The Influence of Instructional Support on Learner Retention in Government Aided Primary Schools in Uganda: A Case of Bushenyi- Ishaka Municipality

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Abstract: This study examined the influence of instructional support, specifically the provision of teaching materials and instructional supervision, on learner retention in primary schools. Using a mixed-methods design, data were collected from 120 respondents through questionnaires and focus group discussions with teachers, headteachers, and education officers. Quantitative analysis revealed high mean scores for teaching materials (M = 4.12, SD = 0.73), instructional supervision (M = 3.98, SD = 0.81), and learner retention (M = 4.05, SD = 0.76). Correlation results indicated strong positive relationships between provision of teaching materials and learner retention (r = 0.621, p < 0.01), as well as between instructional supervision and learner retention (r = 0.588, p < 0.01). Qualitative findings corroborated these results, with participants highlighting how teaching resources and consistent supervision fostered learner engagement, reduced absenteeism, and improved teacher accountability. The study concludes that robust instructional support systems are crucial for sustaining learner retention, and recommends increased investment in educational resources and regular instructional oversight.

Keywords: Instructional support, Teaching materials, Instructional supervision, Learner retention, Primary education

1. Introduction

Learner retention has become a central concern for education systems worldwide, particularly in developing contexts where dropout rates remain high. Retention is critical not only for individual academic achievement but also for broader social and economic development, as education is strongly linked to poverty reduction, health improvement, and national growth (UNESCO, 2015). Despite progress in expanding access to basic education, many developing countries continue to face challenges in ensuring that learners remain in school until completion.

Retention is influenced by both school-level and classroom-level factors, including the quality of instructional support provided to learners. Instructional support refers to the provision of adequate teaching and learning materials, effective teacher guidance, and the supervision of instructional practices to ensure that teaching and learning processes are efficient and learner-centered (UNESCO, 2017; Darling-Hammond, 2020). Studies suggest that when teachers are well-supported with resources and guidance, learners are more engaged, motivated, and likely to persist through their education (Hanushek & Woessmann, 2020).

In many African countries, including Uganda, systemic weaknesses such as inadequate teaching resources, overcrowded classrooms, and limited supervision

structures have been identified as barriers to education quality and learner persistence (World Bank, 2021; MoES, 2020). For example, limited access to textbooks and instructional aids often constrains teachers' ability to deliver lessons effectively, while weak school inspection and supervisory systems hinder accountability and continuous improvement in teaching practices. These challenges contribute to high dropout and repetition rates, particularly in rural and resource-constrained settings (Nakabugo et al., 2018).

This study explores how teaching materials and instructional supervision affect learner retention in Ugandan primary schools, combining both quantitative and qualitative evidence. By examining these factors, the study seeks to contribute to policy and practice debates on how to strengthen education systems to ensure that learners not only enroll but also successfully complete their primary education.

1.1 Statement of the Problem

Despite notable progress in expanding access to primary education in Uganda, learner retention remains a persistent challenge, especially in rural and under-resourced schools. Many learners continue to drop out before completing the primary cycle, undermining national and global efforts toward achieving universal primary education and sustainable human development. Evidence suggests that poor instructional support—manifested in inadequate teaching and learning materials, limited teacher guidance, and weak supervision mechanisms—contributes significantly to low learner persistence. In many Ugandan primary schools, overcrowded classrooms, shortages of textbooks, and irregular instructional supervision hinder effective teaching and learning processes. These systemic weaknesses reduce learner engagement, motivation, and academic achievement, leading to high dropout and repetition rates. However, empirical studies focusing on the relationship between instructional support, particularly teaching materials and supervision, and learner retention in the Ugandan context remain limited. This study therefore seeks to examine how instructional materials and supervision influence learner retention in primary schools in Uganda.

1.2 Objectives of the Study

General Objective:
To examine the influence of instructional support on learner retention in Ugandan primary schools.

Specific Objectives:

1. To assess the availability and adequacy of teaching and learning materials in primary schools.

2. To examine the effect of instructional supervision on learner retention.
3. To analyze the relationship between instructional support and learner retention in primary schools.
4. To identify strategies that can enhance instructional support to improve learner retention.

1.3 Research Questions

1. What is the level of availability and adequacy of teaching and learning materials in primary schools?
2. How does instructional supervision affect learner retention in primary schools?
3. What is the relationship between instructional support and learner retention?
4. What strategies can be implemented to strengthen instructional support for improved learner retention?

2. Literature Review

2.1 Learner Retention

Learner retention refers to the ability of schools to keep learners enrolled and engaged until the completion of their education cycle (Tinto, 1993). It is considered a critical indicator of the effectiveness and efficiency of an education system, as high dropout rates not only undermine human capital development but also perpetuate cycles of poverty and inequality (Lewin, 2009). Retention ensures that learners gain the full benefits of education, including literacy, numeracy, and life skills, which are essential for social and economic participation (UNESCO, 2017).

Several factors influence learner retention. The **school environment** plays a key role in determining whether learners remain enrolled. A safe, inclusive, and supportive environment fosters a sense of belonging, which reduces dropout rates (Finn, 1989; Battin-Pearson et al., 2000). Conversely, environments characterized by bullying, overcrowding, and poor infrastructure often discourage continued attendance (De Witte & Rogge, 2013).

The **quality of teaching** is another determinant of retention. Learners are more likely to remain in school when teachers employ learner-centered pedagogies, provide timely feedback, and demonstrate commitment to student success (Hanushek & Rivkin, 2010). Poor instructional quality, on the other hand, results in disengagement and lower achievement, increasing the risk of dropout (Darling-Hammond, 2000).

Parental involvement is also strongly associated with learner persistence. When parents actively participate in school activities, monitor academic progress, and provide encouragement, learners are more likely to

remain motivated and complete their education (Epstein, 2011; Hornby & Lafaele, 2011). In contexts where parental engagement is limited—due to poverty, illiteracy, or cultural barriers—retention rates are typically lower (Desforges & Abouchaar, 2003).

Additionally, **resource availability**, including textbooks, teaching aids, meals, and financial support—has a significant impact on retention. Learners from disadvantaged backgrounds are often forced to leave school due to inability to meet costs such as fees, uniforms, or transport (Lewin, 2007). School-based interventions, such as feeding programs and scholarships, have been shown to enhance retention, particularly in developing countries (Adelman, 2006; World Bank, 2018).

In the African context, and particularly in Uganda, challenges such as poverty, early marriages, child labor, and limited access to quality educational facilities further exacerbate the problem of learner retention (Nishimura, Yamano, & Sasaoka, 2008; MOES, 2015). Addressing these challenges requires a holistic approach that integrates school-level interventions, community participation, and supportive policy frameworks.

2.2 Provision of Teaching Materials

Teaching and learning materials, such as textbooks, visual aids, and digital resources, are critical to enhancing classroom participation and comprehension (Fullan, 2007). They provide learners with concrete references that make abstract concepts easier to understand, thereby facilitating more interactive and engaging learning experiences. According to UNESCO (2016), the availability of adequate instructional resources is directly associated with improved learner achievement, particularly in low-resource contexts where teacher-centered instruction often dominates.

Textbooks remain one of the most cost-effective tools for improving learning outcomes, as they standardize knowledge and ensure consistency in curriculum delivery (Fredriksen & Brar, 2015). Visual aids, such as charts, maps, and models, also stimulate learners' interest and support different learning styles by making lessons more relatable and memorable (Abdu-Raheem, 2014). Similarly, the integration of digital resources, including e-books, educational software, and online platforms, has been shown to expand learning opportunities, encourage self-directed learning, and improve retention rates (Tamim et al., 2011).

However, in many developing countries, including Uganda, the shortage of teaching materials continues to undermine educational quality. The World Bank (2018) highlights that a lack of textbooks and learning aids is a significant barrier to effective teaching and learner

persistence. This scarcity often forces teachers to rely on rote learning rather than participatory approaches, which negatively impacts learner engagement and long-term retention (Piper et al., 2018). Conversely, schools that prioritize the provision of adequate and diverse teaching materials create a supportive environment that enhances comprehension, boosts motivation, and significantly reduces dropout rates (UNESCO, 2017).

2.3 Instructional Supervision

Instructional supervision involves monitoring, supporting, and guiding teachers with the aim of improving instructional delivery and overall learner outcomes. It goes beyond fault-finding to emphasize collaboration, mentorship, and capacity building among teachers (Glickman, Gordon, & Ross-Gordon, 2014). Effective supervision ensures that teaching practices are aligned with curriculum goals, increases teacher accountability, and motivates educators to adopt learner-centered pedagogies (Sergiovanni & Starratt, 2007).

Research has shown that instructional supervision contributes significantly to the professional growth of teachers by promoting reflective practices and continuous learning (Zepeda, 2017). Supervisors who adopt supportive and developmental approaches foster a positive school culture, enhance teacher morale, and consequently improve learner achievement (Okendu, 2012). Furthermore, regular classroom observations, feedback sessions, and coaching help teachers refine their instructional strategies, thereby creating an environment more conducive to effective learning (Oghuvbu, 2011).

In the African context, where challenges such as large class sizes, inadequate teaching resources, and limited training opportunities are common, instructional supervision plays a crucial role in maintaining teaching quality (Mugimu, 2017). UNESCO (2017) underscores the importance of supervision in ensuring that education systems meet quality standards, particularly in developing countries where disparities in teacher effectiveness often contribute to high dropout and low retention rates.

2.4 Instructional Support and Learner Retention

Instructional support is widely recognized as a critical determinant of learner retention, as it directly influences both the quality of teaching and the learning environment. Previous studies suggest that strong instructional support structures, including effective supervision, provision of teaching materials, and teacher professional development, can reduce dropout rates and encourage learners to remain in school (Bray, 2010; UNESCO, 2017). Instructional support fosters student engagement

by ensuring that teachers are better prepared to deliver lessons, provide timely feedback, and respond to learners' diverse needs (Darling-Hammond, 2010).

Research in developing countries further emphasizes that inadequate instructional support often leads to poor academic performance, which is one of the major predictors of school dropout (Lewin, 2009). For example, learners without access to textbooks or with teachers lacking sufficient guidance are more likely to disengage from schooling. Similarly, teacher absenteeism and lack of supervision have been associated with reduced learner persistence in school (World Bank, 2018).

In the Ugandan context, while government policies such as the Universal Primary Education (UPE) and Universal Secondary Education (USE) programs have increased enrollment, challenges in sustaining retention persist, partly due to insufficient instructional support structures (MoES, 2019). Studies in Uganda have highlighted gaps in instructional supervision, limited teaching resources, and inadequate teacher capacity-building as major barriers to learner retention (Nakabugo et al., 2011; Byamugisha & Ssenabulya, 2005). However, empirical evidence examining the specific link between instructional support and learner retention remains limited, thus warranting the need for this study.

3. Methodology

3.1 Research Design

A mixed-methods research design was employed, integrating both quantitative and qualitative approaches to provide a comprehensive understanding of the influence of instructional support on learner retention in primary schools. The mixed-methods approach combines the strengths of quantitative data objectivity, measurement, and generalizability—with the depth and contextual understanding offered by qualitative insights (Creswell & Plano Clark, 2018).

Quantitative data were obtained through structured questionnaires that captured measurable trends, patterns, and statistical relationships among variables such as teaching materials, instructional supervision, and learner retention. In contrast, qualitative data were gathered through focus group discussions (FGDs) with teachers, headteachers, and education officers to explore lived experiences, perceptions, and contextual influences that cannot be easily quantified (Bryman, 2016).

This design was particularly appropriate for the study since understanding retention requires both numerical evidence and narrative explanations. The integration of these methods enhanced the validity and reliability of the findings through triangulation, allowing one set of data to corroborate and enrich the other (Denzin, 2012).

3.2 Population, Sample, and Sampling Techniques

The study population consisted of **teachers, headteachers, and education officers** from selected primary schools within the study area. These groups were chosen due to their critical involvement in instructional delivery, school management, and educational oversight—all of which directly influence learner retention.

A total of 120 respondents participated in the study, comprising 90 teachers, 20 headteachers, and 10 education officers. This sample size was deemed sufficient for both statistical analysis and qualitative depth (Krejcie & Morgan, 1970).

Sampling Techniques:
Two sampling techniques were employed: **Purposive sampling** was used to select headteachers and education officers because of their strategic positions and knowledge of school management and education policy.

Stratified random sampling was applied to select teachers from different schools to ensure representation across various contexts and to minimize sampling bias (Mugenda & Mugenda, 2003).

This combination of sampling strategies ensured that the study captured diverse insights from multiple administrative and instructional levels, enhancing the representativeness and credibility of the findings.

3.3 Data Collection Instruments

Questionnaires:
Structured questionnaires were administered to collect quantitative data from teachers, headteachers, and education officers. The instrument included closed-ended and Likert-scale questions aimed at assessing perceptions of teaching materials, instructional supervision, and learner retention factors. Questionnaires enabled efficient collection of standardized data from a large group of respondents, facilitating statistical comparison and analysis (Creswell, 2014).

Focus Group Discussions (FGDs):
To complement the quantitative data, FGDs were held with selected teachers, headteachers, and education officers. A semi-structured interview guide was used to facilitate discussions on the adequacy of teaching materials, effectiveness of instructional supervision, and strategies for improving learner retention. FGDs encouraged open dialogue and deeper exploration of the contextual and emotional dimensions influencing retention (Krueger & Casey, 2015).

3.4 Data Collection Procedure

Data collection was conducted in several phases to ensure systematic and ethical administration:

Preparation Phase: Permission to conduct the study was obtained from relevant education authorities and school administrations. Research assistants were trained on ethical guidelines and data collection procedures.

Quantitative Phase: Questionnaires were distributed to participants in person, ensuring clarity of instructions and voluntary participation. Respondents completed the questionnaires independently and returned them to the researcher.

Qualitative Phase: After quantitative data collection, FGDs were organized at selected schools or education offices. Each session lasted between 60 and 90 minutes and involved 6–8 participants. Discussions were audio-recorded (with consent) and complemented by field notes for accuracy.

This systematic procedure enhanced data accuracy, minimized non-response bias, and promoted trust among participants.

3.5 Data Analysis

Both quantitative and qualitative analytical techniques were employed to derive meaningful interpretations:

Quantitative Analysis: Data from the questionnaires were coded and analyzed using descriptive statistics such as means, standard deviations, frequencies, and percentages to summarize trends. Inferential statistics, particularly **correlation analysis**, were conducted to determine the relationships between instructional support variables (e.g., supervision and provision of teaching materials) and learner retention.

Qualitative Analysis: Data from FGDs were transcribed verbatim and analyzed thematically. The researcher identified recurring ideas, patterns, and themes related to instructional support and learner retention. These themes were then compared with the quantitative results to highlight convergence or divergence in the findings.

Triangulation of both data sets strengthened the validity and reliability of the study by ensuring that numerical trends were supported by qualitative explanations.

3.6 Ethical Considerations

Ethical principles guided every stage of the study to ensure respect for participants and integrity of the research process.

Informed Consent: Participants were fully informed about the purpose, procedures, and voluntary nature of the study before participation. Written or verbal consent was obtained.

Confidentiality: All responses were treated confidentially, and no names or identifying information were recorded. Data were stored securely and used solely for academic purposes.

Anonymity: Respondents' identities were not disclosed in any reports or publications arising from the study.

Right to Withdraw: Participants were informed that they could withdraw from the study at any stage without any penalty or consequence.

Ethical Clearance: Formal approval was obtained from West Ankole University Research Ethics Committee (WAU REC) and Bushenyi District Local Government , specifically, the Chief Administrative Officer (CAO) and other relevant local education authorities prior to data collection

4. Results and Discussion

4.1 Descriptive Statistics

Table 1: Descriptive Statistics for Instructional Support and Learner Retention

Variables	N	Mean	St. Deviation	Interpretation
Provision of Teaching Materials	120	4.12	0.73	High
Instructional Supervision	120	3.98	3.98	High
Learner Retention Rate	120	4.05	4.05	High

Table 1 presents the mean scores for key variables in the study, namely the provision of teaching materials, instructional supervision, and learner retention. The mean scores indicate generally high levels across all variables. Specifically, the provision of teaching materials recorded a mean score of 4.12, suggesting that respondents perceive teaching and learning resources—such as textbooks, visual aids, and digital materials—to

be widely available and adequately supporting instructional activities. This aligns with previous studies emphasizing that adequate access to teaching materials positively impacts classroom engagement and learner performance (Fullan, 2007; UNESCO, 2017).

Instructional supervision also received a high mean score of 3.98, indicating that teachers experience regular oversight and guidance in their instructional practices. Effective supervision fosters accountability, encourages the adoption of best teaching practices, and supports professional growth among educators (Glickman et al., 2014). The relatively high score suggests that schools in the study area maintain structured supervision mechanisms that contribute to maintaining instructional quality.

Learner retention had a mean score of 4.05, reflecting that learners generally remain engaged and enrolled in school. This suggests that the combined effects of available teaching materials and active instructional supervision may be positively influencing learners' decisions to stay in school. Literature highlights that learner retention is closely linked to the quality of teaching and learning environments, where supportive resources and consistent supervision play critical roles in reducing dropout rates (Tinto, 1993; Bray, 2010).

Overall, the descriptive statistics imply a positive perception of the school environment with respect to both resource provision and supervisory practices, which are crucial determinants of learner retention. The consistency in high mean scores across the variables underscores a potential correlation between adequate instructional support and sustained learner engagement.

4.2 Correlation Analysis

Table 2: Correlation between Instructional Support and Learner Retention

variable	Learner Retention	Sig. (tail)
Provision of Teaching Materials	0.621**	0.0000
Instructional Supervision	0.588**	0.000

Correlation analysis was conducted to examine the strength and direction of the relationships between instructional support variables (provision of teaching materials and instructional supervision) and learner retention. The results, presented in Table 2, show significant positive relationships between all aspects of instructional support and learner retention.

Specifically, the analysis revealed that the provision of teaching materials was positively correlated with learner retention (r = [insert value], $p < 0.05$), suggesting that learners are more likely to remain engaged and continue their studies when adequate learning resources such as textbooks, visual aids, and digital materials are available. Similarly, instructional supervision demonstrated a significant positive correlation with learner retention (r = [insert value], $p < 0.05$), indicating that consistent monitoring and guidance of teaching practices by headteachers or education officers enhances teaching effectiveness, which in turn encourages learners to stay in school.

These findings align with previous research emphasizing the importance of instructional support in promoting sustained learner engagement. For instance, Fullan (2007) notes that access to adequate teaching and learning materials improves academic performance and persistence, while Glickman et al. (2014) argue that effective supervision fosters a supportive teaching environment that indirectly reduces dropout rates.

Overall, the correlation analysis suggests that both the availability of teaching materials and the quality of instructional supervision are critical determinants of learner retention in primary schools. This underscores the need for school administrators and policymakers to invest in resources and supervision strategies that strengthen instructional support structures.

4.3 Qualitative Insights

Focus group discussions (FGDs) provided rich qualitative evidence that complemented and reinforced the quantitative findings on instructional support and learner retention. Key insights from teachers, headteachers, and education officers highlighted the practical implications of teaching materials and supervision on student engagement and academic persistence:

Provision of Teaching Materials

Teachers emphasized that access to adequate textbooks, writing materials, and visual aids plays a crucial role in keeping learners engaged. Several participants noted that when learners have the necessary resources, they are more likely to participate actively in lessons, complete assignments on time, and show consistent attendance. One teacher observed that

"students without textbooks often miss out on following lessons, which increases absenteeism and frustration."

These insights underscore the role of material resources in fostering a supportive learning environment that encourages retention.

Well-Resourced Classrooms

Headteachers highlighted that classrooms equipped with sufficient learning materials, charts, and teaching aids create an atmosphere that motivates learners. They explained that students respond positively to stimulating learning environments, showing higher enthusiasm and curiosity, which reduces dropout tendencies. A headteacher remarked,

"When classrooms are visually appealing and well-stocked, learners are eager to attend school and engage with the lessons."

This qualitative evidence aligns with the quantitative results showing a positive correlation between the provision of teaching materials and learner retention.

Instructional Supervision

Participants consistently linked regular instructional supervision to improvements in lesson preparation, teaching quality, and teacher accountability. Teachers reported that supervisory visits provide constructive feedback and guidance, enabling them to refine their instructional approaches and maintain high standards of teaching. Education officers added that consistent supervision ensures adherence to curricula and encourages professional growth, which indirectly benefits learner retention. One teacher noted,

"Supervision helps me plan lessons more effectively, which keeps learners interested and less likely to drop out."

Teacher Motivation and Professional Growth

In addition, qualitative feedback indicated that both teaching resources and supervision contribute to teacher motivation. Teachers expressed that being supported with adequate materials and receiving regular feedback fosters a sense of professional satisfaction, which translates into more committed teaching and closer attention to learners' needs. This, in turn, positively affects learners' willingness to remain in school.

Overall, the FGDs highlighted that instructional support is multifaceted—comprising both tangible resources and ongoing guidance—and plays a critical role in enhancing learner engagement and retention. These qualitative insights provide a nuanced understanding of the mechanisms behind the observed quantitative correlations and reinforce the importance of holistic support strategies in primary schools.

4.4 Discussion

The findings of this study indicate a strong and positive association between instructional support and learner retention in primary schools. Quantitative data reveal high mean scores for both the provision of teaching materials (M = 4.12) and instructional supervision (M = 3.98), suggesting that learners and teachers generally perceive these supports as adequate and beneficial. This aligns with global research indicating that well-resourced learning environments contribute significantly to learner persistence and engagement (Bray, 2010; Fullan, 2007). The high learner retention mean score (M = 4.05) further suggests that students in schools with strong instructional support are more likely to remain enrolled, supporting the premise that material and supervisory resources are critical determinants of retention.

The correlation analysis underscores the direct relationship between instructional support and learner retention. Specifically, improvements in the availability of teaching materials and the quality of instructional supervision are linked with higher retention rates. This suggests that schools investing in adequate learning resources and consistent teacher guidance can create a more conducive learning environment, which reduces dropout rates and fosters continuous attendance.

Qualitative evidence from focus group discussions complements these quantitative results. Teachers reported that adequate textbooks and other learning materials enhance learners' engagement and motivation, giving them a sense of ownership over their learning process. Headteachers noted that classrooms equipped with sufficient resources create a more stimulating environment, which encourages regular attendance. Additionally, regular instructional supervision was highlighted as a mechanism for enhancing teacher accountability, lesson preparation, and instructional quality. Together, these insights illustrate that both tangible resources (materials) and intangible supports (supervision) work synergistically to promote learner retention.

These findings are consistent with Tinto's (1993) model of student persistence, which emphasizes the critical role of institutional and academic support in fostering engagement and preventing attrition. According to Tinto, learners are more likely to persist when they perceive that their educational environment supports their academic and social needs. In this study, both teaching materials and instructional supervision can be seen as forms of institutional support that enhance student engagement, motivation, and persistence.

Furthermore, the study highlights the contextual relevance of instructional support in the Ugandan primary education setting. While much of the literature on student persistence originates from higher education contexts, these findings indicate that similar mechanisms operate at the primary level: when learners feel supported through resources and teacher guidance, they are more likely to remain in school. This suggests that policymakers and school administrators should prioritize both the provision of teaching materials and effective supervision as part of strategies to improve retention in primary education.

5. Conclusion and Recommendations

5.1 Conclusion

The study established that instructional support, particularly the provision of teaching and learning materials and consistent instructional supervision, plays a critical role in enhancing learner retention in primary schools. Findings indicate that learners are more likely to remain engaged and continue their education when classrooms are well-resourced with textbooks, visual aids, and other learning materials that facilitate understanding and participation. Similarly, regular and structured instructional supervision fosters a culture of accountability among teachers, improves lesson delivery, and motivates educators to adopt effective teaching strategies.

By integrating both quantitative and qualitative evidence, the study underscores that instructional support not only directly influences learner retention but also indirectly shapes learners' attitudes toward school by creating a conducive and stimulating learning environment. This suggests that investments in teaching resources and supervision systems are essential policy measures for reducing dropout rates and promoting sustained educational achievement. The results also highlight the need for continuous monitoring and support for teachers, as well as the equitable distribution of teaching materials across schools, to ensure that all learners benefit from these interventions.

5.2 Recommendations

Increased investment in teaching materials:
Schools should ensure that every learner has adequate access to textbooks, workbooks, and other learning aids. This includes replenishing worn-out materials, providing supplementary reading resources, and leveraging digital tools where possible. Adequate teaching materials not only enhance learner engagement but also reduce absenteeism and repetition rates, ultimately improving retention.

Equitable resource allocation:
Resources should be distributed based on the specific needs of schools, particularly prioritizing under-resourced and rural schools. Equity in resource provision ensures that all learners, regardless of location or socio-economic background, have an equal opportunity to succeed.

Strengthening supervision frameworks:
Regular, supportive, and structured monitoring of teachers should be instituted to improve instructional quality. Supervision should focus on mentoring rather than punitive measures, providing teachers with constructive feedback, guidance on lesson planning, and strategies for addressing learning challenges.

Collaborative monitoring:
Encourage collaboration between headteachers, education officers, and teachers to jointly assess instructional practices. Such collaboration fosters a culture of continuous improvement, accountability, and shared responsibility for learner outcomes.

Capacity building for school leadership:
Headteachers and education officers should undergo continuous professional development in instructional leadership, classroom observation, and teacher mentoring. Strengthening leadership capacity enhances the ability to implement effective supervision, motivate teachers, and create a conducive learning environment.

Community involvement and stakeholder engagement:
Schools should actively involve parents, local leaders, and community members in supporting education. Awareness campaigns on the importance of learner retention, resource mobilization, and volunteer support can improve learner attendance and engagement.

Policy integration:
Instructional support should be explicitly incorporated into national and district-level education policies. This includes guidelines on minimum resource standards, supervision schedules, teacher development programs, and retention-focused initiatives to ensure systematic and sustainable improvements in learner retention.

Monitoring and evaluation of interventions:
Establish mechanisms to regularly assess the effectiveness of instructional support strategies. Data-driven evaluations can inform policy adjustments, highlight successful practices, and identify areas requiring additional support, ensuring that interventions translate into measurable improvements in learner retention.

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