interest in the class activities, hence remaining in school. Retention was measured in terms of students' persistence with learning and satisfaction with provided educational services. The findings showed a significantly progressive link in good classroom setting on pupil retention. Students whose classrooms provided positive

experiences, where teachers facilitated positive student involvement in lessons, where discussions and learners' sharing of experiences/activities were inspiring and knowledge enriching, were associated with high student satisfaction that translated into satisfactory academic performance which encouraged their retention.

However, Demaris and Katson (2018) found out that in classrooms in which students were inactive in discussions did not connect academically. It was further found out that learners who experienced bullying, humiliation and who felt that what they were learning did not match their expectations were more likely to withdrawal from school. The researchers employed a qualitative approach to obtain the findings of the study which was limited to a few respondents. However, the current study employed a mixed approach in Rwamwanja primary schools which increased the numbers of respondents so as to have more information from a variety of respondents about classroom quality which enriched the study.

On the other hand, Chuah and Lim (2018) also conducted a correlational study on the quality of learning resources and student retention. The findings of the study revealed a conducive classroom environment as one of the factors that affects student retention positively when it is well planned in terms of space, seating facilities, comfort and aeration. The mixed method approach of this current study confirmed Chuah and Lim (2018) earlier findings.

Furthermore, Ferreira et al (2018) examined the effect of school characteristics on learner retention among secondary schools in Portugal. These researchers found out that classroom environment measured in terms of teacher's classroom management practices related positively with retention measured in terms of termly learner completion rates. Although the study was conducted in a secondary school setting, there are similarities between learning environment whether secondary or primary and these have the same effect on the learners. The study findings revealed that a conducive classroom environment

increases learner retention in primary school like those in Rwamwanja refugee settlement.

Generally, previous research suggested that the learning environment had a positive influence on learners' retention but did not highlight the specific aspects that positively affected retention. In this study the researcher sought to ascertain whether and teacher characteristics and the way they use learning resource affects learners' interest of learners in being and completion school.

### **2.3.3 The Physical environment of the School and learners' retention**

The Physical environment of the school includes non-academic physical aspects of the school, such as school space, sanitation and play infrastructure (Ketkajorn, et al, 2018). Researchers such as Ladd and Loeb (2018) and Cho and Baek (2019) have found that generally the Physical environment of the school in most cases does keep the learner's interest in the particular school, thus help learners to complete school. The study done by Javad and Tahmasbi (2020) conducted studies in Pakistan on the relationship that exists between outside play space and materials and learner achievement and learner retention in schools. Results of the study indicated that schools that had modern and appropriate play space tended to have learners, who were very interested in attainment and they tended to have high performance which motivated them to remain in school. Similarly, Uddin and Ali (2018) conducted a related study in Pakistan and established that schools that had big and green space for learners to play and interact had learners who performed well in terminal exams. They further reported that this increased the commitment and satisfaction of learners with their progress thus increasing retention.

Additionally, scholars Ladd and Loeb (2018) revealed in their study that the physical environments of schools in California affected learners' retention. They established that schools that had good sanitation and clean classrooms increase the interest of learner in

education. Learners felt that schools wanted them to succeed and so they persisted even when they faced difficulties at home. Therefore, this study attempted to analyse whether similar outcomes would be obtained if schools in Rwamwanja Refugee settlement primary schools, maintained their outside space, play areas and sanitation facilities at the level of their learners' liking. Therefore, this study explored whether the play environment and facilities of primary schools in Rwamwanja Refugee settlement, would lead to results that show that when schools maintain a good study environment, they keep the learners in schools.

Similarly, Javad and Tahmasbi (2020) observed that the school physical environment was critical in terms of the extent to which the provided education satisfies the cognitive, social and emotional needs of the learners as well as the expectation of their community and the wider society at large. In the same way, Barrett and Sørensen (2015), Misuta and Pribilova (2015) and Anderson and Sayre (2016) held similar views on the school physical environment. The researcher carried out a related study in Rwamwanja refugee settlement to establish the views of learners on the extent to which the physical environment of the schools meet their needs.

Generally, while different scholars in other parts of the world have made efforts to define physical environments of schools and how they may affect learner interest, motivation and resolve to stay in school, these aspects had not received enough attention especially in Uganda. Consequently, this study sought to address this vacuum by investigating whether physical environment of the school affects learners' retention in primary schools in Rwamwanja Refugee settlement. The findings confirmed that a good school environment increases learners in schools.

#### **2.3.4 The Perception of learners on School factors that affect learners' retention**

Experts believe, that the perception of learners on the school has a big impact on their liking of education (Barrett & Sørensen, 2017). School factors have been discovered to both directly and indirectly influence the feelings and attitudes pupils have on learning (Jell, 2019). Schools that provide good learning conditions have significant roles in enabling learners to stay in schools. Learners apply their individual energies, such as interest, and commitment in educational activities (Kayongo et al, 2019).

Studies (Day,2018; Fransson & Frelin, 2019) have also confirmed that even at a younger age, pupils have the ability to identify school characteristic that promote learning. In a study by Njue (2015) in Kenya, pupils were asked about what they thought is a good school that attracts pupils to learn. The learners concentrated on teachers and described who a good teacher was. The findings showed that pupils focused on desirable teacher characteristic displayed in the classroom so as to attract learners to the school. In another study done in the USA by Fransson and Frelin ( 2019) among elementary school pupils, learners mentioned teacher characteristics that attract pupils to a school and brought out teacher intelligence, and personality such as being kind and funny as, teacher factors that attract pupils to a school. Day (2018) also confirmed that in UK, pupils mostly liked teachers who explained content in a simple way, were loving and took time to help pupils who were struggling with class work. Schools with this kind of teachers had big enrolments and better learner completion rates.

Also, schools that are perceived by learners to have a safe learning environment and that provides resources are liked by learners and encourage better learner retention. Ssebuufu (2020) discovered schools that are perceived by learners as striving to take care of their needs, attract learners to invest their physical, cognitive, and emotional selves into their

education. Therefore, there is strong evidence to show that when pupils perceive their schools as providing meaningful learning and childhood experiences, they are more likely to be happy with them and more determined to stay in school.

However, this study was done in refugee settlement with mixed nationalities, interests and problems that directly affected the operating environments and the learners. The results that would be obtained from Rwamwanja Refugee settlement would be very important in revealing whether teachers were caring, available, approachable and the effect it had on learner retention.

Given that literature provided general information on how school factors may affect learner retention, there was need for focused and context relevant information on what was going on with regard to learner retention and specific school factors. It was important to establish the effect of schools in Rwamwanja Refugee settlement providing a safe environment and following good practice guidelines on learner retention.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the study design, the target population and sample process, the data collection tools and methodologies, the validity and reliability of the research tools, and lastly the data analysis tools.

#### **3.2 Research Design**

A Cross-sectional survey mixed design was used in this study because it makes it possible to quickly collect data from a range of respondent groups (Creswell, 2013). Additionally, this approach permitted gathering and measuring pertinent factual data from a range of respondents during the same study period, allowing for more corroborated and effective data use (Levy, 2017).

A cross sectional mixed survey design (Creswell & Creswell, 2018) was applied because this type of design would allow the research to utilize at the same time the precision in measurement and hypothesis testing afforded by quantitative data analysis and descriptive richness of text narratives with the concurrent use of both methods. Analyses and interpretations of both quantitative and qualitative data were integrated throughout data collection and analysis (Creswell & Creswell, 2018). The two forms of data collection approaches were valuable in themselves as the information gathered was complementally (Rubbin & Babbie, 2016).

#### **3.3 Study Population**

The population included, Primary school teachers and school prefects in upper primary, from the seven (7) primary schools in Rwamwanja Refugee settlement. The UNHCR records (2020) show that the seven schools have a total of 150 teachers and 75 prefects enrolled in

P5 to P7 (FCA Education department, 2022), these two categories constituted the target population.

### **3.4 Sample Size**

The number of teachers who took part in the study was determined using Krejcie and Morgan's (1970) sample size determination table. Thus from 150 teachers, a sample of 108 respondents was selected. In each of the schools that participated in the study, a proportion of 0.72 teachers was selected so to cater for representativeness. A total of 21 teachers came from Rwamwanga, 18 from Nteziryayo, 12 from Ntenungi, 16 from Kyempango, 14 from Mahega, 15 from Nkoma and 12 from Mahane primary schools. Out of the 108 questionnaires that were distributed, 105 were returned full completed and were the ones considered for data analysis. This led to a return rate of 97.2, which according to Krejcie and Morgan's (1970) was quite good for research purposes.

With regard to pupils, 48 prefects were purposively selected basing on their leadership responsibility, ability to effectivity communicate in English and possession of some knowledge on the issues that were being investigated. Convenience sampling was also applied in that pupils who fulfilled the study criteria and were present and willing to give their views on the day of the interview were selected. Including learners with leadership roles was important because in order to be a prefect, one usually first campaigns or is appointed considering the ability to communicate to other pupils. In addition, soliciting for the views of Learners however, simple and naïve they could be was pertinent since they were the most important part of the unit of analysis, for they were directly affected by the issues that were being investigated and direct beneficiaries of the suggested intervention. Out of this number (48), 27 were girls and 21 were boys and they were divided into 4 focus groups were done (*See pictures in the appendix*). These were selected because they were knowledgeable and were willing to provide the needed data.

The sample size for this group of respondents was established using saturation. Saturation is the point when no new information is being collected from the participants (Majid ,2018). The researcher ends the process of gathering data at that point and the sample size is made up of respondents who have provided information. In this study, saturation was attained at the third focus group, bringing the actual sample for the focus group discussions to be 38 pupils.

### **3.5 Data collection Instruments**

#### **Structured questionnaire**

The quantitative data from teachers was gathered using a standardized questionnaire. With the help of the questionnaire, the researcher was able to increase anonymity of respondents, promote on-the-spot data collection, and generate the required information. The use of structured questions enhanced the accuracy of the data acquired by allowing the researcher to get precise information while also preventing hurried responses. The researcher then went back and picked the responses after one week.

#### **Focus group Interview guide**

To gather data from school prefects, a focus group interview guide was employed. Semi-structured, open-ended statements in carefully crafted simple language that could be easily understood by pupils were used. Throughout data collection, the researcher encouraged unrestricted, honest responses from the prefects.

### **3.6 Measurement of study variables**

The aspects of the study were assessed using instruments modified from past studies in relation to quantitative data. The variables were measured using a five-point Likert scale. The respondents' responses were scored on a five-point scale, with 1 denoting "strongly disagree" and 5 denoting "strongly agree."

The demographic data of the respondents, including gender, teaching experience and school type, were assessed in Section A of the questionnaire. The independent variable and its sub variables, teacher behaviour, learning environment, and the physical environment of the school, were measured in Section B. The items for this instrument were adapted from Ssebuufu (2020) and Namukwaya, and Kibirige (2019). The items in Section C which measured the dependent variable, learner retention were adapted from Namukwaya, and Kibirige (2019), Nasuna et al (2022), Mugizi et al (2021).

### **3.7 Quality Control of Instruments**

A pre-test study was done on all the instruments, to make sure that the data collection process was based on the study's purpose and objectives. The pre-test sample included teachers from some of the participating schools; Ntenungi and Nkoma church of Uganda primary schools. A pre-test was done to guarantee the validity and dependability of the instruments as well as the ability of the participants to answer to questions in accordance with the guidelines.

#### **3.7.1 Validity of instruments**

Validity refers to the consistency of the instruments under a variety of conditions (Majid, 2017). For both the self-administered questionnaire and the focus group interview guide, the supervisors evaluated the faced validity of the instruments, regarding relevance, wording, and clarity of the items in the instruments. Regarding content validity, 2 experts from the school of education, KYU (*see table 3.1*) rated the relevance of the items in the two instruments on a scale of 1 being very relevant, 2 being s relevant, 3 being somewhat relevant, and 4 being not relevant, using the content validity index (CVI). The index was computed by dividing the number of items that were declared legitimate by the total number of items. Their rating concentrated on the questions' precision, comprehensiveness, and applicability in connection to the research constructs.

**Table 3.1:**

*Content validity index (CVI) of instruments*

<b>Evaluator</b>	<b>Questionnaire for teachers</b>	<b>Interview guide</b>
Lecturer SOE, KYU	0.79	0.83
Lecturer SOE, KYU	0.83	0.84
<b>Average</b>	<b>0.81</b>	<b>0.84</b>

*Source: Validation data (2023)*

The information in table 3.1 shows that the validity index for the teachers' questionnaire was 0.81 and that for the focus group discussion guide was 0.84. As indicated by Creswell and Creswell (2018), the values of both instruments were higher than 0.7 a value considered to be appropriate for research instruments.

### **3.7.2 Reliability of the Instruments**

Reliability refers to the degree to which research instruments produce stable and consistent results. It is the extent to which a source of data can be relied upon and therefore the data itself (Ssebdegire, 2016; Crosswell & Crosswell, 2018). Reliability was established both for the interview guide and the self-administered questionnaire. A Cronbach's alpha coefficient test of reliability was used to establish reliability of the questionnaire. The pre-test sample was 15 (Ntenungi=8 and Nkoma=7) teachers from 2 of the schools that participated in the study,

Table 3.2 provides the findings.

**Table 3 2: Reliability coefficients (Cronbach’s alphas) for the questionnaire**

Variable	No. of items	Alpha ( $\alpha$ )
Teacher Behaviour	15	.72
Learning environment	14	.74
Physical environment	12	.71
Learner retention	12	.82
<b>Average</b>		<b>0.75</b>

*Source: Pilot data from the field 2022*

The findings in Table 3.2 reveal that the teacher behaviour had an Alpha coefficient of .72, the learning environment of .74, the physical environment of .71, and learner retention .82. The instrument was sufficient for this study because the Alpha coefficients for all the sub scales were above 0.7, the recommended minimum by for surveys by Majid (2017).

To make sure that the focus group discussion guide was reliable, the researcher made sure that the methods for gathering data and conducting analyses were well aligned with the study purpose. The researcher also continually adjusted the questions during the research process to match the objectives. The ability of pupils to possess and clearly express their knowledge on the issues that were being investigated was taken into consideration. All the views of pupil prefects who were articulate and could clearly explain themselves were collected.

### **3.8 Research Procedure**

Following approval of the research proposal, the researcher received a letter from the directorate of postgraduate studies authorizing him to go to the field and gather data. The letter was given to the district education officers, the head of education in the refugee settlement and the heads of the various schools, who were then asked to give the researcher permission to gather data. A note outlining the overall goal of the study was included with each questionnaire. Groups of respondents of pupils were interviewed while the researcher

was writing down significant viewpoints about the study variables. The respondents were invited to freely express their own understanding of the interview questions.

### **3.9 Data management**

After collecting the instruments, the questionnaires were sorted and coded by being given an identity number. This enabled the researcher to make sense of the data gathered. The Statistical Package for Social Sciences was then used to analyse data. Preliminary data assessment was to check for any potential violations of the fundamental presumptions underlying the use of univariate approach. Missing data, outliers, and tests for linearity and normality were done. Tables and graphs were used to illustrate the data so that logical and statistical inferences would be made from the information gathered. In relation to qualitative data, information was sifted, coded, described and grouped into themes. Then emerging themes were created and described in relation to the study objectives.

### **3.10 Data Analysis**

#### **3.10.1 Quantitative Data Analysis**

Data was analysed at the univariate, bivariate, and multivariate levels. Specific means and standard deviations, descriptive statistics, and analysis at univariate level were calculated. To test the hypotheses and assess the strength and direction of the association between the two variables, Pearson's correlation coefficients and linear regression were used at the bivariate level. The impact of school-based factors on learner retention was determined using multi-regression analysis.

#### **3.10.2 Qualitative Data Analysis**

Content analysis was used to analyse qualitative data. After data collection, analysis immediately started. Data from field notes and scripts was transcribed and coded. Through a meticulous process of data revision and familiarization, the researcher sought for patterns that were related to the study objectives. The researcher then determined how strongly and

frequently specific thoughts are expressed. The more frequent of viewpoints were taken as a reflection of how respondents felt about the topics under investigation and were thematically summarized in descriptive phrases.

### **3.11 Ethical Considerations**

Research ethics were followed and observed by the researcher as described below.

First, participation in the research was voluntary, and research participants had the right to decline participation. Therefore, before distributing the study questionnaires to respondents, the researcher sought consent, explained the purpose of the study and assured them of confidentiality. In addition, the researcher discussed the intended data collection period with subjects before giving them questionnaires to complete. Unauthorized disclosure of study findings sometimes damages the esteem and reputation of subjects. However, the researcher addressed this by restricting its accessibility to only authorized persons with need to know. Further, the respondents were adequately informed before the research commenced regarding how they would be treated throughout the research, how risks would be managed and the benefits of participating in this study. The researcher allowed respondents adequate time to reflect on the information provided, and minimize coercion and undue effect.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS**

#### **4.0 Introduction**

This chapter focuses on the presentation, analysis and interpretation of data for the study that examined how school-based factors influence retention of learners in primary schools in Rwamwanja Refugee settlement in Kamwenge District. The findings are based on questionnaire responses of 105 teachers and 4 focus group discussion with school prefects. The results on the demographic characteristics of the respondents are presented first, followed by descriptive and interview results. Finally, inferential analyses on the study objectives are presented.

#### **4.1 Demographic Characteristics of the Respondents**

This section presents facts about the teachers, namely; gender, work tenure and type of school where they work. The data on the background characteristics of respondents is given in Table 4.1.

**Table 4 1 Socio-Demographic Information of Respondents (N=105)**

Variable	Category	Percentages	
Gender		f	%
	Male	45	42.9
	Female	60	57.1
Age Category	20-29 years	33	31.4
	30-39 years	39	37.1
	40-49 years	28	26.7
	50-59 years	5	4.8
	<4 years	13	12.4
Tenure	4-9 years	46	43.8
	10-14years	31	29.5
	>14 years	15	14.3
Type of school	Government aided	80	76.2
	Private for UNHCR	25	23.8

*Source: Primary data from the field (2022)*

#### **4.1.1 Gender of respondents**

The respondents indicated their gender and the results in Table 4 show that the majority of respondents (57.1%) were female and 42.9% were male. Therefore, the information provided effectively represented both gender.

#### **4.1.2 Age category of respondents**

The respondents were asked to indicate their age range. The results in Table 4.1 show that the majority (68.6 %) were aged 30 years and above. Therefore, most of the respondents were mature enough to effectively analyse issues and we can conclude that their responses were candid.

#### **4.1.3 Work Tenure**

Respondents indicated the number of years they have been working as teachers in their particular schools. The majority (87.6%) had been teaching for 4 years and above and this period was long enough for them to give a good picture of learning factors and learner retention in their schools. This implies that respondents were able to provide accurate information about the issues that were being investigated.

#### **4.1.4 Type of School**

The results (*profile of schools in Appendix 5*) show that most of them teachers worked in government aided schools (76.2%) and the rest (23.8%) worked in Private schools funded by UNHCR. This meant that the responses provided represented the common characteristics of schools in Uganda.

#### **4.2 Results on Learner Retention**

In this study, learner retention, the dependent variable was conceptualised as pupils persisting and progressing in their education up to completion in P7. The Aspects with mean response  $\Rightarrow 3.5$  were closer to agree on the likert scale that was used to measure the variables and therefore implied that respondents agreed to the aspects. The findings are summarised in table 4.2.

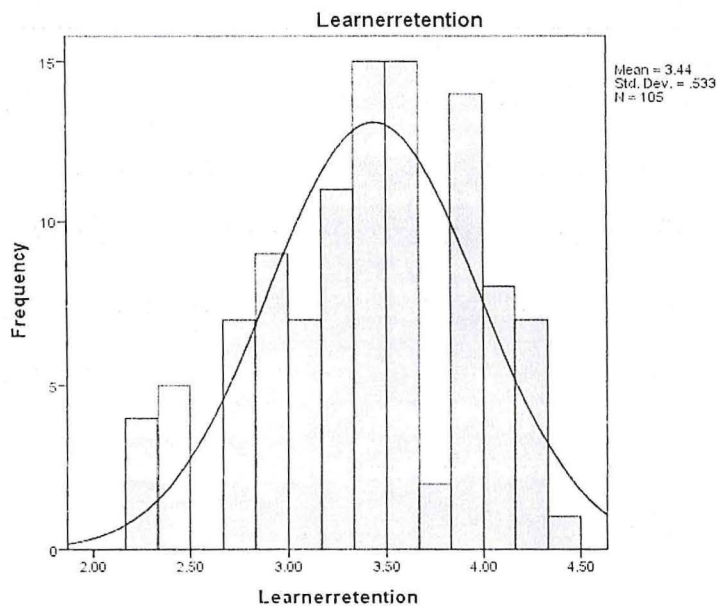
The results in table 4.2 show that generally teachers disagreed (mean=3 .43, SD=1.02) to their schools having good learner retention. The teachers disagreed that there has been a reduction in the number of dropout of pupils from their schools (mean=3 .43, SD=1.10), the enrolment level of children in their schools has increased significantly (mean=3 .44, SD=.80), the schools have even created several streams because of the large number of pupils who join our school (mean=3 .04, SD=.98) and the completion level of pupils in the schools has increased (mean=3.44, SD=1.06). The teachers also disagreed most of the pupils in their schools have a strong resolve to complete P7 with a good grade (mean=3 .42, SD=.93), the classes are full that it is not easy for the teachers to move about while teaching (mean=3.44, SD=1.06), they no longer have girls who drop out of school due to pregnancy (mean=3.24, SD=1.04) and there are almost no boys who drop out of our school to become employed (mean=3.40, SD=1.06). However, respondents agreed that every year, they get more pupils in the schools (mean=3 .88, SD=1.05), most of the girls in their schools do complete P7 (mean=3.59 .74, SD=1.08) and they do not have pupils who do not come back to school due to lack of interest (mean=3.49, SD=1.07). The findings show that learner retention was not so bad in Rwamwanja primary schools contrary to what had been anticipated in the problem statement in section 1.2 .

The researcher then examined the general distribution of results on learner retention. The average index for the items that measured the variable is summarized in table 4.3.

**Table 4 3: Summary Statistics for learner retention**

Descriptive	Statistic	Standard error
Mean	4.06	.02
Median	4.13	
Std. Deviation	.23	
Variance	.05	
Skewness	-.64	.24
Kurtosis	-.25	.47
Range	.93	
Minimum	3.53	
Maximum	4.47	

The results in Table 4.3 show that the mean = 4.06 was close to the median = 4.13 and the dispersion in responses (SD = .23) was also small, indicating normality in the responses. The curve in Figure 3 also confirms that data on learner retention was normally distributed and appropriate results could be obtained when data is subjected to linear correlation and regression.



**Figure 1: Histogram for Learner retention**

#### 4.2.2 Results on School Based Factors

The Independent Variable School based Factors was conceptualized good teacher behavior school learning and physical environment. The Aspects with mean response  $\geq 3.5$  were closer to agree on the likert scale that was used to measure the variables and therefore implied that respondents agreed to the aspects of school based factors that were assessed.

##### Status of Teacher Behavior

With regard to teacher behavior, the researcher explored the quality of teaching and interaction with learners. The findings are summarized in table 4.4.

**Table 4 4: Mean response, SD and ratings on Teacher Behaviour**

Aspects	Mean	SD	Rating
Am always well prepared for class I teach	4.34	.85	Agree
I prepare resources necessary for effective teaching	4.04	.95	Agree
When teaching I support lessons with useful classroom discussions	4.20	.84	Agree
I ensure that I give individual support to each learner so that they can enjoy their school experience	3.62	1.01	Agree
I make sure that I use different teaching techniques to ensure learners understand	4.04	.84	Agree
I take extra steps to help all learners learn and achieve success	3.38	1.00	Disagree
I make it a point to ensure that i simplify subject matter for learners	4.05	.85	Agree
The subject I teach makes it easy for me to support lessons with useful class work	3.80	.70	Agree

Am always available to fulfil the responsibility of supervising learners to be committed to their education	4.23	.86	Agree
I always monitor learners to ensure that they come to school regularly	4.31	.71	Agree
In this school teachers fulfil their assigned activities to maintain the interest of learners in education	4.42	.74	Agree
For every home work or assignment I give feedback to learners	4.17	.65	Agree
I give learners a variety of assignment to enhance their learning	3.83	.90	Agree
I am involved insuring that all learners participate in co-curricular activities according to their abilities	4.25	.43	Agree
I actively engage in organizing functions that take place in the school to ensure they are interesting to learners	4.28	.56	Agree
Overall score	4.06	0.79	Agree

Key: 1=strongly disagree, 2=disagree, 3= not sure, 4= agree, 5=strongly agree

Mean  $\leq$ 3.4 implies respondents disagreed, mean  $>$ 3.5 they agreed

The results in table 4.4 show that generally the teachers agreed to teaching and interacting well with learners to enhance their interest in school (mean=4 .06, SD=.79). For example, some teachers agreed that they prepare resources necessary for effective teaching (mean=4.04, SD=.95), and that they ensure that they give individual support to each learner so that they can enjoy their school experience (mean=3.62, SD=1.01). Other teachers said that they make it a point to ensure that they simplify subject matter for learners (mean=4.04, SD=.85) and they are always available to fulfil the responsibility of supervising learners to be committed to their education (mean=4.23, SD=.86). They also agreed that teachers fulfil

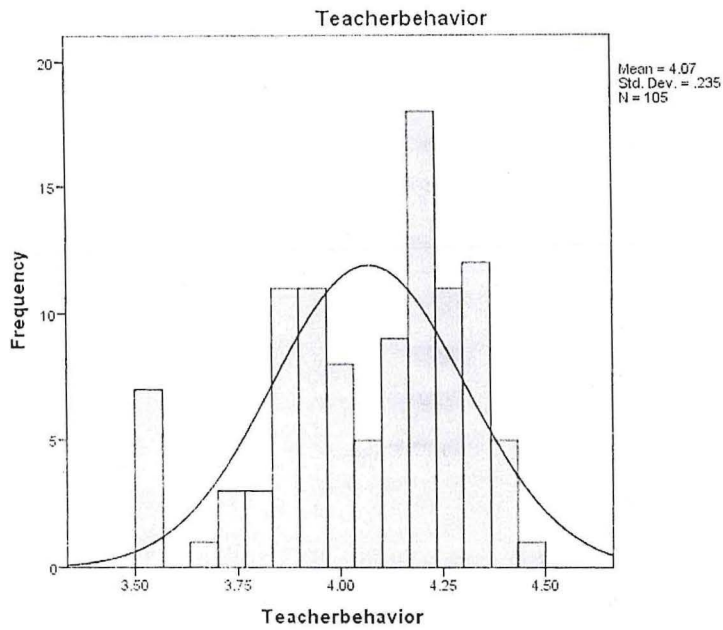
their assigned activities to maintain the interest of learners in education (mean=4.42, SD=.74), are involved insuring that all learners participate in co-curricular activities according to their abilities (mean=4.25, SD=.43) and they actively engage in organizing functions that take place in the school to ensure they are interesting to learners (mean=4.28, SD=.56). Respondents only disagreed that they take extra steps to help all learners learn and achieve success (mean=3.38, SD=1.00). Therefore, the teachers in Rwamwanja refugee settlement primary schools endeavored to do their professional tasks well so as to meet the needs of learners.

The researcher then examined the general distribution of results on teacher behaviour. The results are summarised in table 4.5.

**Table 4 5: Summary Statistics for Teacher Behaviour**

Descriptive	Statistic	Standard error
Mean	3.72	.03
Median	3.78	
Std. Deviation	.29	
Variance	.08	
Skewness	-.25	.24
Kurtosis	-1.20	.47
Range	1.14	
Minimum	3.07	
Maximum	4.21	

The results in Table 4.5 show that the mean = 3.72 was close to the median = 3.78 and the dispersion in responses (SD =.29) was small indicating normality in the responses. The curve in Figure 3 also confirms that data on teacher behaviour was normally distributed and appropriate results could be obtained when data is subjected to linear correlation and regression.



**Figure 2: Histogram for Teacher Behavior**

### Status of Learning Environment

In relation to the learning environment the researcher explored whether schools have good learning resources and classrooms. The findings are summarized in table 4.6.

**Table 4 6: Mean response, SD and ratings on Learning Environment**

Aspects	Mean	SD	Rating
Classrooms in my school enable learners to enjoy their learning	4.03	.66	Agree
Classrooms in my school have facilities to enable learners fully benefit from their education	4.09	.82	Agree
The design and layout of classrooms facilitates active learning	3.95	.78	Agree

The desks in the classrooms enable learners to comfortably write	4.16	.73	Agree
The chairs in the classrooms are comfortable for learners	4.01	.70	Agree
The writing board in the classrooms is good and easy to read what is written on it	4.16	.72	Agree
The roof of the classrooms is very good and supports learning even when it is raining	3.73	.66	Agree
The walls of the classrooms are very clean and clear	3.92	.89	Agree
My school has enough classrooms for all lessons	3.83	.82	Agree
My school has spacious library where learners can comfortably	3.79	.74	Agree
The available teaching materials enable learners to enjoy lessons	3.79	1.00	Agree
My school provides up-to-date learning materials to learners in order to benefit fully from their learning	4.11	1.13	Agree
My school provides modern adequate tools such as projectors to support the learning of pupils	4.56	.55	Agree
The general infrastructure in my school enables learners to enjoy their education	4.18	.69	Agree
Overall score	4.02	0.78	Agree

Key: 1=strongly disagree, 2=disagree, 3= not sure, 4= agree, 5=strongly agree

Mean  $\leq$ 3.4 implies respondents disagreed, mean  $>$ 3.5 they agreed

The results in table 4.6 show that generally the teachers agreed (mean=4.02, SD=.78) that their schools have necessary resources and classrooms that encourage learners to enjoy learning. For example, they agreed that Classrooms in their schools enable learners to enjoy their learning (mean=4.03, SD=.66), that desks in the classrooms enable learners to

comfortably write (mean=4.16, SD=.73), school have spacious library where learners can comfortably (mean=3.79, SD=.74) and the available teaching materials enable learners to enjoy lessons (mean=3.79, SD=1.00).

Respondents also agreed that schools provides up-to-date learning materials to learners in order to benefit fully from their learning (mean=4.11, SD=1.13), school provides modern adequate tools such as projectors to support the learning of pupils (mean=4.56, SD=.55) and general infrastructure in the schools enable learners to enjoy their education (mean=4.18, SD=.69). The findings show that schools in Rwamwanja refugees settlement have a minimum conducive learning environment that motivates learners to enjoy their education.

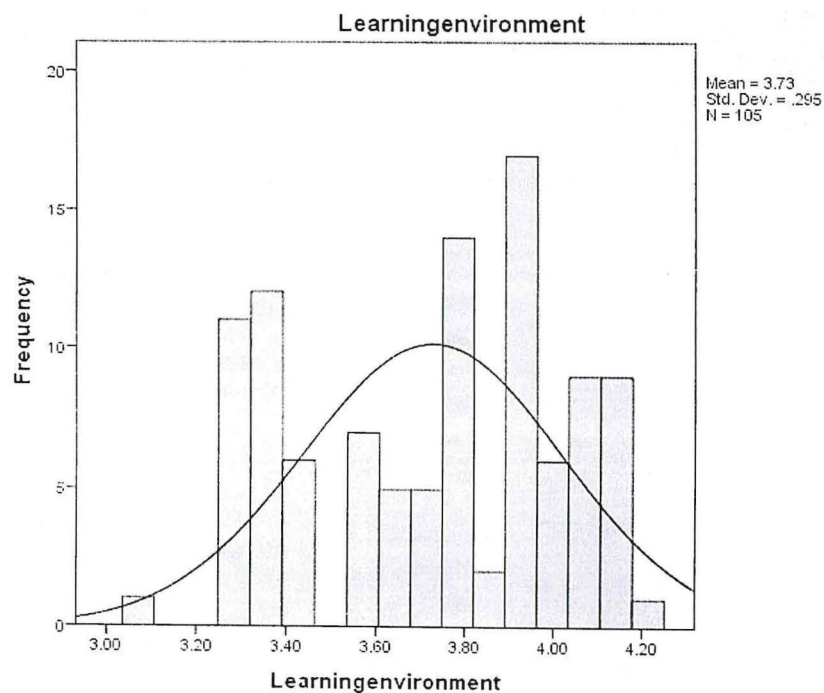
The researcher then examined the general distribution of results on learning environment. The results are summarized in table 4.7.

**Table 4 7: Summary Statistics for Learning Environment**

Descriptives	Statistic	Standard error
Mean	3.72	.03
Median	3.78	
Std. Deviation	.29	
Variance	.09	
Skewness	-.25	.23
Kurtosis	-1.20	.46
Range	1.14	
Minimum	3.07	
Maximum	4.21	

The results in Table 4.7 show that the mean = 3.72 was close to the median =3.78 and the dispersion in responses (SD =.29) was low, indicating normality in the responses. The curve in Figure 4 also confirms that data on learning environment was normally distributed and

appropriate results could be obtained when data is subjected to linear correlation and regression.



**Figure 3 :Histogram for Learning Environment**

### **Status of Physical Environment**

The Physical Environment of the schools was measured as schools having good space, sanitation and play infrastructure. The findings are summarized in table 4.8.

**Table 4 8: Mean response, SD and ratings on Physical Environment**

Aspects	Mean	SD	Rating
My school has large spaces that enable all learners enjoy their school experience	4.01	.55	Agree
My school has very organized spaces that enable all learners to learn effectively	4.17	.44	Agree
The play materials in the school compound are interesting to the learners	4.07	.58	Agree
The Overall school environment motivates learners to attend school regularly	4.17	.71	Agree
The enjoyable experience my school provides makes learners actively participate in their education	4.03	.67	Agree
My school has a good playground where children freely play	3.79	1.21	Agree
My school has access to clean water and children enjoy using it	3.97	.67	Agree
The latrines in our school are always clean and enable children enjoy school	4.12	.80	Agree
Girls and boys have their own spacious toilet facilities and children like it	4.04	.91	Agree
Learners feel motivated by the positive effect the school greenery has on a person	3.56	1.08	Agree
My school has decent eating facilities where children sit and enjoy their meals	3.60	.74	Agree
My school has a well-equipped sick bay and children are proud of it	3.29	1.03	Disagree
Overall score	3.9	0.78	Agree

Key: 1=strongly disagree, 2=disagree, 3= not sure, 4= agree, 5=strongly agree

Mean  $\leq$ 3.4 implies respondents disagreed, mean  $>$ 3.5 they agreed

The results in table 4.8 show that generally the teachers agreed (mean=1.59, SD=.89) to having a good physical environment in their schools that enables learners enjoy their school experience. They agreed that schools have large spaces that enable all learners enjoy their school experience (mean=4.01, SD=.55), play materials in the school compound are interesting to the learners (mean=4.07 SD=.58), that it is an enjoyable experience that schools provide that makes learners actively participate in their education (mean=4.03, SD=.67) and school have access to clean water and children enjoy using it (mean=3.97, SD=.67).

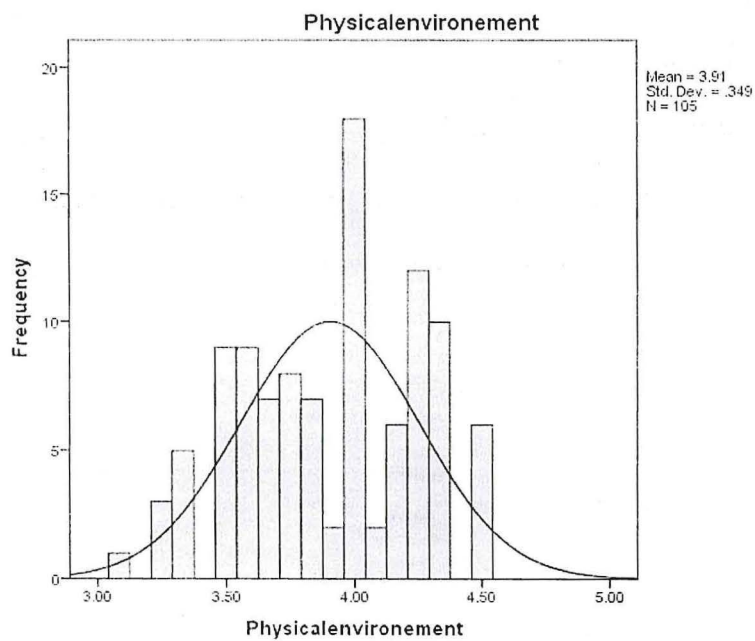
Respondents also agreed that latrines in their schools are always clean and enable children enjoy school (mean=4.12, SD=.80), Girls and boys have their own spacious toilet facilities and children like it (mean=4.04, SD=.91) and schools have decent eating facilities where children sit and enjoy their meals (mean=3.60, SD=.74). The findings show that schools provided a good physical environment to learners.

The researcher then examined the general distribution of results on Physical environment. The findings are summarized in table 4.9.

**Table 4 9: Summary Statistics for Physical Environment**

Descriptives	Statistic	Standard error
Mean	3.90	.03
Median	4.00	
Std. Deviation	.34	
Variance	.12	
Skewness	-.16	.24
Kurtosis	-.88	.47
Range	1.42	
Minimum	3.08	
Maximum	4.50	

The results in Table 4.9 show that the mean = 3.90 was close to the median = 4.00 and dispersion in responses (SD =.34) was low, indicating normality in the responses. The curve in Figure 4 also confirms that data on physical environment was normally distributed and appropriate results could be obtained when data is subjected to linear correlation and regression.



**Figure 4 : Histogram for Physical environment**

#### **4.3 Relationship between school-based factors and Learner Retention**

The relationship between school-based factors and Learner Retention was examined using Pearson correlation. The findings are summarized in table 4.10.

**Table 4 10 : Relationship between school based factors and Learner Retention**

Variables	1	2	3	4
1-Learner retention	1			
2-Teacher behavior	.187	1		
3-Learning environment	.193*	.466**	1	
4-Physical environment	.284**	.388**	.532**	1

Key;  $p < .01^{**}$ ,  $p < .05^{*}$

The results in table 4.10 show that the Relationship between school-based factors and Learner Retention was generally low. The relationship between teacher behaviour and learner retention was not significant ( $r = .187, p > 0.01$ ), with learner environment was significant ( $r = .193, p < 0.05$ ), and so low and with physical environment was also significant and just moderate ( $r = .284, p < 0.01$ ).

Regression analysis was done to ascertain the contribution of school-based factors on the learner retention. The findings are presented in table 4.11.

**Table 4 11 Results of Regression analysis of school-based factors on Learner Retention**

School based factors	Standardized Coefficients	Significance
	Beta	P
Teacher behaviour	.082	.457*
Learning environment	.030	.804*
Physical environment	.236	.041*
$R^2 = 0.088$		
Adjusted $R^2 = 0.061$		
$F = 3.254, p = .025$		

Key;  $p < .01^{**}$ ,  $p < .05^{*}$

### **Dependent Variable: Learner retention**

The results in Table 4.11 show that both school-based factors explained 8.8 % of the variation in learner retention ( $R^2 = .088$ ). This means that 91.2% of the variation in learner retention was accounted for by other factors not considered under this model. Teacher behaviour ( $\beta = .082, p > 0.05$ ) had a positive and insignificant influence on learner retention, Learning environment also had a positive and insignificant influence ( $\beta = .030, p > 0.05$ ) on learner retention and only physical environment had a significant ( $\beta = .236, p < 0.05$ ) influence on learner retention.

#### **4.3.1 Objective one: the relationship between teacher behaviour and learner retention in primary schools in Rwamwanja Refugee settlement**

The first objective of the study was to examine the relationship between teacher behaviour and learner retention in primary schools in Rwamwanja Refugee settlement. The researcher had hypothesized that teacher behavior is not significantly related to learner retention in primary schools in Rwamwanja Refugee settlement. Pearson correlation coefficient was used to establish the relationship among the variables. The findings in table 4.10 confirmed the first study hypothesis and showed that the relationship between teacher behaviour and learner retention in primary schools in Rwamwanja Refugee settlement was not significant  $r(103) = r = .18, P = N.S.$  This implies that teacher characteristics and the way they relate with learners does not contribute to learner retention.

#### **4.3.2 Objective Two: The relationship between learning environment and learner retention in primary schools in Rwamwanja Refugee settlement**

The second objective of the study was to Analyse the relationship between learning environment and learner retention in primary schools in Rwamwanja Refugee settlement. The researcher had hypothesized that learning environment in schools is not significantly related to learner retention in primary schools in Rwamwanja Refugee settlement. Pearson correlation coefficient was used to establish the relationship among the variables. The findings in table 4.10 revealed that a small positive and significant relationship  $r(103) = .19$ ,  $P < 0.05$ , existed between learning environment and learner retention. This means that to a certain extent the learning resources and classrooms in the schools enable learners enjoy school. But the contribution was not significant ( $\beta = .03$ ,  $p > 0.05$ ) meaning that the learning environment does not motivate learners to stay in school and complete their education. Therefore, the regression results also confirmed the second study hypothesis.

#### **4.3.3 Objective Three: The relationship between the physical environment of the school and retention of learners in primary schools in Rwamwanja Refugee settlement**

The third objective of the study was to assess the relationship between the physical environment of the school and retention of learners in primary schools in Rwamwanja Refugee settlement. The researcher had hypothesized that the physical environment of the school is not related to retention of learners in primary schools in Rwamwanja Refugee settlement. Pearson correlation coefficient was used to establish the relationship among the variables. The findings in table 4.10 showed that a moderate, positive and significant relationship,  $r(103) = .284$ ,  $P < 0.01$ , existed between the physical environment of the school and retention of learners. This means that the spaces, fence, play materials and the general physical infrastructure of the school plays an important role in motivating learners to staying

in school and complete their education. Physical infrastructure made a significant positive ( $\beta = .236, p < 0.05$ ) contribution to learner retention.

#### **4.3.4 Objective Four: The views of pupils on school factors that affect learner retention in primary schools in Rwamwanja Refugee settlement**

The last objective of the study was to establish the views of pupils on the school factors that affected learner retention in primary schools in Rwamwanja Refugee settlement. On this issue, the pupils mainly provided information on learning environment and school physical environment. While teachers had indicated that schools provided a good learning environment, the pupils felt it was inadequate and could not attract the relevant learner retention. The pupils explained that most of their learning resources were quite old and unattractive compared to other schools in more developed environments. In the focus group discussion in school A, a government aided school, a prefect affirmed;

We are usually unable to do practical subjects such as computers and science experiments. We see our friends in town schools on TV doing computer and practical work in gardens and school compounds. But for us we do not have a computer lab. We do not even have a demonstration garden for agriculture though our school has big land. If we could learn things related to our real life, it would convince us about the value of education.

In another focus group discussion held in school B, a private school, pupils felt that the learning environment was not enough for the big numbers of learners in classrooms. A school prefect brought it out when he said;

The text books are so few that some learners do not even get opportunity to read them. The classrooms are very small, we are squeezed and cannot learn comfortably. Some of our friends decided not to come back to school and sometimes we see them roaming the villages.

A related call was re-echoed by pupils focus group interview at School D , where a prefect observed: “we need a library, decongested classrooms, good and enough seats”.

In connection to the physical environment, while the teachers had praised it, the pupils seemed to have an opposite view. A focus group from school C, a government school, showed pupils were dissatisfied with the play materials and time allowed to use them. A prefect brought out these sentiments and explained thus;

In our school we do have good play material such as swings and play ground, but we do not get enough time to use them. We have a very short break time, and sometimes we have some work to do even at lunch time. Others in the group added that even the playground has grown anthills due to minimal use.

Another focus group that conducted in school D, a private school funded by UNHCR, pupils complained about the adequacy of the physical environment. A male prefect intimated;

We have very inadequate and old-fashioned play materials. The swings are rusted and cannot be overused, yet we are many. Most of the time we leave it for young ones in lower primary classes. Some of the play equipment like foot balls, volley ball nets are too few yet the numbers of players are high.

A prefect in School B, reiterated that the play space is not levelled and discourages their games. “We often get injured whenever we play in most parts of the school compound”.

It is therefore evident that pupils in Rwamwanja refugee settlement know what can motivate a learner to have interests in education. Schools having varying spaces, plus adequate and interesting facilities as well teachers who teach in an interesting way using modern teaching materials would motivate them to stay in school. The teachers need to make learning interesting, meaningful and related to the lives of learners. Pupils also need to feel secure as they learn. Feelings of fear while at school increases the intention to drop out. Therefore, schools have to be fenced so as to increase the security of learners.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter focuses on discussion, conclusion, and recommendations of the study that examined school-based factors that influenced retention of learners in primary schools in Rwamwanja Refugee settlement in Kamwenge District. The results are thoroughly discussed throughout this chapter in relation to the objectives and hypotheses of the study. Finally, this chapter concludes with suggestions for additional research and action.

#### **5.1 Discussion**

##### **5.1.1 Retention of learners in Rwamwanja Refugee Settlement Primary schools**

The findings on the dependent variable, revealed that retention of learners in Rwamwanja Refugee Settlement Primary schools was low. It was revealed that the number of dropout of pupils continued to increase every year. Generally, most pupils did not have strong resolve to complete school. Teachers intimated that their schools had girls who drop out of school due to pregnancy and boys who drop out to start working. This implies that primary schools in Rwamwanja were still having challenges with retaining learners in school. Comparable to Javadi and Tahmasbi (2020), schools may have placed emphasis on academic factors, such as teacher characteristics, learning programs and learning environment and neglected play spaces and materials that usually attract young learners to stay in school. It was revealed that there are other factors that are non- academic, such as the physical environment and school culture which more significant in promoting the interest of learners in education. This finding was concurred with Dewey (2020) who said that non-academic factors such the school play materials and general infrastructure encourage pupils to like the school and motivate them to complete their academic cycle. Thus, the school environment may make it difficult for pupils to benefit from their learning and increase their likelihood to drop out.

### **5.1.2 The relationship between teacher behaviour and learner retention in primary schools in Rwamwanja Refugee settlement**

The relationship between teacher behaviour and learner retention in primary schools in Rwamwanja Refugee settlement was not significant. This implies that teacher characteristics and the way they related with learners did not attract learners to stay in school and complete their education. While teachers showed that they strove to prepare well for their lesson, use attractive resources and support struggling learners, this was not enough to contribute to learner retention. This means that the way teachers teach may not be appealing to learners and was not making learning interesting to the pupils. Secondly, there could be other factors besides teaching process that lead to learner drop out. Factors such as teaching materials, learning spaces and the beauty of the classrooms contributed significantly in motivating learners to stay in school.

This finding agreed with Makorani and Muli (2017) who had said that when teachers use reference books and other teaching materials, to explain to learners and also allow learner to touch, feel and use the material, learning becomes meaningful which increases pupil retention. Teachers in Rwamwanja, were not able to use the resources at their disposal in a way that interested learners. It was revealed that the resources teachers used were not relevant to the lived experiences and needs of the learners. This confirms observation of Kunje and Meke (2009), who said that making learning interesting, using resources is not enough; they have to be relevant to learner experiences, interests and needs. Teachers have to use learning materials in a way that makes learning meaningful.

Further, while teachers organized co-curricular activities saying they help learners sustain interest in school, their occurrence was so irregular and learners were given very little time to participate which did not affect their interest in education. learning goals. This was

because as indicated by Malik and Akram (2020), it is not practical school activities that make learning interesting to learners. But they also have to be well structured, and oriented to the learners' age, gender and interest. Generally, teachers in Rwamwanja refugee settlement fell short of ensuring this which greatly affected retention of learners.

### **5.1.3 The relationship between learning environment and learner retention in primary schools in Rwamwanja Refugee settlement**

With regard to the relationship between learning environment and learner retention in primary schools in Rwamwanja Refugee settlement, a small positive and significant relationship existed between learning environment and learner retention. Again, on this aspect of the learning environment, they were not able to motivate learners to stay in school and complete their education. The teacher used mainly the chalkboard as their key learning resource. Due to the large number of pupils in the class, pupils were not given the opportunity to use textbooks. The few textbooks that were available were only used by teachers. Thus, pupils revealed that they did not like the learning materials because they were old and insufficient. Learners preferred more modern learning infrastructure with computers and projectors. They often wondered why their schools could not procure this modern equipment they see in other schools. This finding concurred with Makorani and Muli's (2017) who discovered that to attract the interest of learners, learning environments have to be enriched with attractive learning resources that are easily accessible to all learners. Otherwise even when they are there, learners can easily perceive them as decorations that fade in importance as time goes by. This was actually the case in Rwamwanja primary schools. The teachers did not often use the learning aids that were in class and learners were given little opportunity to interact with them. Subsequently these learning aids made little sense to the learners. In this way, they made less impact on their interest in learning. The learners also intimated that their classrooms were old and not frequently painted. The chairs and desks were old, many

broken down, which made classrooms dull and boring. Classroom that were not exciting decreased the interest of learners in learning which also increased the likelihood of dropping out.

It was evident that being in a refugee settlement that is unstable, learners had many problems and they needed more than average attention and stimulation to concentrate on their leaning. The schools did not have resources to do what was needed to reach the hearts of these learners and their needs were not being met. Therefore, as affirmed by Tambone (2012) it is only when schools make maximum use of the available learning resources, such as the real school environment, teaching aids and textbooks that a positive impact is made on their interest in education. As advised by Demaris and Kritsonis (2018) teachers have to use the classroom learning environment to make sense out of the content and show that education can actually contribute to their success in life. The leaning environment has to enable learners to become actively involved in learning so that they can feel that education has an impact on their lives.

#### **5.1.4 The relationship between physical environment of the school and retention of learners in primary schools in Rwamwanja Refugee settlement**

With regard to the relationship between the physical environment of schools and retention of learners in primary schools in Rwamwanja Refugee settlement. It was revealed that a moderate, positive and significant relationship existed between the physical environment of the school and retention of learners in primary schools in Rwamwanja Refugee settlement. This implies that in difficult environments such as refugee settlements, schools having good and big play grounds, compound attract learners and motivate them to stay in school. Therefore, as indicated by Javad and Tahmasbi (2020) schools that have good play space such as a green and spacious field, increase learner retention in schools. This is especially

the case when the physical environment has modern and appropriate materials, can be used regularly by learners.

Physical infrastructure was found to be essential for sustainable enrolment of pupils in this study. Pupils enjoyed the ambient conditions of the classroom, the spatial layout and functionality. This significantly increased their love for the school and enabled them to maintain their resolve to stay in school. This finding confirmed what Uddin and Ali (2018) had found that big, protected and green spaces for learners to play and interact increased their thinking ability and contributed to better performance. This increases learners' commitment and satisfaction, while at school. In one of the focus group discussions, girls in school B expressed that having new latrines that were spacious excited them always. These findings were in line with Ladd and Loeb (2018) who discovered that schools that had good sanitation and clean classrooms increased the interest of learner in education.

Therefore, the physical environment of the school helps pupils to be sufficiently involved in school activities and looking forward to returning to school always. They feel as valued members of the institution and they are inspired to learn and stay in school.

#### **5.1.5 Objective Four: The views of pupils on school factors that affect learner retention in primary schools in Rwamwanja Refugee settlement**

The last objective of the study was to establish the views of pupils on the school factors that affected learner retention in primary schools in Rwamwanja Refugee settlement. It was revealed that pupils were more concerned about the learning and school physical environment. Their views significantly differed from those of teachers on whether these two aspects in Rwamwanja primary schools led to better learner retention. The learners complained that the learning resources in their schools were old, unattractive and inadequate. They also intimated that sometimes they wished they were studying from well-equipped schools like those they saw on TV. So, pupils did not see their school as helping them to get

meaning out of their education, yet Makorani and Muli (2017) advise that it is important that pupils perceive their schools to be providing meaningful learning and childhood experiences in order for them to be happy and more determined to stay in school.

The prefects also voiced their concern that the security of the schools where they studied from was compromised. They intimated that their schools do not have a school fence that deters intruders. The prefects complained that some men had even freely entered their school during lunch breaks and after school hours and enticed some girls into premarital relationships, that led them to drop out of school and enter early marriages. The boys were concerned that since the schools were near Congo, a rebel infiltrated area, they feared for their lives in case of any attack. Thus, the pupils were not able to concentrate well on their education. This finding agrees with Ssebuufu (2020) who discovered that pupils like schools that have a safe learning environment and schools that were perceived by learners as striving to take care of their needs, attracted learners to invest their physical, cognitive, and emotional selves into their education. Therefore, unlike in ordinary Ugandan schools where the issue of security may not be a concern of pupils, in the settlement environments it is a real concern that may lead to school dropout.

## **5.2 Limitations of the study**

Although this work has shown the role played by school-based factors in the retention of learners in difficult environments such as refugee settlements, some shortcomings need to be acknowledged. First, data used in the study was collected in the same study period, so caution has to be taken when drawing conclusions about the inferred relationships and influence. A longitudinal study may be needed to confirm the stated relationships among variables. Secondly, the self-report nature of data from teachers who were the main respondents may have raised self-report bias that is usually common in surveys. As a result, some results might

have been exaggerated. Thirdly, the sample of 105 teachers from one settlement camp in Uganda affected the generalizability of this study's findings. The researcher advises boosting the sample size in subsequent research. Future studies might attempt to replicate this study among refugee settlement camps in other regions of the country. Lastly, this study has not explored the problem of mixed languages and cultures that exist in refugee settlements and how it affects learners' education and school retention. Future studies may need to examine the mediating influence of this issue in school retention.

### **5.3 Conclusions**

The researcher draws the following conclusions from the research results:

Overall, the school-based factors (teacher characteristics, learning environment and Physical environment) made a very small contribution to learner retention in Rwamwanja refugee settlement. Generally, most pupils did not have strong resolve to complete school and girls were dropping out of school due to both internal and external factors and boys decided to engage in income generating activities.

In connection to the relationship between teacher behaviour and learner retention, the teachers not being able to relate with learners in a way that showed the importance of and the need for sustained the interest in education, made it difficult for learners to resist drop out

With regard to relationship between learning environment and learner retention, learners generally found the lessons of teachers uninteresting due to lack of attractive teaching resources. The teachers used old fashioned teaching methods and did not effectively use the available learning materials to make learning meaningful to learners. The pupils did not like this learning because they were old and insufficient. Learners preferred modern learning materials and infrastructure such as computers and demonstration rooms Thus, the

teachers did not meet the needs of learners. As a result, some learners did not have strong reasons to stay in school, especially when they faced difficulties.

In connection to the relationship between the physical environment and retention of learners, learners liked the few play materials such as swings that were available in school. They agreed that in some cases they were attracted to schools because they wanted to play. Hence good and appropriate play spaces and materials positively affected learner retention.

As far as the views of pupils on school factors that affect learner retention are concerned, Pupils had good information on what schools have to do to retain pupils up to completion. They placed emphasis on modern, and adequate learning resources as well as school security.

#### **5.4 Recommendations**

1. From the research carried out in Rwamwanja refugee settlement primary schools, the researcher makes the following recommendations.
2. There is need for schools, through in-service training programs to explore teaching methods that can attract learners in refuge settlements, who are usually exposed to many distractions within their environments to sustain interest in school.
3. Schools also need to ascertain the learning resources and facilities that can be locally procured and can attract the interest of learners to stay in school.
4. There is need for initiatives at the community and school level to encourage parent-school collaboration in enhancing learner retention.
5. Schools in refugee settlements should specifically invest more resources in creating attractive physical environment in order to motive more pupils to stay in school.
6. Stakeholders should be very often consulted by government and schools on how they feel about the extent to which schools meet their needs. The views they provide should be respected and used to improve school factors that affect pupils' retention.
7. The researcher recommends that security of schools in Rwawanja be taken as a priority by fencing them so that pupils feel safe and protected.

#### **5.5 Recommendation for further research**

The findings of this research point to the need for further research in the following areas:

1. A longitudinal study is needed to confirm the stated relationships between school environment and learner retention.
2. Further research should be conducted in other districts to examine the association between school-based factors and learner retention.

## REFERENCES

- Aljohani, O. (2016). A Comprehensive Review of the Major Studies and Theoretical Models of Student Retention In Higher Education. *Higher Education Studies*, 6(2), 1-18.
- Anderson, K., & Sayre, R. (2019). Measuring Early Learning Quality and Outcomes In Tanzania: Institutional Assessment For Integrating Early Childhood Measurement In The Pre-Primary System. Washington, D.C: Unicef & The World Bank.
- Au, O.T.S., Li, K.C., & Wong, B.T.M. (2017). Student Persistence In Open And Distance Learning: A Case In Hong Kong. *Proceedings Of The 31st Annual Conference Of The Asian Association Of Open Universities: Quality Assurance In Open University* (Pp. 304-313). Yogyakarta, Indonesia.
- Barrett, A.M., & Sørensen, T.B. (2017). Indicators For All? Monitoring Quality And Equity For A Broad And Bold Post-2015 Global Education Agenda. Cambodia: Open Society Foundations.
- Borgen, S.T., & Borgen, N.T. (2016). Student Retention In Higher Education: Folk High Schools And Educational Decisions. *Higher Education*, 71, 505–523.
- Bryman, A. (2015). *Social Research Methods* (5<sup>th</sup> Ed). Oxford: Oxford University Press.
- Bulaybulay, L. R (2017). Fractality of global primary school dropout rates, Unisverity of Visaya, Philipines. *UVJOR2017 Volume 11 Issue 1*
- Cho, J., & Back, W. (2019). Identifying Factors Affecting The Quality Of Teaching In Basic Science Education: Physics, Biological Sciences, Mathematics, And Chemistry. *Sustainability*, 11, 3958-3972.

- Chrysikos, A., Ahmed, E., & Ward, R. (2017). Analysis Of Tinto's Student Integration Theory In First-Year Undergraduate Computing Students Of A Uk Higher Education Institution. *International Journal Of Comparative Education And Development*, 19(2/3), 97-121.
- Chuah, P., & Lim, P. (2018). Applying Quality Tools To Improve Student Retention Supporting Process: A Case Study From Wou. *Asian Association Of Open Universities Journal*, 13(1), 60-72.
- Crain, W. (2015). *Theories Of Development: Concepts And Applications: Concepts And Applications*. London: Routledge.
- Creswell, J.W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, And Mixed Methods Approaches* (5th Ed.). Thousand Oaks, Ca: Sage.
- Daniel Trohler (2016) Curriculum history or the Educational construction of Europe in the long 19<sup>th</sup> C. *European Educational Research Journal*, <https://doi.org/10.1177/14904116645111>
- Dalangin, J.J.G. (2018). Factors Affecting Student Retention At De La Salle Araneta University. *Journal Of Global Business*, 7, 223- 231.
- Demaris, M.C., & Kritsonis, W.A. (2018). The Classroom: Exploring Its Effects On Student Persistence And Satisfaction. *Focus On Colleges, Universities, And Schools*, 2(1), 1-9.
- Demis Kunje and Elizabeth Selemani-Meke (2009) An Investigation of the Relationship between School and Pupil Characteristics and Achievement at the Basic Education

Level in Malawi . *CICE Hiroshima University, Journal of International Cooperation in Education*, Vol.12 No.1 (2009) pp.33 ~ 49

Duchesne, S., & Mcmaugh, A. (2016). *Educational Psychology For Learning And Teaching*. Melbourne: Cengage Learning.

Ferreira, M., Golsteyn, B.H.H., & Parra-Cely, S. (2018). The Effect Of Grade Retention On Secondary School Performance: Evidence From A Natural Experiment. Iza Dp No. 11604. Discussion Paper Series. Iza – Institute Of Labor Economics.

Getz, M. (2020). *Education Quality*. Retrieved From <https://www.encyclopedia.com/social-sciences/applied-and-social-sciences-magazines/educational-quality>.

Greene, J. A., Oswald, C. A., & Pomerantz, J. (2018). Predictors Of Retention And Achievement In A Massive Open Online Course. *American Educational Research Journal*, 52(5), 925-955.

Haverila, M., Haverila, K., & Mclaughlin, C. (2020). Variables Affecting The Retention Intentions Of Students In Higher Education Institutions. *Journal Of International Students*, 10(2), 358-382.

Jeannette C. (2019). *Defining Quality In Education By Unicef, Florence-Italy*

Jell, A. (2019). Improving Learning and Retention In Northern Uganda. *Mid Term Review Report*. Retrieved From <https://africaeducationaltrust.org/wp-content/uploads/2014/07/I-Learn-Mid-Term-Review-Final.Pdf>.

Jinga, D. (2012). Application Of Humanism Theory In The Teaching Approach. *Higher*

*Education Of Social Science. 3(1).*

Juscakova, S. (2012). *Quality Indicators In Education*. 5th International Conference For Theory And Practice In Education Information And Education. Miskolc, Slovak Republic.

Kagisha, K.K. (2019). Access To Primary Education In Refugee Settlements: A Case Of Bidibidi Refugee Settlement In Uganda. Masters Dissertation, Makerere University.

Kakumbi, S., & Melandema, J. (2016) Pupil Home Background Characteristics and Academic Performance in Senior Secondary Schools: A Case Study of Selected Secondary Schools in Kitwe District, Zambia . *Journal of Education and Practice* www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.7, No.22, 2016

Kayongo, E., Kawooya, I., & Mijumbi-Deve, R. (2019). The Causes Of School Drop Out At The Transition Between Primary To Secondary School And Possible Control Measures. *A Rapid Response Brief*. June.

Ketkajorn, S., Vajarintarangoon, K., & Sri-Ngan, K. (2018). Factors Affecting The Effectiveness Of Education Quality Assurance. *Journal Of Buddhist Education And Research*, 3(2), 48-56.

Ladd, H., & Loeb, S. (2018). The Challenges Of Measuring Education Quality: Implications For Educational Equity. Retrieved From <https://Cepa.Stanford.Edu/Sites/Default/Files/The%20challenges%20of%20measuring%20school%20quality.Pdf>.

- Lee, S.J.L., Lee, H., & Kim, T.T. (2018). A Study On The Instructor Role In Dealing With Mixed Contents: How It Affects Learner Satisfaction And Retention In E-Learning. *Sustainability, 10*(850).
- Li, K.C., & Wong, B.T. (2019). Factors Related to Student Persistence In Open Universities: Changes Over The Years. *International Review Of Research In Open And Distributed Learning, 20*(4).
- Loukkola, T. & Zhang, T. (2018). *Examining Quality Culture: Part 1 – Quality Assurance Processes In Higher Education Institutions*. Brussels: The European Association.
- Makorani, S.H., & Muli, S. (2017). Factors Affecting the Retention Rate Of Learners In Public Primary Schools In Hindi Division, Lamu West Sub-County, Lamu County. *International Journal Of Scientific Research And Innovative Technology, 4*(9), 33-41.
- Malik and Akram (2020) Effect of Head Teacher’s Effectiveness on School Performance at Secondary School Level . *Journal of Educational Sciences & Research Spring 2020, Volume 7, No.1,pp 76-97*
- Manyanga, F., Sithole, A., & Hanson, S.M. (2017). Comparison of Student Retention Models In Undergraduate Education From The Past Eight Decades. *Journal of Applied Learning In Higher Education, 7*, 29-41.
- Mckenna, S. (2013). The Dangers Of Student-Centred Learning - A Caution About Blind Sports In The Scholarship Of Teaching And Learning. *International Journal For The Scholarship Of Teaching And Learning, 7*(2), 1-5.

- Ministry Of Education & Sports. (2019). *Education Abstract*. Kampala: Ministry Of Education & Sports.
- Misuta, M., & Pribilova, K. (2015). Measuring Of Quality In The Context Of E-Learning. *Procedia - Social And Behavioural Sciences*, 177, 312-319.
- Mugizi W., (2021) University infrastructure quality and student engagement at a private University in Uganda. *Interdisciplinary Journal of Education Research* Vol.3 (2), pp. 98-107.
- Nakibuuka, D. (2017). Social Service Delivery To Refugees In Uganda: A Case Of Congolese Refugees In Rwamwanja Refugee Settlement, Kamwenge District. Masters Dissertation, Makerere University, Kampala, Uganda., (2014).
- Namukwaya, V.A., & Kibirige, I. (2019). Factors Affecting Primary School Enrolment and Retention Of Learners In Kotido District, Uganda. *Mediterranean Journal Of Social Sciences*, 5(8), 354-363.
- Njue, R.W. (2015). Factors That Influence Retention of Primary School Learners In Maparasha, Kajiado County In Kenya. Master of Arts In Education, University Of Nairobi.
- Pianta, R., Downer, J., & Hamre, B. (2016). Quality in Early Education Classrooms: Definitions, Gaps, And Systems. Retrieved From <https://files.eric.ed.gov/fulltext/Ej1118551.pdf>.
- Rice J. K (2017) *Teacher Quality. Understanding the Effectiveness of Teacher Attributes*, Washington DC, USA.
- Sayed, Y., & Ahmed, R. (2018). *Education Quality, And Teaching and Learning In The Post-*

2015 Education Agenda. *International Journal Of Educational Development*, 40, 330–338.

Schreiber, B., Leuscher-Mamashela, T. and Moja, T. (2014). *Tinto in South Africa. Student integration, persistence, success and the role of student affairs*, 2(2) v-x. doi:10.14426/jaa.v2i2.64

Scheerens, J. (2018). Theories On Educational Effectiveness and Ineffectiveness. *School Effectiveness and School Improvement*, 26(1), 10–31.

Soriano, B.J.N., Duarte, S.G., Alonso, A.M.F., Perales, A.B., & Carreño, T.P. (2020). Validation Of A Questionnaire Developed To Evaluate A Pediatric Ehealth Website For Parents. *International Journal of Environmental Research And Public Health*, 17(2671).

Ssebuufu, P.A. (2020). *Factors Influencing Students' Retention In School In Uganda. Mukono District*. Masters Dissertation, Kyambogo University.

Swafford, S. J. (2017). *Factors Affecting Retention Of First-Time, Full-Time Freshmen Students At Higher Education Institutions Within The Appalachian College Association*. Doctoral Thesis, The University Of Tennessee.

The Independent (2020). *Over 240,000 Learners Drop Out Of Upe Schools Before Reaching Primary Four – Report*. Retrieved From <https://www.independent.co.ug/Over-240000-Learners-Drop-Out-Of-Upe-Schools-Before-Reaching-Primary-Four-Report/>

Thomas, L. (2020). What Is A Cross-Sectional Study? Retrieved From

<https://www.scribbr.com/methodology/cross-sectional-study/>

Tight, M. (2020). Student Retention and Engagement in Higher Education. *Journal Of Further And Higher Education*, 44(5), 689-704.

Uddin, M., & Ali, K. (2018). Impact of Service Quality (Sq) On Student Satisfaction: Empirical Evidence In The Higher Education Context Of Emerging Economy. *Journal Of Islamic Social Sciences And Humanities*, 16, 31-67.

Uganda School Guide (2020). Schools In Kamwenge District. Retrieved From <https://ugandaschools.guide/find-a-school/district/kamwenge>.

United Nations High Commissioner For Refugees (2020). *Uganda Refugee Response Monitoring Settlement Fact Sheet: Rwamwanja*. Retrieved From <https://reliefweb.int/report/uganda/uganda-refugee-response-monitoring-settlement-fact-sheet-rwamwanja-january-2020>.

United Nations High Commissioner For Refugees (2018). *Uganda Launches New Education Response Plan For Africa's Biggest Refugee Crisis*. Retrieved From <https://www.unhcr.org/afr/news/press/2018/9/5b9fabe84/uganda.html>.

Marshall, M. L. (2004). Examining School Climate: Defining Factors and Educational Influences [white paper, electronic version]. Georgia State University Center for School Safety, School Climate and Classroom Management website: <http://education.gsu.edu/schoolsafety/>

Lecia J, Mellisas and Nida K (2014), Framing classroom climate for learning and retention in computer science; SIGCSE '14: Proceedings of the 45th ACM technical

symposium on Computer science education March 2014 Pages 319–  
324 <https://doi.org/10.1145/2538862.2538959>

**APPENDIX 1: COVER LETTER FOR THE RESEARCH II  
QUESTIONNAIRE**

**Sylvanus Mushabe**

**Mobile:** +256773264414

**E-mail:** [mushabe123@yahoo.com](mailto:mushabe123@yahoo.com)

Dear Respondent

RE: Rwamwanja Refugee Settlement's Primary schools and student retention, Kamwenge District.

I'm pursuing a master's degree at Kyambogo University right now. Students are obliged to undertake a study as one of the course requirements. The purpose of the study is to determine **"The Influence of school-based factors on the retention of learners in primary schools in Rwamwanja Refugee Settlement in Kamwenge District."** The purpose of this project is to gather data that will help the Rwamwanja Refugee Settlement and other Refugee settlements retain more primary school Pupils. I will find the material it provides to be really helpful in completing my research. We will treat your comments as totally private and confidential. Your involvement will be entirely anonymous.

Thank you for your cooperation.

.....

Sylvanus Mushabe

**APPENDIX 2: CONSENT FORM**

**Study Title: “School Based Factors and Learner Retention in Primary Schools in the Rwamwanja Refugee Settlement in the Kamwenge District.”**

I am aware that participating in the study is completely optional, and there will be no repercussions if I choose not to. I provide the go-ahead for the researcher to use me in an interview or survey as a respondent. The researcher must abide by a stringent agreement to always uphold my rights privacy. I am aware that complete participant confidentiality may not be ensured at the institution. I am aware that any data obtained during the procedure will remain the sole property of the researcher for purposes of publishing. Before, during, or after this study, feel free to contact me with any inquiries, praises, or complaints.

Thank you.

Name: .....

Phone: .....

Sign: .....

Date: .....

## APPENDIX 3: QUESTIONNAIRE FOR TEACHERS

### Introduction

I am **Sylvanus Mushabe** , a student of Kyambogo University, Kampala, pursuing a Master of Education in Policy, Planning and Management. I am conducting a study on the **“School based Factors and Retention of Learners in Primary Schools in Rwamwanja Refugee Settlement in Kamwenge District”**. I request that you participate in this study by responding to the questions that follow. The study is for academic purposes and your participation will not cause any harm to you and confidentially will be observed. Thank you.

### Section A: Biographic information

*(For the following questions, kindly tick the option that best describes you)*

1. Gender of respondent
  - a). Male      b). Female
2. Age of respondent in completed years
  - a). 20-29 years b). 30-39 years c). 40-49 years d). 50-29 years e). 60 years and above
3. Teach experience
  - a). Less than 4years b). 4-9 years c). 10-14 years d). Over 14 years
4. School type
  - a). Government aided b). Private for profit

### Section B: School Factors

#### Part I: Teacher Behavior

Instructions: *For the following questions, please rank your opinions on the scale of 5=strongly agree (SA), 4= agree (A), 3= Undecided (U), 2=disagree (D), and 1= strongly disagree (SD).*

SC	School factors					
TB	Teacher Behaviour	SD	D	UN	A	SA
		1	2	3	4	5
TB1	I am always well-prepared for the classes I teach	1	2	3	4	5

TB2	For every lesson, I prepare the resources necessary for effective teaching	1	2	3	4	5
TB2	When I am teaching it is a must to support lessons with useful classroom discussions to make learning interesting	1	2	3	4	5
TB3	I ensure that I give individual support to each learner so that they can enjoy their school experience	1	2	3	4	5
TB4	I make sure that I use of different teaching techniques to ensure learners understand	1	2	3	4	5
TB5	I take extra steps to help all learners learn and achieve success	1	2	3	4	5
TB6	I make it a point to ensure that I simplify subject matter for learners	1	2	3	4	5
TB7	The subject I teach makes it easy for me to support lessons with useful class work	1	2	3	4	5
TB8	I am always available to fulfil the responsibility of supervising learners to be committed to their education	1	2	3	4	5
TB9	I always monitor learners to ensure that they come to school regularly	1	2	3	4	5
TB10	In this school teachers fulfil their assigned activities to maintain the interest of learners in education	1	2	3	4	5
TB12	For every home work or assignment I give feedback to learners	1	2	3	4	5
TB13	I give learners a variety of assignments to enhance their learning	1	2	3	4	5
TB14	I am involved in ensuring that all learners participate in co-curricular activities according to their abilities	1	2	3	4	5
TB15	I actively engage in organising functions that take place in the school to ensure they are interesting to learners	1	2	3	4	5

## Part II: Learning Environment

LE	Learning Environment	SD	D	U	A	SA
LE <sub>1</sub>	The classrooms in my school enable learners to enjoy their learning	1	2	3	4	5
LE <sub>2</sub>	The classrooms in my school have facilities to enable learners fully benefit from their education	1	2	3	4	5
LE <sub>3</sub>	The design and layout of classrooms facilitate active learning	1	2	3	4	5
LE <sub>4</sub>	The desks in the classrooms enable learners to comfortably write	1	2	3	4	5
LE <sub>5</sub>	The chairs in the classrooms are comfortable for learners	1	2	3	4	5
LE <sub>6</sub>	The writing board in the classrooms is good, and easy to read what is written on it	1	2	3	4	5
LE <sub>7</sub>	The roof of the classrooms is very good and supports learning even when it is raining	1	2	3	4	5
LE <sub>8</sub>	The walls of the classrooms are very clean and clear	1	2	3	4	5
LE <sub>9</sub>	My school has enough classrooms for all lessons	1	2	3	4	5
LE <sub>10</sub>	My school has a spacious library where learners can comfortably learn	1	2	3	4	5
LE <sub>11</sub>	The available teaching materials enable learners to enjoy lessons	1	2	3	4	5
LE <sub>12</sub>	My school provides up-to-date learning materials to learners in order to benefit fully from their learning	1	2	3	4	5
LE <sub>13</sub>	My school provides modern adequate tools such as projectors to support the learning of pupils	1	2	3	4	5
LE <sub>14</sub>	The general infrastructure in my school enables learners to enjoy their education	1	2	3	4	5

### Part III: Physical Environment

Instructions: *For the following questions, please rank your opinions on the scale of 5=strongly agree (SA), 4= agree (A), 3= Undecided (U), 2=disagree (D), and 1= strongly disagree (SD).*

PE	Physical Environment	SD	D	U	A	SA
PE <sub>1</sub>	My school has large spaces that enable all learners enjoy their school experience	1	2	3	4	5
PE <sub>2</sub>	My school has very organised spaces that enable all learners to learn effectively	1	2	3	4	5
HE <sub>3</sub>	The play materials in the school compound are interesting to the learners	1	2	3	4	5
HE <sub>4</sub>	The overall school environment motivates learners to attend school regularly	1	2	3	4	5
HE <sub>5</sub>	The enjoyable experience my school provides, makes learners actively participate in their education	1	2	3	4	5
HE <sub>6</sub>	My school has a good playground where children freely play	1	2	3	4	5
HE <sub>7</sub>	My school has access to clean water and children enjoy using it	1	2	3	4	5
HE <sub>8</sub>	The latrines in our school are always clean and enable children enjoy school	1	2	3	4	5
HE <sub>9</sub>	Girls and boys have their own spacious toilet facilities and children like it	1	2	3	4	5
HE <sub>10</sub>	Learners feel motivated by the positive effect the school greenery has on a person	1	2	3	4	5
HE <sub>12</sub>	My school has decent eating facilities where child can sit and they enjoy their meals	1	2	3	4	5
HE <sub>13</sub>	My school has a well-equipped sickbay and children are proud of it	1	2	3	4	5

**Section C: Learner retention**

Instructions: *For the following questions, please rank your opinions on the scale of 5=strongly agree (SA), 4= agree (A), 3= Undecided (U), 2=disagree (D), and 1= strongly disagree (SD).*

LR	Learner retention	SD	D	U	A	SA
LR <sub>1</sub>	There has been a reduction in the number of dropout of pupils from this school	1	2	3	4	5
LR <sub>2</sub>	The enrolment level of children in this school has increased significantly	1	2	3	4	5
LR <sub>3</sub>	The school has even created several streams because of the large number of pupils who join our school	1	2	3	4	5
LR <sub>4</sub>	The completion level of pupils in this school has increased	1	2	3	4	5
LR <sub>5</sub>	Every year now we get new more pupils in the school	1	2	3	4	5
LR <sub>6</sub>	Most of the pupils in our area consistently study in our school from primary one to primary seven	1	2	3	4	5
LR <sub>7</sub>	Most of the pupils in our school have a strong resolve to complete P7 with a good grade	1	2	3	4	5
LR <sub>8</sub>	The classes are full that it is not easy for the teacher to move about while teaching	1	2	3	4	5
LR <sub>9</sub>	Most of the girls in our school do complete P7	1	2	3	4	5
LR <sub>10</sub>	We do not have pupils who do not come back to school due to lack of interest	1	2	3	4	5
LR <sub>11</sub>	We no longer have girls who drop out of school due to pregnancy	1	2	3	4	5
LR <sub>12</sub>	There are almost no boys who drop out of our school to become employed	1	2	3	4	5

**APPENDIX 4 : FOCUS GROUP DISCUSSION GUIDE FOR UPPER PRIMARY(P5-  
P7) PUPILS**

**Respondent Identifiers**

1. Gender.....
2. Class.....

**Section A**

1. Why is it important for pupils to study?
2. According to you who is a good teacher?
3. How should a teacher treat pupil so that they are interested in studying?
4. What things do teachers do that make pupils lose interest in studying?
5. What things should be in the class learning environment that encourage pupils to study?
6. Which of these things you have mentioned above is in your class?
7. Which ones are not there that you would like to be there?
8. What things would you like to be in your school compound?
9. Which of the things you have mentioned above do you have in your school compound?
10. Which ones are not there that you would like to be there?
11. What would you like your school to do so that more pupils do not drop out of school?

**APPENDIX 5: TABLE FOR DETERMINING SAMPLE SIZE**

<b>School</b>	<b>Code</b>	<b>Type</b>
Nkoma Cou	A	Government
St Pual Ntenugi	B	UNHCR
Kyempango P/S	C	Government
Nteziryayo P/S	D	UNHCR
Mahega P/S	E	Government
Mahani P/S	F	Government
Rwamwanja P/S	G	Government

## APPENDIX 6: TABLE FOR DETERMINING SAMPLE SIZE

Table for Determining Sample Size for a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size  
 "S" is sample size.

Source: Krejcie & Morgan, 1970

## APPENDIX 7: LETTER OF INTRODUCTION

---



Date: 09<sup>th</sup> September 2022

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam

**RE: Mushabe Sylvanus- 18/U/GMED/19736/PD**

This is to certify that Mushabe Sylvanus- 18/U/GMED/19736/PD is a student in our department pursuing a Master of Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on the topic titled:

**“School based factors and learner retention in Rwamwanja refugee settlement primary school in Kamwenge District, Uganda”**

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.

Assoc. Prof. George Wilson Kasule

HEAD OF DEPARTMENT



## APPENDIX 8: PERMISSION TO COLLECT DATA

### APPENDIX 8: PERMISSION TO COLLECT DATA

Fin Church Aid

P.O. Box 21426, Kampala  
Uganda

14<sup>th</sup> September 2022

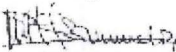
MUSABE SYLVANUS  
18/U/GMED/19736/10  
Kyambogo University  
Uganda

#### RE: PERMISSION TO COLLECT DATA

I refer to the attached letter dated 09<sup>th</sup> September 2022 from Kyambogo University, School of Education, Department of Educational Planning and Management.

You are hereby granted permission to collect data from the FCA – supported primary schools in Rwamwanga Refugee Settlement, Kamwanga District that you require for research purpose only as you pursue a Master of Education in Policy planning and Management.

Yours Sincerely,



Ronald KIGUNDU  
Program Officer  
FCA – Rwamwanga Field Office  
Tel: +256 782903388. C35



## APPENDIX 9: PLAGARISIM

### APPENDIX 9: PLAGARISIM TEST REPORT

ORIGINALITY REPORT			
15%	14%	3%	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	ir.kiu.ac.ug Internet Source	2%	
2	uminspace.umi.ac.ug Internet Source	1%	
3	erepository.uonbi.ac.ke Internet Source	1%	
4	kyuir.kyu.ac.ug Internet Source	1%	
5	ir.kabarak.ac.ke Internet Source	1%	
6	repository.embuni.ac.ke Internet Source	1%	
7	repository.kemu.ac.ke:8080 Internet Source	1%	
8	utamu.ac.ug Internet Source	<1%	
www.udsspace.uds.edu.gh			