



Determinants of Dropout and Transition Rates in Public Primary Schools in Kisumu East Sub-County, Kenya

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Abstract: Education plays a leading role in economic development in a country. This is hampered by challenges associated with dropout and transition in primary schools. The purpose of this study was to determine transition and dropout rates in public primary schools in Kisumu East Sub County. The study was guided by the following objectives: to establish causes of high drop-out rate and to determine factors leading to low transition rate in Kisumu East Sub County. The population consisted of 45 head teachers, 274 teachers and 751 pupils. Saturated sampling was used to select 40 head teachers and stratified random sampling to select 74 teachers and 202 pupils. Descriptive survey research design was used in this study. Questionnaire, document analysis and interview schedule were used. Data was analyzed using descriptive statistics. The findings revealed that leading factor for dropout was the level of family income and for transition was availability of physical facilities. The study concluded that dropout and transition rates are determined by a range of interacting factors such as level of family income, orphan hood, level of education of family head, availability of physical facilities, cost of education, enrolment pupil character and pupil attitude. The study recommended that to increase retention and improve transition there should be cooperation between parents, teachers and the government. The study may be significant to all education stakeholders in Kisumu East Sub County in curbing the challenges of dropout and transition in the Sub County and the country as a whole.

Keywords: Transition, Dropout, Factors, Orphan hood, Enrolment, Cost

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1. Introduction

Transition rate can be defined as the percentage of learners advancing from one level of schooling to the next. It is calculated as the percentage of upcoming year divided by the number of learners in senior class in the preceding year. Dropout are learners who withdraw from education prematurely before completing one cycle of schooling (Pryor, J., 2014). The worldwide education transition rate in primary school level indicates that 85 percent of learners who get to the first grade in primary school get to the last

grade in school. The two regions with lowest education transition rates are West and Central Africa (52%). The statistics indicate that transition rates are highest in industrialized countries at 98 % and East Europe 96 % (UNESCO, 2013). In Kenya, it is estimated that there are approximately 3.2 million orphans and vulnerable children. Among the orphans, 15 percent are double orphans and over one third of the orphans and vulnerable children were aged between 10 and 14 years (Kiarie, J.G., 2013). Upon parental death, loneliness and loss of parental love and guidance often compound anxiety, fear, self-blame and depression in children this affects

their school attendance (Mallmann, 2018). Often, children dealing with bereavement, have to move household and schools which disrupt schooling patterns and can be linked to periods of absenteeism (UNICEF 2012). The government statistics revealed that the number of orphans and vulnerable children has risen from 2270 to 4406 orphaned learners in primary schools in Kisumu East Sub County (Kisumu East Sub County Primary School Establishment, 2017). This, together with other related factors, adversely affect retention and transition and there is need to investigate the actual level of influence of orphan hood on drop out in the Sub County and hence this study.

In Kisumu East Sub County, most schools lack physical facilities or the ones available are in deplorable conditions. In some schools, boys and girls share same sanitation facility leading to lack of privacy (Mauludi 2018). According to EMIS (2015), only 10 schools in the sub county issue sanitary towels to girls. The schools are under staffed, few or lack of classroom, high pupil to text book ratio, lack of clean water for drinking and furniture. These factors kill the learners morale leading to negative attitude towards school and eventually drop out which this study sought to investigate.

Income levels of a family determine whether the child will have an attachment to learning and education or drop out. This is attributed to the aspect of the household attaching higher premium to economic activities which have immediate returns like short labor at a cost compared to the investment in education for the future. Munda (2014) concurs that social factors such as poverty are the most common primary and contributing factor of children's dropout of school. In addition, Kaberia L. & Tunui E.K (2016) confirms that poverty is a contributing factor to children's dropout in China. In India, financial difficulties are cited as major causes of school dropout (Bridgeland J.M, 2016). According to KIPRA (2015), the high cost of education and household poverty level are critical factors that often push the pupils to do manual jobs to supplement meager family income. UNICEF (2012) alludes that labor participation by persons below the age of 15 years is not widespread but it is escalating at an unacceptable rate. Kisumu East sub county is among the sub counties with the highest HIV/AIDS prevalence rates of 25 percent (Juma, N 2017). Poverty is widespread in the Sub County with over 70 percent living below poverty line (Sub County Development Plan, 2018). Kisumu East Sub county is also a home of slums such as Nyamasaria, Nyalenda, Manyatta and the peri-urban villages of Kibos, and Kajulu (BCYCBO, 2014-2018). Low parental income leads to poverty. This study will therefore investigate the influence of parental income on dropout in Kisumu East Sub County.

The cost of education determines whether they have the capacity to meet their obligations in terms of financing primary school education of learners. The cost of learning materials, books, uniforms and other expenses in addition to opportunity costs, deter poor students from engaging in

formal education. These costs include personal books such as dictionaries, bible, atlases and hymn books. Uniform fees, boarding fee, medical and caution, personal basics such as soap, pen, exercise books and pair of shoes. It is for this reason that Free Primary Education (FPE) was introduced. However, schools have continued to charge parents' high levies beyond the governments set fee guidelines (Adwar, 2018). With high enrolment due to Free Primary Education, variables such as class size, pupil desk ratio, pupil text book ratio, school schedules and class control have changed (MOEST, 2017). World Bank (2014) report confirms that there is a wide disparity in the relationship between teachers and pupils in primary school due to high teacher pupil ratio. Krueger, (2018) study on teaching a large class in the International Electronic Journal of Mathematics Education in Melbourne noted that it is easy to ignore the importance of human interaction in a large class. The short coming is evident in the declining access and enrolment rates, the ever decreasing completion and transition rates as well as declining performance in national examination. Amisi (2016) found that misallocation of student teacher ratio, class size and per student expenditure leads to increased low transition. Fewer pupils per teacher gives more opportunity of interaction and effective learning. Pupils can learn better in smaller classes. This will enhance academic performance of the pupil because there is increased teacher pupil contact. Increased teacher pupil contact increases the level of attention and participation per pupil. In a situation where the pupil number per class is wide, the teacher becomes overburdened, unmotivated and uninspired to teach. In such cases, insufficient learning takes place and the learner is demotivated thus they do not do well in exams. Therefore they may be forced to repeat, thus affecting transition. Some learners also feel neglected, which may lead to dropping out of school.

Low achievers show weak commitment to education. The maladjusted dropouts are characterized as showing high level of school misbehavior and they constitute highest level of dropout (Rimbere, 2012). The slow learners are most likely to drop out of school than average and above average learners because they are less motivated in learning and they cannot engage well with either the teachers or other learners who are either average or above average. The fact that they feel neglected in class increases their chances of leaving school because of negative attitude before the full cycle of primary education (Chelimo, 2018). Learners with special needs have also been admitted to schools under integration and inclusion policy. They range from visually impaired, mentally challenged, physically impaired, gifted children, albinism, among others. There are few schools to handle such children and in the mainstream schools, there are few trained teachers to handle such children (MOEST, 2013). Corporal punishment by teachers and lack of guidance and counselling in schools make the learners to develop negative attitude towards teachers and learning

process .This is coupled with lack of involvement of learners in decision making or coming up with school rules (Ayige, 2012).

In Kisumu East Sub County, the teachers are overloaded because of understaffing .This makes teachers to overlook some important issues in teaching and learning process, as they do not have enough time to concentrate in all aspects of teaching –learning process. Teachers do not have time to give attention to slow learners or repeat some concepts in class (MOEST, 2013). This study investigated the actual level of influence of pupil characteristics and attitude on high dropout and low transition in the Sub County.

Kisumu East Sub County is an area where agricultural activities like subsistence farming, livestock keeping, fishing, rice farming, sugarcane farming and small scale trading are carried out. However, the retention and transition in primary schools didn't reflect the potential compared to other sub counties as shown in Tables 1 and 2. According to this preliminary survey, there was need to investigate the factors leading to high dropout and low transition in the sub county. The records from the sub county education office showed dismal transition rates and high dropout rates. Table 1 and 2 show transition and dropout rates in Kisumu East Sub County respectively.

Table 1: Transition Rates in Primary schools in Kisumu East Sub County

Percentage Transition Rates	2011	2012	2013	2014	2015	2016	2017	2018	Average
Expected National Transition Rate	100%	100%	100%	100%	100%	100%	100%	100%	100%
National Transition Rate	90.12	94.01	93.11	93.62	93.80	95.00	97.54	96.45	94.20
Kisumu East Sub County	70.12	69.01	70.22	69.22	68.52	69.90	67.74	67.62	69.04
Kisumu West Sub County	72.89	71.15	72.09	72.30	73.01	73.16	71.5	70.42	71.94
Kisumu Central Sub County	75.02	75.10	74.03	76.0	77.0	75.01	76.40	75.30	75.80
Seme Sub County	71.13	69.03	68.24	70.97	69.99	71.76	68.10	69.0	70.03
Muhoroni Sub County	70.34	70.45	71.13	71.00	70.24	70.99	43.99	70.10	70.40
Nyando Sub County	74.23	73.71	73.01	72.04	73.00	74.15	46.17	72.90	73.02
Nyakach Sub County	73.2	72.98	72.43	72.36	78.05	74.11	47.77	74.00	73.36

Source: Kisumu County TSC Statistics Office (2018)

From Table 1. it was observed that the average transition rate in primary schools in Kisumu East Sub County was the lowest at 69.04 as compared to the neighboring sub counties ,that is Kisumu West at 71.94 and Kisumu Central at an average of 75.80 ,Seme at 70.03 ,Muhoroni at 70.40 ,Nyando at 73.02 and Nyakach at 73.36 .The transition rate in Kisumu East Sub County is also low

compared to the national transition rate which stands at 94.2.It therefore called for a research to identify the actual causative factors influencing this rate hence the study. Table 1.2 bellow indicated the dropout rates in Kisumu East Sub County compared to the neighboring Sub Counties.

Table 2: Dropout Rates in Kisumu East Sub-county

	2011	2012	2013	2014	2015	2016	2017	2018	Aver
National Dropout rate	7.30	5.93	4.70	6.32	5.21	5.24	3.32	1.17	4.89
Kisumu East Sub County	21.02	22.42	22.0	23.0	21.52	21.09	20.34	20.18	21.43
Kisumu West Sub County	19.44	10.50	18.53	19.00	19.04	18.95	18.10	18.54	19.01
Kisumu Central Sub County	13.29	13.54	13.24	13.92	12.0	13.52	14.23	14.00	13.43
Seme Sub County	18.53	19.75	20.54	20.34	20.56	20.99	20.00	19.57	20.87
Muhoroni Sub County	17.75	20.50	21.15	19.21	20.52	18.32	20.15	18.00	19.57
Nyando Sub County	19.54	21.42	20.32	19.51	18.52	18.63	19.23	20.07	19.78
Nyakach Sub County	20.75	21.09	21.99	22.44	20.43	20.87	19.60	19.47	20.83

Source: Kisumu County TSC Statistics Office (2018).

According to the records from Kisumu East Sub county office, there was high dropout rate at an average of 21.43 compared to neighboring sub-counties of Kisumu West at 19.01 and Kisumu Central at 13.43 Seme at 20.87, Muhoroni at 19.57, Nyando at 19.78 and Nyakach at 20.83 . The national dropout rate was at 5.09 averagely. The study therefore investigated the causes of this high dropout rate.

1.2 Statement of Problem

Basic education is a pre-requisite for attaining the Kenyan Vision 2030 in which the country is expected to be industrialized. One of the drawbacks to attaining Vision 2030 and FPE is high school dropout and low transition .Dropout and low transition are serious problems because they denies individual students their fundamental rights to education .Despite the huge expenditure by the government in providing FPE, a substantial amount of this expenditure is wasted on those who dropout or do not transit. The government outlined targets in the Sessional Paper No 14 of 2014 on quality education to improve retention and transition rates. There is a lot of interventions and donor support to help curb the challenge of drop out and enhance retention.

In Kisumu East Sub County, the dropout rate has been very high with low transition rates despite the positive trends in enrolment after the introduction of F.P.E in 2003. The data from the Sub County office noted that the transition rate in the sub county stands at 69 percent compared to the national transition rate of 97 percent and the dropout rate stands at 21 percent compared to 5 percent nationally. Preliminary survey, based on 2010 cohort, indicated that out of 1890 pupils admitted in grade one in public primary schools in the sub county in 2010, only 1112 reached grade 8 in 2017 and sat for KCPE. This

translates to grade cohort wastage rate of 42.18 percent, which implies that there is high wastage rate in the sub county compared to the national rates and the neighboring sub counties of West, Central, Seme ,Nyakach ,Muhoroni and Nyando. This indicates that there is wastage of the limited educational resources in the sub county against the government’s principles and policies on primary education, which is to enhance access, retention and completion.

This study, therefore assessed the factors leading to high dropout and low transition and determine the actual rates of dropout and transition in Kisumu East Sub county as a basis of formulation of strategies aimed at improving internal efficiency in public primary schools in Kisumu East Sub –County.

1.3 The Objective of the study

The study was guided by the following objectives, to:

- i) Establish factors leading to high dropout rates in public primary schools in Kisumu East Sub County.
- ii) Determine factors leading to low transition rate in public primary schools in Kisumu East Sub County.
- iii)

2. Literature Review

2.1 Factors for dropout rate

According to UNICEF, (2012), school enrolment in education is directly related to family income hence the poorer the child’s household, the less likely the child to attend school education. Household income is used to determine whether children enroll and remain in school. This is because there are many costs associated with

schooling and education process, ranging from instructional materials, uniform, transport or fare, lunch and opportunity costs of sending a child to school (Njeru and Orodho 2013). The two writers consent that poverty is the critical factor that is responsible for low participation and dropout. The richest households has 76% of their children attending school compared to 40% of the poorest households. This means that children from poor households have a lower attendance than those from richer households.

Kirera (2013) concurs that the level of family income is one of the most powerful influences on primary school dropout in developing countries. Thiruane (2016) confirmed that parental socio-economic background influences children's participation in education. This is, especially so, for the developing countries where children of poor families are not provided with adequate educational materials and most opt not to enroll in schools. If enrolled, they are most likely to drop out of school than it is for children who are from better families. Nyae (2012) in his study on repetition and dropout in Kwale District showed that 60% of head teachers and 80% class teachers indicated poverty was the most common primary and contributing factor to children dropout of school. Munda, (2014) and Muthanje (2015) confirm that socio-economic factors such as poverty has an influence to dropout.

Nyamesa et al (2013) in her study of dropout among pupils in rural primary schools in Kenya states that attendance rates are affected by health factors, including the impact of HIV/AIDS that leaves many children orphaned. Those who are orphaned eventually drop out of school due to inability to raise levies charged in school. Juma (2017) observes that out that HIV and AIDS incidences had led to many children being orphaned. Nyaranga (2012) confirms that emergence of HIV/AIDS has impacted negatively to the education and general socio-economic development resulting in children dropping out of school due to lack of parental care.

Martins (2010) found out that family background had a great bearing on the parent development of child's academic pursuit. It shows that the involvement of parents in the academic activities of the pupil and extra-curricular activities as well greatly shaped their destinies in terms of achievement in academics. The learners always have a role model look up to for the purpose of emulation and a figure to exercise authority and control cases where and when it is required. This ensures learners excel and progress in terms of academic advancement to the highest level possible.

The parental level of education has a lot of impact on schooling of children because the more educated the parents are the more likely are their children to enroll their children to school and push them through (Kirera 2013). Parental decisions affect children retention in a school system such that students whose parents monitor and regulate their activities, provide emotional support, encourage independent decision making and are generally

more involved in their schooling are less likely to drop out (UNICEF 2013).

CRATE (2013) cited that educated parents are more aware of the possible returns to their children's education and they are more likely to have access to information and social networks necessary for their children to engage into relatively human capital intensive activities yielding high returns to education. This also goes a long way in motivating their children to aim higher in education because they look at their parents as role models. (Kirera 2013) further concurs that educated parents are likely to hire private tuition and offer rewards for their children so that they can do well in school. The academic attainment of parents enhances positive attitudinal change towards children's education. In Kenya, parents who are not educated or have just basic education do not see the benefit of education hence do not encourage their children to continue with education.

UNESCO (2013) cites the following as some of the pupils' characteristics influencing dropout: instruction, age, absenteeism and lack of educational opportunities. In Kenya, where performance in exams has rendered education system examination oriented, repetition, especially in primary level is rampant. This prolongs the learners to stay in school without necessarily increasing significantly the level of school achievement on the amount learnt by the repeaters. Consequently, the age of the learner in school is also affected.

Gok (2019) revealed that poor performance in examination is indeed a factor that contributes to dropout. Poor performance is caused by inadequacy of school resources, negative attitude towards learning, and inability of teachers to recognize their students' individual differences and therefore give equal attention to all students, large classes unmanageable by teachers among others. Dropouts achieve lower grades than those who completed school, notably in the capacity to understand use and analyze written texts. Reading and writing are necessary for learning in all subjects, except mathematics. Ajaja (2012) noted that students who fail exams at the end of the year, or leave without completing the course mostly unstable extroverts. Therefore, high intelligence quotient (IQ) is necessary condition for academic success though not sufficient. Teachers believe that children with low IQ are a problem and to teach but what such children need is more attention and time to prevent them from dropping out of school. Continuous failure and repetition make students frustrated and finally drop out of school.

2.2 Factors for Transition Rate

Studies in Pakistan by Hassan et al (2016) have shown that lack of physical facilities is also one of the major reasons for students dropping out in Pakistan with respondents stating that inadequate provision of physical facilities in schools and poor standards of health and nutrition are some of the main causes of high dropout in Pakistan. Schools in rural areas, especially in remote rural areas,

lack basic facilities of life such as good roads, education and health facilities, which causes pupils not to transit. The study also revealed that poor condition of school building was also a main reason for pupils leaving school finding consistent with that of Amisi (2016). Liu, F. (2014) found that financing education in Kenya does not consider levies on education which affects to a greater extent pupils' transition rated in primary school. Some researchers indicated that school cost especially school levies are a central reason for early dropout.

Weya (2015) further noted that transition and drop out between grades in primary schools is determined by enrolment in the schools. There is a direct correlation between family incomes and the enrolment rates in schools. Lack of infrastructure is also a serious challenge to existing schools and as the number of pupils in primary education continues to grow teaching staff among other resources will become an increasing problem Jukes, M. (2016). Over enrolment influences the quality of education. It triggers a chain of reactions touching on teacher and facility adequacy, teaching methods, sitting arrangement, working space, examination and assessment, sanitation, among other things. The present primary school teacher is trained to handle an average of 40 pupils, not a crowd. Inevitably, this is a challenge that requires attention. According to G.O.K (2018), more space is needed to construct enough classrooms and related sanitation facilities. However, and this is easier said than done, as some schools do not even have land for expansion, especially in slum areas. Besides, sufficient teachers are also needed to cater for that number of classrooms.

Scores of schools risk closure due to teacher distribution crisis, complicated with over enrolment. This lowers the standards of education. The government has not moved in with speed to address teacher shortage in order to improve quality of education. Increased enrolment leads to increased teacher to textbook ratio which frustrates teachers and pupils' efforts to improve quality of education. Closely related to this is shortage of desks, chairs, chalkboards among others. In some cases, children learn under trees, double sessions have been introduced in some areas to address the problem of teacher shortage which leads to low performance and drop out.

Thiruaine (2016) found out that factors such as policies on discipline, school uniform, school fee as well as repetition, tend to act as a push factor causing children to drop out. Children who do not afford school uniform are financially indebted to their schools are either barred from classes or expelled from school until the debts are settled. Similarly, those who cannot afford the prescribed school uniforms are excluded from classes. Most children thus feel the pinch of such policies due to their inability to raise the required fees and, at the same time, there is no support that

schools render to such kind of children; hence they are left with no option but to drop out of school.

Govindaraju and Venkatesan (2013) found out that neglected by teachers, poor teaching, discrimination and punishment meted by teachers as being among the students' centric reasons for dropping out of school in rural setting of India. Caring teachers have been shown by Croninger and Lee (2017), in a positive relationship between students and teachers, both in and out of class reduces the probability of dropping out by nearly half. Such relationships are important particularly to children from disadvantaged backgrounds that risk dropping out.

3. Methodology

3.1 Research Design

The study adopted a descriptive survey research design. This design was considered appropriate because it is capable of facilitating collection of data that describe specific characteristics of phenomenon in order to determine the status of a population with respect to one or more variables (Mugenda and Mugenda 2013). This design was adopted for three reasons; it allowed the researcher to adopt a holistic approach in the study sample schools; it was easy to use tools like questionnaires and interview schedule; it allowed for collection of data from a large number of respondents within a short period. The design was also suitable because it investigated the relationship between independent variable (factors for dropout and factors for transition), on dependent variables (dropout and transition rates) without being manipulated by the researcher.

3.2 Sample and Sampling Techniques

A sample is a small proportion of target population selected for analysis. Any statement made about the sample should be true about the population (Orodho 2012). The study targeted 45 public primary schools which was the total number of schools in the sub county. Saturated random sampling was used to arrive at 40 schools after 5 schools had been used for piloting. This was due to the fact that the number was small and thus convenient for the study. This was 90 percent of the population. The head teachers, teachers, and pupils randomly selected from each school were the respondents in this study. There were 74 teachers sampled after 8 had been used for pilot study and 202 pupils 22 after had been used for piloting. The study sample size was determined using Bell (2005) which states that at least a third of the total population is sufficient representation in a society. As illustrated below

Table 3. Distribution of sample population for head teachers

Zone	Population	Sample Size	%
	Population of head teachers	Sample size for head teachers	
Kajulu	11	10	90
Rweya	17	15	90
Ragumo	17	15	90
TOTAL	45	40	

Stratified random sampling was used to sample 74 teachers after 8 had been used for piloting and 202 pupils after 22 had been used for piloting. The study therefore

consisted of 352 respondents. Teachers are custodians of a lot of information about the children because they interact with them all the time.

Table 4. Distribution of sample population for teachers, pupils and sub-county director

Zone	Population			Sample Size			%
	Teachers	Pupils	Sub-County Director	Teachers	Pupils	Sub-County Director	
Kajulu	84	221		23	59		30
Rweya	97	256	1	26	68	1	30
Ragumo	93	274		25	75		30
TOTAL	274	751	1	74	202	1	

3.3 Validity and Reliability

3.3.1 Validity

The questionnaire used in this study was presented before the experts in the field of educational management Maseno University for scrutiny and verification of its face validity and its soundness in collecting data for the purpose of the study. They also ascertained the comprehensiveness of the instrument in addressing research objectives and questions. The foregoing approach acted as a check against any ambiguity or inadequacy the instrument might have had (Adwar 2018). Their input

after the pilot study was used in refining the final questionnaire.

3.3.2 Reliability

To enhance reliability of the instrument, pilot study or pretest study was conducted in five schools which is 10 percent of the population. Test-retest technique was used to improve the reliability of the instrument. Reliability index of 0.7 and above was considered adequate for the instrument (Best, 1998)

4. Results and Discussion

4.1 Factors leading to grade dropout rate

The study sought to investigate the head teachers, Teachers and pupils' opinion on factors for drop out in Kisumu East Sub-County. It was investigated by use of a

five-point Likert scaled questionnaire whose constructs were related to drop out rate, which involves a response to a pupil's dropout rate in school. The respondents were presented with statements that gauged dropout rate in their school. Using the rating scale (1=strongly disagree, 2=disagree, 3=moderately agree/disagree, 4=agree and 5=strongly agree) the respondents indicated the state of drop out. Their views were summarized in percentage frequencies as shown in Table 5.

Table 5: Factors leading to grade dropout

Indicators		5	4	3	2	1	M
Family income	HT	40(100%)	0(0%)	0(0%)	0(0%)	0(0%)	5
	T	74(100%)	0(0%)	0(0%)	0(0%)	0(0%)	5
	P	189(93%)	6(3%)	6(3%)	1(1%)	0(0%)	4.9
Orphan hood	HT	30(75%)	4(10%)	2(5%)	2(5%)	2(5%)	4.45
	T	62(84%)	4(5%)	3(4%)	3(4%)	2(3%)	4.63
	P	170(84%)	10(5%)	11(6%)	6(3%)	5(2%)	4.65
Level of education	HT	31(77.5)	6(15%)	2(5%)	1(2.5%)	0(0%)	4.07
	T	57(77%)	10(13%)	3(4%)	2(3%)	2(3%)	4.59
	S	125(62%)	2(21%)	(9%)	13(6%)	3(2%)	4.35
Poor health	HT	40(100%)	0(0%)	(0%)	0(0%)	0(0%)	5
	T	74(100%)	0(0%)	(0%)	0(0%)	0(0%)	5
	P	187(93%)	8(4%)	(3%)	0(0%)	0(0%)	4.89
Poor performance	HT	40(100%)	0(0%)	0(0%)	0(0%)	0(0%)	5
	T	71(96%)	2(3%)	(1%)	0(0%)	0(0%)	4.91
	P	136(67%)	3(16%)	43(11%)	8(4%)	3(2%)	4.75

From Table 5, the most protruding home factor that influences the school dropout is family income level. It was seen that all teachers, head teachers and the pupils indicated that the drop out situation in the school is influenced largely by the fact that the pupils had come from poor economic background. This finding is concurring with Okeke Nzuka and Nzewi (2012) who suggest that lack of scholarship and poverty among others are key to learners' dropout and low transition. The results are also in agreement with UNICEF 2013 which affirms that education strategies of children reduces with economic status to the point that children with capabilities from low income households wish but do not often participate in education because they do not manage to pay for it. Most parents are from low socioeconomic background, majority being casual laborers that cut across boda boda riding, hawking, working in farms, house helping, local brew, street begging, support from NGOs and church donation support. One would argue that in Kenya these days, poverty cannot be used as plausible explanation for school dropout because the government takes over a chunk of school related costs at the basic level. But respondents explained that despite of the capitation grant, there are some hidden costs which families are expected to bear, which most of the families can hardly afford. Issues of school uniform, PTA dues, buying of text books, pens, exercise books, lunch money, fare, dictionary, bible, atlases and other recurrent expenditures, prevent most children from regularly attending school. This eventually leads to termination. It

seems that all the other factors that come under the home based factors are interrelated with family income.

On the issue of Orphan hood, 62 teachers representing 84%, 30 head teachers representing 75% and 170 dropouts representing 84%, agreed that it was a factor that influences school dropout in Kisumu East Sub County. Only 2 head teachers, representing 5%, 2 teachers representing 3% and 5 pupils, representing 2% had different views. Major causes of orphan hood is due to HIV&AIDS scourge. Bereavement amongst family members, in particular parents, often make children more vulnerable to drop out, non-enrolment, late enrolment and slow progress cited in CRATES (2013). Orphan hood increases child's demand for labor and dropout due to financial constraints, though this depends on the caregivers. Respondents explained that, sometimes children have to take their parents responsibilities to enable them raise money to pay for their daily needs. When they fail to get the money, the child remains at home and does not return to school because of essential basic needs or the school would not accept him/her unless he/she produced the item required. In some circumstances, the children would assist their parents through engaging themselves in trading business, especially on market days, to provide for themselves before going to school. Sometimes, after trading in the morning, the children get tired and late for school, and because they will be punished for coming to school late, they refuse to attend.

Parental or guardians level of education affect their expectation with regard to their child's academic performance especially encouraging them to work hard and transit and paying attention to their academic work. From the table 6 above, it was observed that 31 head teachers (77.5%), 52 teachers (77%), and 126 pupils (62%) agreed that parental level of education determines dropout. Low level of education of the parent or caregiver leads to low aspiration and desire of the child to attain higher education because they view their parents as role models. This is supported by Onyango (2000), better educated parents appreciate the value of education illiteracy affects the demand for education. Majority of the parents in Kisumu East Sub County have largely attained primary education. The pupils indicated that it was if the level of education of family head is low they put low value on education. Teachers, on their part indicated that parents despite of their poor level of education can they can still prioritize so that their children can come to school on time and not skip school. Moreover, the children can help parents in the evening when they have closed school and not to be working on the farm during school hours.

From the table above, six signs (characteristics) are listed but it should be noted that most of them are interrelated. For instance, frequent poor health results in poor performance too. In the same vein, lack of disciplines and drug abuse also result in absence from school. Poor health may be due to lack of proper nutrition and poverty. Also, continuous absence from school could result in poor academic performance and grade repetition and all these could result in school dropout. Table 4.5 shows that 100% of head teachers, 100% of teachers as well as 94% of the pupils are of the view that poor health is one of the can lead to school dropout. They explained that when a pupil is regularly unhealthy he/she rarely attends school leading to poor performance or drop out. Besides, several results had pointed that one of the causes of school dropout is Poor health leading to continuous absenteeism. In giving credence to this issue, Lencer,J & Kline, F(2016), indicated that students who are not at school cannot receive instruction. This is because academic achievement scores are correlated with school attendance. Therefore irregular school attendance and very low achievement are other characteristics of school dropout.

All head teachers at 100% ,71 teachers at 96% and 136 pupils at 63% agreed that poor performance leads to dropout .Education is exam oriented and low achievers are forced to dropout or repeat. They end up staying in school

unnecessarily long. The head teachers said that the long stay doesn't lead to improvement significantly in performance in terms of level of academic achievement in most cases. Only 8 learners disagreed representing 4%.

On the qualitative data that emerged from open ended question, it was realized that parental involvement or lack of it determines dropout, 187(94%) of pupils agreed on this issue with all 40(100%) of the head teachers and 74(100%) of teachers that parental involvement can be blamed for the incidences of school dropout rate in the sub county. The children had explained that whenever they asked their parents for money to buy school inputs, the parents would insult them and turn them off, saying they do not have anybody to help them so they can come and stay at home. When this persists the children drop out.

The teachers pointed out those parents in spite of the student attendance, if they don't manage to spend time or help their children while neglecting their children school welfare. For them, this is poor parental involvement that blows of misplaced priority.

The last factor from open ended question which respondents considered as one of the causes of school dropout and transition was value on schooling. On this factor, 71(96%) of teachers, 40(100%) of the head teachers and 136(67%) of students agree to it. Most parents did not see the immediate value of education instead they allow their children to engage in child labor for immediate income than spending time in school. The learners do not have role models because most of their parents are moderately educated

4.2 Factors determining transition rate

The study sought to explore factors leading to low transition among schools in Kisumu East Sub-County, as reflected by availability of physical facilities, cost of education, enrolment and pupil's attitude towards schooling and teachers. These were the independent variables of the study. It was explored by the use of a Likert scale questionnaire administered to the head teachers, teachers and pupils. The questionnaire had constructs reflecting availability of physical facilities, cost of education, enrolment and pupils attitude where the respondents were to rate their level of agreement with the statements regarding the factors. They reflected by low transition, their views were summarized in percentage frequencies, as shown in Table 6

Table 6: Factors on Transition rate

Indicator		5	4	3	2	1	Mean
Physical Facility	H	30(75%)	3(7.5%)	3(7.5%)	2(5%)	2(5%)	4.32
	T	67(90%)	3(4%)	2(3%)	0(0%)	2(2%)	4.79
	P	176(87%)	14(6%)	5(2%)	5(2%)	2(3%)	4.76
Cost of education	H	30(75%)	5(12%)	2(5%)	2(5%)	1(3%)	4.62
	T	57(77%)	17(23%)	0(0%)	0(0%)	0(0%)	4.74
	P	133(66%)	39(19%)	15(8%)	7(3%)	8(4%)	4.39
Enrollment	H	27(67%)	7(18%)	3(7.5%)	3(7.5%)	0(0%)	4.45
	T	58(79%)	12(16%)	2(3%)	2(3%)	0(0%)	4.70
	P	173(86%)	16(8%)	7(3%)	6(3%)	0(0%)	4.76
Attitude	H	37(92%)	0(0%)	2(5%)	0(0%)	1(3%)	4.80
	T	62(84%)	8(11%)	3(4%)	1(1%)	0(0%)	4.77
	P	127(63%)	35(17%)	20(10%)	12(6%)	8(4%)	4.29

The findings of the study established that Schools in Kisumu Sub County were of varied levels of availability of physical facilities, with some displaying fairly physical facilities but others showing very low physical facilities. This was reflected by 30(75%) of the head teacher, 67(91%) of Teachers and 176(87%) of student agreed that poor physical facilities influence low transition. This is in agreement with MOEST (2013), that in order to have school programmes operating towards the achievements of desired goals, adequate physical facilities should be availed in school. In the same light, the table shows that 75% of head teachers, 77% of teachers and 66% of pupils think that cost of education is also responsible for low transition. In both cases, earlier research indicates their contribution to the problem, for example, in some cases some schools have continued to charge parents' high levies beyond government set fee guideline (Adwar, 2018) this coupled with the hidden costs in education such as buying of uniforms, writing materials, revision books, fare to and from school, lunch money, buying of dictionaries and bibles among other has a far reaching impact on the child's transition in school.

On the view of high enrollment, 27(69%) of head teachers, 58(79%) of teachers and 173(86%) of pupils feel that high enrollment leads to low availability of school resources such as textbooks, desks and blackboards has been found to influence school transition rates since for the teaching and learning process to be effective, resources have to be in an adequate supply. The indication is that in the absence of the badly needed teaching and learning materials such as text books, libraries, reference materials and audio visual aids for use by teachers and pupils, those who cannot afford to procure them on their own drop out from that school and find alternative or leave school altogether. The issue of trained teachers cannot be ruled out since

most of the teachers in deprived communities are untrained, hence the high dropout rate in those areas. Krueger, (2018) observes that there is a relationship between schools resources and pupil's transition and dropout rate i.e. with low resources there is low transition or high drop rate.

The finding also revealed that 37 head teachers representing 93%, 62 teachers representing 84% and 127 pupils representing 62% agreed that pupils' attitude towards teachers and schooling determines transition and dropout rates. Abagi, (2012) cited that teacher's attitude in class management plus interaction with the learners has a great impact on academic achievement and retention of learners in school. If the teacher is negative and makes discouraging remarks on the learners, the learners feel demotivated and drop out. Other personal characteristics to school dropout is continuous lack of discipline by pupils. On this score 88% of head teachers and 83% teachers as well as 58% of Pupils agreed that lack of discipline in the school or in the house is a sign that a pupil would drop out from school if care was not taken. Moest (2013) hypothesized that general deviance or specific aspects of deviant behavior would have direct effects on school dropout. Some of the deviant behaviors that are likely to affect the child's academic performance and eventual school dropout are early sex, early pregnancy, stealing, gambling, fighting, drug use and patronage of video centers during school hours.

On Irregular school attendance 93% of head teacher, 84% of teachers and 63% of pupils agree that if a pupil consistently comes to school late or don't attend, he/she may be a truant. This is because the clear display of truancy begins with coming to school late and when the culprit is punished he/she decides to skip school altogether and would come to school as and when he/she

wishes. Another angle of coming to school late can be seen from a point where the pupil stays with extended family relatives like aunt, grandparents or a step mother and he/she is required to do other house chores that cut into school reporting time. Such pupils are at risk of dropping out though not their fault.

Again, Table 6 shows that lack of teaching and learning resources is one of the school factors that could contribute to school dropout and low transition in the Kisumu East sub county. Truly so, it was seen that 82% of head teachers, 88% of teachers and 74% of pupils agreed that lack of teaching and learning resources contributed somehow to some of the pupils dropping out from school or low transition. Research conducted in Kenya and elsewhere affirms that lack of teaching and learning resources are a contributing factor to school dropout and low transition. For example, EMIS (2012) found that schools that are understaffed and lack learning resources kill learners' morale leading to negative attitude towards school and eventually drop out.

5. Conclusion and Recommendations

5.1 Conclusions

This study has shown that dropping out of school and low transition rate cannot be attributed to one single event. Rather school dropout is influenced by arrange of interacting factors, some of which are specific to the individual child. These factors include parental irresponsibility and socio-economic background of the family. Apart from these general factors, there were other home factors that could be blamed on society and the individual dropout themselves. Additionally, the School factors that come from the school environment and educational policies accounted for the incidence of school

low transition in Kisumu East Sub County In particular previous research indicates that poverty in its various guises often determines retention of learners in school.

Inability to pay fees and other costs, put pressure on pupils and parents. School supply by the government is limited and untimely,. Thus households from poor backgrounds who struggle to send their children to school often find the educational costs unbearable increasing the pressure on children to withdraw.

Certainly, incidence of school dropout has some negative consequences for the individual, the family, the society and entire nation. Thus, the consequences of school dropout to the individual, the family and the nation are enormous. In the view of these, it is imperative for stakeholders in the education delivery process to put efforts on the ground and come up with practical measures to address the issue once and for all.

5.2 Recommendations

To ensure the reduction in dropout rates and improved transition, the following recommendations are made:

1. There is need for improving monitoring, accountability mechanisms and incentives in schools to help improve confidence of all stakeholders.
2. School and the local administration to work closely with the government towards enforcing a ban on child labor in Kisumu East Sub County.
3. Policy on compulsory universal basic education should be localized, thus empowering county government to ensure that children are enrolled and attend school regularly.
4. The government should provide gender friendly facilities like sanitary pads to girls to improve enrolment and participation of pupils in schools.

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