DETERMINANTS OF DROPOUT AND TRANSITION RATES IN PUBLIC PRIMARY SCHOOLS IN KISUMU EAST SUB COUNTY KENYA

BY

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DECLARATION

DECLARATION BY THE CANDIDATE

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DEDICATION

I dedicate this thesis to my wife and our beloved children.

ABSTRACT

The government of Kenya re-introduced Free Primary Education in 2003 to enhance access, retention and transition. In Kisumu East Sub County, dropout rate is higher and transition rate lower than the neighboring Sub Counties of Kisumu Central, Kisumu West, Seme, Nyando, Muhoroni and Nyakach. This leads to high wastage of limited educational resources. The purpose of this study was to determine determinants of transition and dropout rates in public primary schools in Kisumu East Sub County. The study was guided by the following objectives: to determine the grade dropout rate in public primary schools in Kisumu East Sub County, to determine the grade transition rate in public primary schools in Kisumu East Sub County, to establish causes of high drop out in public primary schools in Kisumu East Sub County and to determine factors leading to low transition 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. The instruments that were used in the study were questionnaire, document analysis and interview schedule. Face and content validity of the instrument were determined by supervisors from the department of Education Management and Foundation Maseno University. A pilot study was carried out in four schools and a reliability index of .80 was obtained in head teachers questionnaire and .70 for teachers and pupils questionnaire from test-retest technique. Qualitative data was analyzed into themes and sub themes. Quantitative data was analyzed using descriptive statistics. The study found out that the dropout rate in Kisumu East Sub County was 19.7% and the transition rate is 68.72% in 2020, the leading factor for dropout was the level of family income at 98% and the leading factor for transition was availability of physical facilities at 84%. The study concluded that dropout and transition rates are determined by a range of interacting factors which includes 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 cooperation between parents, teachers and the government in order to reduce dropout rate and improve on the transition rate. This study may be of significance to all education stakeholders in Kisumu East Sub County in curbing the challenges of dropout and transition.

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ABBREVIATIONS AND ACRONYMS

EFA – Education for All

FPE – Free Primary Education

GOK – Government of Kenya

KCPE – Kenya Certificate of Primary Education

MOE – Ministry Of Education

UNICEF – United Nation International Children Education Fund

UNESCO – United Nation Educational Scientific Cultural Organization

KNEC – Kenya National Examinations Council

PA – Parent Association

GDP – Gross Domestic Product

HIV – Human Immunodeficiency Virus

KIPRA – Kenya Institute of Policy, Research and Analysis

NACC – National AIDS control Council

BCYCBO – Blue Cross Youth Community Based Organization

SEO – Sub-County Education Office

OVC - Orphans and Vulnerable Children

FDSE – Free Day Secondary Education

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education can be defined as "the act or process of imparting or acquisition of general knowledge, developing the power of reasoning and judgment, and generally of preparing oneself and others intellectually for mature life" (Education Universalium, 2012). It further expounds that, "education is the act or process of imparting or acquiring a particular knowledge and skills as for profession". UNESCO (2011) defines education as organized and sustained instruction designed to communicate a combination of knowledge, skills and understanding valuable for all activities of life. Article 2 of the first protocol to the European convention on human rights obliges all signatory parties to guarantee the right to education for all programs driven by UNESCO (Karbusky, 2010).

Education is one of the basic tenets of the society. Education is any act of experience that has a formation effect on the mind, character or physical ability of an individual. It is the process by which the society transmits knowledge, skills and values from one generation to another Amisi (2016). It is the valuable thing that the society can bequeath its membership. It helps fight ignorance and the acquisition of knowledge creates a better citizenry in terms of prospects in life (Fanuel, 2011). A country's education system in terms of quality has a direct correlation with the country's social, economic and political health. It thus makes education an issue of national importance owing to the premium everyone attaches to it. Knowledge and skills provided by an education system should be relevant to the needs of individuals and the nation. These two should be measured in positive observable behavior (Armstrong and Allan, 2009). Sustainable development goals (SDGs) evidence shows that on average, each additional year of education

boosts a person's income by 10 percent and increases the country's GDP by 18 percent. Some researchers estimate that if every child learns to read, around 170 million fewer people would live in poverty (UNICEF, 2015). Kenyan vision 2030 under education and training states that the country will provide a globally competitive quality education, training and research for development and to reduce illiteracy by increasing access to education, improving transition rate and training raising the quality and relevance of education GOK(2015).

Katiwa (2016) argues that the hopes of achieving higher standards of living and establishing independence in a viable form seems to depend almost on the ability of each country to train labor force which starts at the basic level of education. Most developed nations like Europe, Asia and America have continued to invest heavily in education since it is a prerequisite to development. United Nations Educational Scientific and Cultural Organization (UNESCO, 2009) report asserts that prolonged compulsory schooling increases access to and participation in education. It also reports that transition rates from primary to secondary is above 90% in all developed nations of the world except South and West Asian countries such as Bangladesh, India and Pakistan which have net enrolment ratios ranging from 20% to 24% (ADEA, 2008). In fact, Liu (2011) carried out a qualitative research in two rural communities in North China focusing on dropouts and carrying out interviews with the dropouts and their families. Among the reasons put forward for dropping out were, schools failing to provide impetus/ motivation for continued study and youngsters admitting the lifestyle of contemporaries who had already left.

The United States Department of Education defines dropout rate as a percentage of 16 to 24 year old who are not enrolled in school and have not earned a high school credential and defines drop out as a person who has not graduated from high school and not currently enrolled in full time secondary education (National Centre for Education Statistics, 2011). Developed countries like

U.S.A and Japan have a large pool of highly skilled human capital. In these countries, education is a fundamental ingredient for creating economic development. It has been more important than increased capital in accounting for workers' productivity and U.S.A economic growth (Smith, 2003). Dropout are learners who withdraw from education prematurely before completing one cycle of schooling (Pryor, 2014).

Dropout rates in Kisumu East sub county has been consistently high from 2011 at 21.02%, 2012 at 22.42%, 2013 at 22.0%, 2014 at 23.0%, 2015 at 21.52%, 2016 at 21.09%, 2017 at 20.34%, 2018 at 21.43% as highlighted in Table 1.1. Whereas the crude dropout rates are known from 2011 to 2018, the actual dropout rates could not be established from the preliminary survey for 2019 and 2020 necessitating the researcher to establish the dropout rates for the aforementioned years in Kisumu East Sub County.

Table 1.1 Crude Dropout Rates (%) in Kisumu County.

	2011	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**Average**
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. While the data shown in Table 1.1 is crude, it forms the basis for finding out the actual dropout rate in the sub county by conducting this study.

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. 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). Transition rate in Kisumu East Sub county has been low from 2011 to 2018 as compared to the national average transition rate and the neighboring sub counties transition rates at 69% against national average at 94.2% as shown in Table1.2

Table 1.2 Crude Transition Rates (%) in Primary schools in Kisumu 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 1.2 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%. Whereas the crude transition rates are known from 2011 to 2018, the actual transition rates could not be established from the preliminary survey for the years 2019 and 2020 necessitating the researcher to establish the transition rates for the aforementioned years in Kisumu East Sub County.

Studies on transition rates in Ghana shows that 44% of the children from the poor households continue to experience low transition in primary school (Khan 2012). William (2008) makes it explicit that indirect cost hinders access, retention and transition in school and this is coupled with the opportunity cost in schooling.

Africa has challenges of low transition rates in primary school. This can be attributed to a myriad of factors chiefly among them the being over reliance on donor support programme by African governments. Withdrawal of the same leaving the learners missing out on education promises thus not transiting (Muga 2011). In Kenya, the government is committed to increase transition rates in primary school after implementing Free Primary Education successfully (Gok 2009). The government policy on basic education is articulated in Session Paper No 14 of 2012. It is meant to subsidize the fee paid in school to enable most learners to transit to subsequent class.

A great challenge to African government is that of financing education programmes. The government operate with huge budgetary deficit which always need to be plugged by way of donors infusing budgetary and development support. This leaves the challenge of financing education programmes especially to the households and communities. The challenge leaves the

households in a precarious situation whereby they have to do delicate balancing act deciding on whether to pay for the education of the learners or meet the daily needs of survival and subsistence taking into consideration that most of the African population lives on less than a dollar per day (Matayos, 2010).

In Latin America, Brazil has the highest secondary gross enrolment ratios at almost 100% compared to Guatemala where only 51% of students enrolled. Beyond primary education, only a handful of Sub-Saharan African Countries, such as Botswana, Cape Verde, Mauritius and South Africa have achieved rates of access to education as high as 80% while in Kenya transition level stands at 73%. Countries such as Burundi, Bukina Faso and Rwanda have not even achieved rates of 20% (SEIA, 2010).

Since independence, like many other countries, the Kenyan government sought to expand education. While education opportunities continue to expand, internal efficiency problem in form of dropout and low transition rates continue to be pervasive. Despite free primary education policy reintroduced by the government in 2003, a substantial number of children who would benefit from it are out of school (GOK 2010). According to Kenya Demographic and Health Survey, (2010) children aged 6–13 years, enrolment improved from 67% to 94% between 1998 and 2009, but nearly 6 percent of 8,000 children sampled were still out of school. Free Primary Education (FPE) has not ensured that all children of primary school going age are in school (Achoka, 2010).The expenditure on education by the Kenyan government has been increasing steadily since independence from 260.1 billion in 2012/2013 to 342.3 billion 2016/17 about 36.34% of the GDP (Economic Survey, 2017). Muga (2011) argues that the amount of money spent on dropout go to waste as they do not attain the expected levels of competency.

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 dropout and transition in primary schools didn't reflect the potential compared to other sub counties as shown in Tables 1.1 and 1.2 thus 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 .This is an extra burden to the government and for any meaningful intervention, it would be important for the government to investigate factors that leads to high dropout and low transition in primary schools.

Juma (2010) in his research on effects of Free Primary Education policies on drop out in Kisumu East Sub County, Kenya confirms that the government policies play a big role in determination of educational dropout. However, the study did not establish dropout rates in Kisumu East Sub County which is a gap this study sought to fill. Amisi (2016) in his study on influence of socio economic factors on pupil's transition rates from primary to secondary school in Kisumu East Sub County found out that transition in primary school is highly determined by the cost of education, family structure and pupil participation on domestic chores. This study left out factors leading to low transition rates which is a gap this study sought to fill.

Nyae (2012) carried out a study on determinants of repetition rate, dropout rates and survival rates of pupils in public primary schools in Kubo Division Kwale District and found out that factors such as poor performance, pregnancy, absenteeism, poverty, illness, drug abuse and child labor determines the rates of dropout, repetition and survival. He further states that poor parents may not meet the educational needs of their children. Even with the introduction of FPE there are some costs parents still have to meet such as uniform, transport and meals. That study, however, was

carried out in Kubo Division Kwale County between 2004 -2010, in addition, that study did not establish other factors determining dropout such as educational level of the parents or guardian, orphan hood and family income. Parental level of education is a factor that influences the children's transition rates from one level of education to the next. This is because less educated parents do not know the private and social benefits of investing in education (Weya 2011).

In Kisumu East Sub County, the level of education of most parents is very low with only 23% having attained high school education. With the low level of education, most of them do not appreciate the value of education, they do not encourage their children to attend school (Achoka2010). The parents value opportunity costs thus encouraging their children to go for casual labor, touting, bike riding (boda doda) and mining for instant cash rather than spending time in school of no immediate benefit. The pupils get discouraged because they lack role models and this affects retention and transition (Kisumu County Education Factsheet 2012). This study was to establish the effects of parental level of education on transition in Kisumu East Sub County.

Global estimates indicates that about 145 million children have been orphaned and made vulnerable through death of parent(s) due to various causes such as natural disaster, conflicts, alcohol, poverty, HIV/AIDS epidemic and other conditions (Gulaid, 2008). Participation of orphans and vulnerable children in education remains a pressing challenge for many countries. These children face a variety of disadvantages and impediments which increase their vulnerability and helplessness. The orphans and vulnerable have poor health and nutrition, trauma and difficult home circumstances, which affect their access and retention in school (Subbarao, 2009).

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, 2013).Upon parental death,

loneliness and loss of parental love and guidance often compound anxiety, fear, self-blame and depression in children this affect 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 has risen from 2270 to 4406 as at 2011 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.

Income levels of a family determines 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 is the most common primary and contributing factor of children's dropout of school. In addition, Kiberia, (2016) confirms that poverty is a contributing factor to children's dropout in China. In India, financial difficulties are cited as major cause of school dropout (Bridgeland , 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 person 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, 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 and this study will investigate the influence of parental income on dropout in Kisumu East Sub County.

Adhiambo (2015) carried out a study on the role of head teachers on participation of orphans and vulnerable children in public primary schools in Kisumu East Sub County. Her findings were that participation in primary school education by orphans is largely influenced by availability of guidance and counseling, resource and creation of network for provision of basic needs. However, the study left out transition rates and factors determining transition of learners such as availability of physical facilities, cost of education, enrolment and pupils' attitude.. Physical facilities are plant facilities provided in the school in order to facilitate teaching learning process. They include school buildings, lighting, furniture, safe water for drinking, playground, library and washrooms.

Excellent facilities are basic ingredient for good education programs and are very important for achieving targets and improving quality of education (Khan 2012).The BOM ensures provision of proper and adequate physical facilities for the institution, advice the County Education Board on the staffing needs of the institution and promote quality education to all pupils in accordance with the set standards. It also determines the pupils case of indiscipline and report to the education board. Loyn (2012) documented that there is a relationship between physical characteristics of school building and educational outcomes. A study in Latin America by Williams (2008) found out that children whose schools lacked classroom materials and had inadequate library were significantly more likely to show lower test scores and high grade dropout .

MOEST (2011) confirms that in order to have school programmes operating towards the achievement of desired goals, adequate physical facilities should be availed in school. These include buildings, pit latrines, furniture, and land, among others. Children who are seated

comfortably are able to learn well, acquire good skills, have adequate contact with the chalkboard and concentrate better. Nationally, the recommended pupil to book ratio should be 1:1. This is not the case because in many schools pupil to book ratio is 1:4 which is not recommended as per national and international set ratio (MOEST 2009).

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.

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, PA, medical and caution, personal basics such as soap, pens ,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). According to the Ministry of Education, the basic education act states that no public school shall charge or cause any parent or guardian to pay tuition fee for or on behalf of any pupil in the school. No person shall collect levies without issuing an official receipt. It futher states that no person while admitting a child in public school or basic education institution should collect admission fee.

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 to 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 and drop out of school.

Even though significant studies have been done on the influence of high enrolment on dropout and transition in Kisumu East Sub County, the problem still persists. In Kisumu East Sub County, the teacher to pupil ratio is 1:62 which is far much above the recommended ratio of 1:40 for an ideal classroom. Some schools in the sub county have less than 8 teachers out of which 3 are administrators. The administrators are forced to teach many lessons apart from administrative duties. The teachers feel overburdened and may not deliver effectively. Lack of effective delivery

leads to failure in exams, low transition and high dropout (GOK 2016). This calls for a study to investigate the level of influence of high enrolment on dropout and transition in the sub county, hence this study.

There are many factors associated with dropout, some of which are associated with the individual, such as poor health or under-nutrition, school motivation and disability (Hunt 2008). Lack of discipline on the part of some pupils' leads to conflicts with the management. Some indiscipline cases include drug and substance abuse, alcoholism and other defiant behavior which leads to academic failure, insufficient marks to advance to the next grade, truancy and absenteeism. The culprits feel that they are on the receiving end and drop out of school. Such drop outs may re-enter school after some years. They would feel old for the classes they are in and ultimately leave school (Achola 2008).Quite dropouts tend to show none school misbehavior and at the same time indicate fair amount of commitment but eventually drop out. They do not react openly to their difficulties in school, do not misbehave and generally go un-noticed until they decide as those who tend to show an average performance with respect to grade. They do not like school, have few educational aspirant, care little about grades and feel less competent than other students. Generally, they do not recognize the importance of education (UNESCO 2010).

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 need 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 professionally

trained teachers to handle such children (MOEST,2013). Lack of guidance and counselling in schools makes 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. Government policies on transition, balanced staffing, financial management, corporal punishment enhances access and retention and ensures that the school is child friendly. However, when the government through the Ministry of Education delays in disbursement of funds, then the schools may not purchase or maintain facilities. The TSC ensures there is quality and adequate staff in schools. Teacher scarcity is a stumbling block to effective implementation of FPE. It also ensures quality curriculum delivery through regular inspection in schools. Ineffective curriculum delivery leads to dropout and lack of transition among learners. The stakeholders such as parents, the church, the local community, the local area administrators, BOM and PA should be sensitized to know that there is a role they play in school management. For instance, they assist in managing issues of indiscipline right from home and not leaving the burden to teachers. Parents ensure that they take their children to school and encourage them to

work hard otherwise they dropout of education. The church provides spiritual nourishment and instill good morals thus enhancing discipline and this help reduce dropout. The Non-Governmental Organization (NGO), should assist in provision of physical facilities.

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 is a serious problem because it 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. The Sessional Paper No. 1 of 2005 also reiterated the same, including improving retention and quality of primary education. At national level, the transition rate is at 94.2 % while dropout rate is at 4.89%.

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 69.04 percent compared to the national transition rate of 94.2 percent and the dropout rate stands at 21.43 percent compared to 4.89 percent nationally. 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 Purpose of the Study

The purpose of this study was to determine the determinants of dropout and transition rates in public primary schools in Kisumu East Sub County.

1.4 Objectives of the study

The study was guided by the following objectives, to:

i) Determine the actual grade dropout rate in public primary schools in Kisumu East Sub County.

ii) Determine the actual grade transition rates in public primary schools in Kisumu East Sub County.

iii) Establish factors leading to dropout rates in public primary schools in Kisumu East Sub County.

iv) Determine factors leading to low transition rate in public primary schools in Kisumu East Sub County.

1.5 Research Questions

The study sought to answer the following research questions:

i) What is the actual grade dropout rate of pupils in public primary schools in Kisumu East Sub County?

ii) What is the actual grade transition rate of pupils in public primary schools in Kisumu East Sub County?

iii) What are the factors leading to high dropout of pupils in public primary schools in Kisumu East Sub County?

iv) What are the factors determining the transition of pupils in public primary schools in Kisumu East Sub County?

1.6 Significance of the Study

The findings of the study may be useful to educational planners in the Ministry of Education in devising measures that would lead to improvement of transition rates and reduction in students drop out so that the government does not only focus on solving educational cost challenges to students but also wastage in public primary schools. The study may be useful to the county government of Kisumu, Teachers Service Commission educational planners, policy makers, and educational managers to utilize education resources effectively and device measures to address wastages so as to improve efficiency. The findings may help the stake holders in education in Kisumu East Sub County and policy makers on the utilization of FPE resources in primary schools. It may

also be a basic of formulation and reformulation of policies targeting dropout and transition in Kisumu East Sub County and Kenya in general. The study was also vital as a reference material to academicians for further research.

1.7 Limitation of the Study

The researcher discovered that some of the questionnaires were not completely filled. However according to Mugenda and Mugenda 2003, those that were completely filled summed up to 80% which is acceptable for analysis

1.8 Assumption of the Study

The study was carried out based on the assumption that the learning environment is conducive for learning and that the schools have adequate physical facilities. It was also based on the assumption that the respondents would be co-operative and the information given would be accurate and true.

1.9 Conceptual Framework

In education, efficiency refers to the relationship between the input into the education system and the output from the same. A perfect efficient education system is one where 100 % of pupils that begin go on to complete the cycle in a timely fashion. The most efficient system is also the one that achieve a given output at the lowest cost or get the greatest output from a given input. Education efficiency is the ability to perform well and achieve a result without wastage of resources, effort, time or money that is using the smallest quantity of resources as possible. It can be measured in physical terms (technical efficiency) or in terms of cost (economic efficiency). Dropout and lack of transition are forms of wastage that renders primary education internally inefficient. The conceptual framework shows the relationship between the various factors causing dropout with particular reference to Kisumu East Sub County. The conceptual framework assists the researcher to quickly get the relationship between dependent and independent variables.

Dropout and transition are dependent variables caused by independent variables. The independent variables are: factors that leads to dropout such as family income, orphan hood, level of education of family head and pupils' characteristics. Factors for transition includes: physical facilities, cost of education, enrolment and pupil attitude. In Kenya, 71% of dropouts are due to poverty, in that poor families may contemplate the cost of sending their children to school but may abandon the whole exercise when more sacrifices are demanded like tuition fee and other indirect costs. The school factors such as physical facilities, levies, and enrolment also affect dropout and transition. Most school especially in remote areas lack basic facilities of life such as good roads, education and health facilities, which causes students to drop out.

The Ministry of Education enhances transition and lowers dropout by improving physical facilities and adequately funding school. When the girls are provided with sanitary towels, they stay in school during menses. Resources such as text books, desks, charts, blackboards among others are quite crucial to learning and also influence dropout and transition. Pupil factors such as the individual pupil characteristics and attitude also influence dropout and transition .For instance, lack of sufficient marks to advance to the next level and repetition creates a negative attitude towards school and causes the child to drop out

The teachers Service Commission ensures adequate staffing and quality teaching by teachers in class. It ensures that the school is child friendly and the teachers accommodate learners from diverse culture and various backgrounds. The parents as stakeholders ensure their children receive quality education by providing resources. They ensure their children are disciplined, finish homework and choose the best career path. The county government puts measures in place to ensure all pupils stay in school and complete basic education. Through the County Education Board, the county government prepares and submit a comprehensive report including Education

Information Management System (EMIS) data to the cabinet secretary on all areas of his mandate including curriculum, policy implementation and audit report. All these ensures efficiency on utilization of school resources towards effective teaching and learning thus promoting transition and reducing dropout

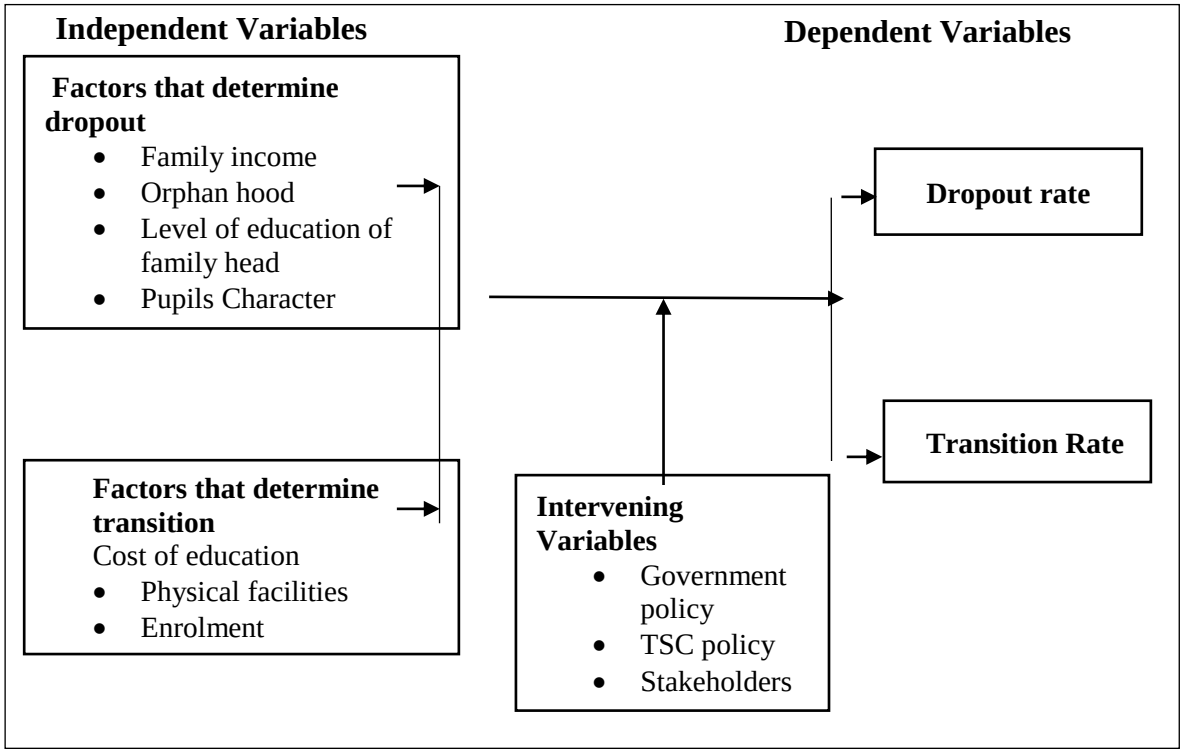

Figure 1:Conceptual Framework on factors determining dropout and transition in public primary schools in Kisumu East Sub County

1.10 Definition of Key Operational Terms

Income: Refers to the amount of money or equivalent received during a period of time in exchange of labour or service or from the sale of goods.

Determinants: Refers to factors influencing or causes something to happen.

Dropout: This term will be used synonymously with the following terms namely, early school withdrawal, premature school leaving or enrollment loss. A pupil who has withdrawn out of school permanently before completing the expected cycle or level

Ethical Consideration: They are norms or code of conducts to be considered during research work.

Free primary education: Refers to waiver of all forms of contribution to education by parents on primary school level. The government shoulders the financing of education. This applies to public schools only.

Grade A particular rank or class of value**.** Pass gradually from one class to another.

Home based factors: The conditions at home that either interfere with or enhance the enrolment of a pupil in primary school education.

PA levies: Refers to expenses incurred by the parents and students to access education besides the direct costs reflected in the school year's government fee structure such as activity fees and development levies.

Parental level of education: Refers to the level of education that a parent has attained.

Primary education: Formal education in Kenya which is the first level in formal education that carters for age group of 6-13 yrs within the schooling system.

Public school: A school that receives financial support from the government. Tuition is paid for education that is relatively lower compared to other types of schools.

Wastage: Refers to learners who do not complete primary education in time or drop out of school.

Retention: Ability of pupils to remain and progress in school until they complete their education cycle.

Transition rate: Refers to percentage of students advancing from one grade of schooling to another.

Transition: Refer to number of learners enrolled in a class and promoted to the next class upon completion of the course in that particular class or level

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter comprises of reviewed literature on related studies that contributed to the understanding of the study. The chapter was divided to the following sub headings: Factors for dropout in public primary schools in Kisumu East Sub County, factors for transition in public primary schools in Kisumu East Sub County. Factors for dropout include, family income, orphan hood, level of education of the parents and pupil characteristics. Factors for transition include, physical facilities, schooling cost, enrolment and pupil attitude.

2.2 General overview on dropout and transition rates.

Several international studies refers to school transition as a time when pupils are particularly vulnerable and may easily be disengaged and at risk of early school leaving .Early school leaving is generally seen to jeopardize young people's future as possible career opportunities and life chances are largely determined by their educational attainment in school (Mauludi ,2018).There is inadequacy of interventions and specific factors and disconnect between research policy. Transition in primary school is of great importance because primary school is part of basic compulsory schooling (ADEA 2008).

Karieri ,J. G(2013) states transition in primary school is a critical step in many counties children education to prevent regress in education. 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).Studies on transition rates in Ghana shows that 44% of the children from the poor households continue to experience low transition in primary school (Khan 2012) .William (2008) makes it explicit that indirect cost hinders access, retention and transition in school and this is coupled with the opportunity cost in schooling.

Africa has challenges of low transition rates in primary school. This can be attributed to a myrid of of factors chiefly among them the being over reliance on donor support programme by African governments. Withdrawal of the same leaving the learners missing out on education promises thus not transiting (Muga 2011). In Kenya, the government is committed to increase transition rates in primary school after implementing Free Primary Education successfully (Gok 2009). The government policy on basic education is articulated in session paper No 14 of 2012. It is meant to subsidize the fee paid in school to enable most learners to transit to subsequent class.

Dropout are learners who withdraw from education prematurely before completing one cycle of schooling (Pryor, 2014).At primary school level promotion from grade one all the way to class eight is supposed to be automatic especially with the introduction of free primary education. On the contrary, a great deal of wastage occur in terms of school dropout(Estrellah ,A 2019).In Kenya ,the overall wastage rate ranges from 30% to 40%. There are a range of interacting factors that determine dropout among them are: parental level of education, parental level of income, cost of education and availability of education resources.

2.3 Factors for dropout

According to UNICEF, (2012), school enrolment in education are 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. 76% of the richest households have their children attending school compared to 40% from 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 is the most common primary and contributing factor to children dropout of school. Munda, (2014) and Muthanje (2015) confirms that socio-economic factors such as poverty has an influence to dropout.

According to the GOK (2016), parents often bear the burden of school levies in schools. Education has the capacity to alleviate poverty situation by a way of catalyzing wealth creation activities due to the advancement in technology and increase the literacy levels in the society. This call for empowerment of some parents with an aim of helping them realize their obligation of educating their children for the benefit of citizenry. Mfumira (2009) agrees that the structural adjustment programmes and debt servicing programmes by the government have had a far-reaching effect on households. This has had the net effect of the erosion of spending power due to the shrinking of

household's dispensable incomes and the limited opportunities for earning and livelihoods. This causes many households the pain and suffering of toiling for daily substances and meeting of the basic requirements of life.

Ogolla (2013) explains that, parents are forced to forgo the education for their children especially so in the rural areas because they want them to be in regular work and earn an income and contribute to the sustenance of the family. There is evidence of reduced enthusiasm to proceed in school in the rural areas because they may consider it normal to stop learning and keep the household by way of earning a living.

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. A study by Juma (2017) confirms this. The researcher found out that HIV and AIDS incidences had led to many children being orphaned. Nyaranga (2012) confirms that emergence of HIV/AIDS and high incidences recorded today has impacted negatively to the education and general socio-economic development resulting in children dropping out of school due to lack of parental care.

According to the report of the commission of inquiry into education system, also known as TIQET (Totally Integrated Quality Education and Training), HIV/AIDS was recognized as a serious issue. The government and NGOs are all working together to control the epidemic. HIV/AIDS is turning into a socio-economic disaster, especially in the sub-Saharan Africa. The high and growing rate of infections and death from HIV/AIDS related diseases has made it an epidemic of international magnitude. The epidemic has affected all the sectors of the economy Mallman, A (2018). As

highlighted in the TIQET, we find that the loss of earning capacity caused by HIV/AIDS makes it difficult for the infected and affected parents, or guardians, to support education and training programmes of their children, hence, slowing down the growth of school age population, this has lowered the enrolment in primary schools. Therefore, the dropout rates have been accelerated effects originating from the deadly disease.

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.

Whether the parents are educated or illiterate affects demand for education in the household. Better educated parents appreciate the value of education more than illiterate ones and normally assist their children to progress with education both morally and materially (Ogola ,2013). Mbui (2010) further posits that family network and their composition play a very big role in transition from grade to grade in education. One can only live and flourish with the social class in which he/she involves himself with. The same applies to the matter of education and academic activities. If the child is inspired to go to school at home, they will have the urge to do it but if no one gives them the inspiration, or reflects them at that, they may end up dropping out of the schooling system.

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).

High academic attainment of a mother and father significantly reduce chances of primary school dropout for both boys and girls in rural and urban areas. For a mother, this phenomenon could perhaps be attributed to the fact that educated mothers reduce the time spent doing household chores while increasing time spent with their children than their uneducated counterparts (Kitiwa, 2013). Also, educated mothers are more effective in helping their children in academic work and also monitor and supervise their children's academic progress. While to the fathers, it's attributed to the fact that educated fathers are also interested in academic progress of their children thus they could be willing to spend more time helping their children in academic problem (Holmes 2008).

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 (Matayo 2010).

Checchi and Salvi (2010) explains that repeaters and dropouts are more likely to come from families that rank lower on measures of social status and related variables such as parental level of education among others. Educated households are able to spend significantly more of their time and experience on their children's education, improving their opportunities for better quality schooling. Okumu (2008) argued that educated parents are more likely to enroll their children in school and be fully involved into their education until they complete their education as opposed to parents who have not had any formal education.UNESCO (2014) concurs that educated parents may be most likely to have more educated children. Analysis of household survey from 56 countries finds that for each additional year of mother's education, the average child attains an extra 0.32 years and for girls the benefits is slightly large.

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 (Ayiye, 2012).

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 is necessary for learning in all subjects except mathematics. Ajaja (2012) noted that students who fail exams at the end of the

year, or leaves 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 makes students frustrated and finally drop out of school.

2.4 Factors for Transition

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 is one of the main causes of high dropout in Pakistan. School 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 Din (2011).

School resources and facilities are looked at in terms of schooling system, human resource and in-school resources. While links to dropping out are explored, in many cases they may be direct, feeding into the overall notion of quality (CRATE, 2008). School facilities, availability of resources such as text books, desks, blackboard, have been noted to influence transition (Brock 2009). Sanitary facilities are important for female retention. In his research in Ethiopia, Colcough (2008) found out that only 5 of the 11 schools visited had latrines, and of those only one was separated for boys and girls. In most cases the latrines were not in suitable condition to be used. The lack of latrine led to female absenteeism during menstruation and subsequently low performance and low transition.

Orodho (2009) in his study on access and participation in primary school education in Kenya confirms that physical facilities and instructional materials were quite crucial to the students learning. FPE has stretched the facilities to the limit, classrooms are congested, desks are inadequate and so are the text books. In most cases, text books, charts, maps and other teaching & learning materials are not adequate. In some cases the materials are not learner friendly and full of stereotyping and gender biased. This affects the quality of learning. Toilets are lacking in some schools and where they exist, they are inadequate and in poor condition. This badly affects the girls, physically challenged and young children.

Education Sector Report (2010) found that financing education in Kenya dos not consider PA 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. Brown and Park (2008) confirmed that incapability to pay school fee was the reason for dropout in rural China. In their research in South Africa, Hunker and May (2008) further observed that school levies was significant reason for low transition. Higher school levies increases the likelihood of dropping out for both boys and girls. Kitiwa (2013) agrees that the opportunity costs for education is normally high for poor families. These high opportunity costs coupled with lower expected benefits of education leads to low investments in a child's education among the poor families as they are unable to meet the PTA levies on education. Choices made by the rich and well off households are guided by the quality of schools available while for the poor, choices are affordability. According to the government of Kenya (GOK 2010), the number of primary schools increased by 18% from 2003 after successful implementation of free primary education. To many parents it has been a nightmare for them to take their children to schools due to inability of low income parents to finance levies in schools.

Kenya's Education Sector Report (2013/14 – 2015/16) further states that the education sector has continued to receive significant allocations for both recurrent and development expenditure from the year 2005 to date. However, this does not consider the PA levies which greatly affect pupils' transition and retention in schools. Wangari (2012), indicated that financing education programmes is a global challenge to the governments of the world. This has caused education programmes in the country to be very expensive to the parents and community in general taking into account the government's subsidy programmes in schools and the parents meet the other costs to supplement the government's efforts.

GOK (2009) sighted that this has precipitated a crisis for schools in that parents are totally reluctant to support school activities because of the notion that education is free and grants from the government are not sufficient and at times not distributed when schools need funds. This has caused parents agony of enrolling pupils in the schools which meet their aspirations especially the private schools at an additional cost owing to the factors of seeking quality education for their children. Sawamusra (2010) further points out that the major challenge of implementation of free primary education with an aim of attaining optimal access, retention and transition is that of financing. The situation of access to the primary education seems far in access of educational opportunities. But it reveals that the child is not assured of quality because the rapid rise in number makes teaching and learning difficult. The government on the other hand depends on aids from external agencies that it terms as development partners. It leaves the question of whether the universalization of free primary education is sustainable by the very virtue of being overly aid dependent. Omuga (2010) confirms that transition between grades in primary education is pain to many parents and community. This is because primary schools are committed to ensuring that the

transition and the schooling system is motivated by an examination system bent on the scoring of high grades in school examination.

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 A lack of infrastructure is also 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, (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. Inevitably, this is a challenge that requires attention According to G.O.K (2018), more space is need to construct 60000 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, 60000 teachers also needed to cater for the 60000 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 this 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. 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.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology used in the study. It described research design, study area, population of the study, sample and sampling techniques, research instrument, validity and reliability of the instruments and ethical consideration.

3.2 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 2003). 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.

3.3 Area of Study

This study was carried out in Kisumu East Sub County which is within Kisumu County. It borders Kisumu Central and Kisumu West Sub County. Kisumu East Sub Counties has three zones that is Kajulu, Rweya and Ragumo Zones. It coved an area of 135.90 square kilometers (economic survey report 2017).It had a population of 150,124 people as at 2018 .The climate of the sub county was

modified by the presence of Lake Victoria .It experiences convectional rainfall which falls in midafternoons accompanied by thunderstorm and lightning. This makes the area suitable for agriculture. The crops grown include sugarcane, maize, beans, poultry and vegetables .There is also fishing carried out in the lake (National Census Report 2009). It is located along latitude 0^{o} 06' 7^{o}.96' North and longitude 34^{o}45' 42^{o} 16' East.

3.4 Population of the Study

Kisumu East Sub County had three zones that is Kajulu, Rweya and Ragumo zones.Boy and Ghaull, (2010) defines the target population as the population to which the researcher wants to generalize the results of the study. Kajulu zone had 11 schools, 11 head teachers, 84 teachers and 221 class 8 pupils. Rweya zone had 17 schools, 17 head teachers, 97 teachers and 256 class 8 pupils. Ragumo has17 schools, 17 head teachers 93 teachers and 274 class 8 pupils. It had one Sub County Director of Education.

3.5 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 after 22 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 1.3: Distribution of Sample Population for Head teachers.

Zone	Population	Sample Size	%
	Population of headteachers	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 and 202 pupils. 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 1.4: 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	69	174		23	59		30
Rweya	77	206	1	26	68	1	30
Ragumo	74	221		25	75		30
TOTAL	**220**	**601**	**1**	**74**	**202**	**1**	

3.6 Research Instruments

The researcher used questionnaire, interview schedule and document analysis as instrument of study. The study had 3 sets of questionnaire were used to collect data from head teacher, teachers

and pupils. Questionnaires were deemed suitable in that they had a large group of respondents, they had benefits of self administerbility, anonymity, elimination of bias and standardization of questions for purpose of easy data analysis procedures (Orodho 2009).The questionnaires were also considered ideal for collecting data from head teachers and teachers because they could individually read, interpret and fill them. They ensure freedom of expression and accountability on the information given by the respondent. The instruments had both closed and open ended questions. The study equally used interview schedule for the purpose of having a structured interview with the Sub county Director of Education. He was considered a key informant and a resource person of high value to the study.

3.6.1 Questionnaire For the Head teacher (QH)

The instrument (Appendix IV) was used to collect information from the head teacher. This was because the head teacher was responsible for BOM teachers, keeping school records, in charge of school finances and teaching and learning resources. The head teacher's questionnaire had 3 sections. Section A sought information on enrolment and repetition, section B factors leading to dropout. Section C addressed factors leading to transition. Questionnaire helped in soliciting information on trends of enrolment, factors influencing dropout and transition and interventions to be taken.

3.6.2 Questionnaire for the Teachers (QT)

Provided information on causes of drop out and low transition of learners and interventions. The questionnaire had two sections. Section A investigated factors leading to dropout, section B focused on factors for low transitions.

3.6.3 Questionnaire for the Pupils (QP)

Was used to gather information on possible causes of dropout and low transition, family background, learning experiences among others. It had 2 sections, section A gathered information on school factors influencing drop out. Section B solicited information based factors leading to low transition such as cost of education, physical facilities, enrolment and pupil attitude.

3.6.4 Interview Schedule

Was used to gather information on causes of dropout and low transition in the sub-county such as levies and family factors. The Sub County Education Officer was interviewed in his office.

3.6.5 Document Analysis Guide

Document analysis guide was used to capture information that aided in analyzing transition and dropout in schools .This was important for information provided through such documents was verifiable in nature. Class attendance register gave information on school population in terms of enrolment. The Teacher Information Management System (TIMIS) forms and class one admission register were used to solicit information on yearly enrolment vs graduation. Permanent ledger book was used to get information on physical facilities. In this case, document analysis guide was used to source information from the education offices and other relevant offices, thereafter, content analysis was done on the documents obtained to assess information which was used to supplement the data captured by the questionnaires.

3.7 Validity and Reliability

Reliability refers to how dependably or consistently a test measures characteristics while validity refers to what characteristics the test measures and how well the test measures that characteristic.

Instruments reliability and validity are two technical properties that indicate the quality and usefulness of an instrument. These are two most important features a researcher ought to examine when evaluating the suitability of the instrument for use. The two properties must be tested to ensure that the instrument is fit for the purpose for which it is intended to be used and appropriate for the target population (DLETA 2000).

3.7.1 Validity

This is the ability of the results of the study to represent the phenomenon it claims to measure (Bury and Gull 1993). The questionnaire used in this study was presented before the experts in the department of educational management and foundation 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.

3.7.2 Reliability

Reliability is a measure of the degree to which an instrument yields consistent results or data after repeated trials under the same condition and subject. It is the consistency of a measuring device overtime (Mugenda and Mugenda 2003). To enhance reliability of the instrument, pilot study or pretest study was conducted in five schools which is ten percent of the population. Test-retest technique was used to improve the reliability of the instrument. This involves administering the same questionnaire twice to the respondent in the pilot sample after two weeks. It involved 8 teachers and 23 pupils . Person’s product moment formulae was used. After two weeks, the

questionnaires was administered to the same people and the result of the two was be compared for similarity or closeness .The information gathered was used to clarify the ambiguity in the instrument. Only the instrument considered relevant to the study was included in the research instrument. Pearson's correlation coefficient was used as indicated below:

$$Pearson's\ r = \frac{(x - \bar{x})(y - \bar{y})}{\mathrm{N}(S_x)(S_y)}$$

Where x – Scores from the first administration

$\bar{x}$ - Mean score from the first administration

y – Scores from the 2nd administration

$\bar{y}$ - mean score from the 2nd administration

N - Total number of respondents

S_x - Standard deviation of the scores from the first administration

S_y - Standard deviation of scores from the second administration

Reliability index of 0.70 and above was considered adequate for the instruments (Best, 1998). A pilot study was carried out in four schools in order to determine reliability and a reliability index of .80 was obtained in head teachers in questionnaire and .70 for teachers and pupils questionnaire from test-retest technique

3.8 Data Collection Procedures

The research sought permission from the Ministry of Education through the School of Graduate Studies (SGS) Maseno University and MUERC (Maseno Uniersity Ethics and Review Comission) to collect the data. The researcher then obtained permit from the County and Sub County directors of education to visit the schools. The questionnaire was developed and printed. The researcher made reconnaissance to the school and organize on how data would be collected. The researcher

introduced himself to the head teacher and teachers and explained the aim purpose and significance of the study. The date to administer the instrument was agreed upon. The questionnaire was distributed to schools on agreed date by the researcher during normal school day as he did observation guided by observation checklist. The respondents were given instruction and assurance of confidentiality after which they filled the questionnaire. The questionnaire was collected by the researcher. The researcher then collected the data as expected. Questionnaire was given to the pupils in class while the head teacher and the teachers were given questioners in their offices. Class registers, progress records and monthly returns was examined for additional information. Data analysis was done guided by document analysis guide.

3.9 Data Analysis Procedures

Data analysis entails categorizing, ordering, manipulating and summarizing raw data to obtain answers to the research questions (Kathari, 2004). The completed questionnaire from the field was sorted out for completeness and accuracy. Those incomplete are considered spoilt. Qualitative data obtained from personal interviews and open-ended questions were analyzed through content analysis and organized into themes and patterns corresponding to research questions. This helped the researcher to detect and establish various categories into the data which are distinct from each other. Themes and categories were generated using codes assigned manually by the researcher. The refined and organized quantitative data were analyzed using descriptive statistics involving percentages and mean scores to determine varying degrees of response-concentration. According to Hair et al (2010), this statistical approach is essential when finding a way of condensing the information contained in a number of original variables into a smaller set of factors with a minimum loss of information.

Quantitative data such as statistical information on enrolment and repetition was analyzed by help of Statistical Packages for Social Sciences (SPSS). SPSS package is able to handle a large amount of data and given its wide spectrum in the array of statistical procedure which are purposefully designed for social sciences. It is deemed efficient for the task. Descriptive statistics such as frequency distribution, means and percentages was run on all quantitative data. The information obtained was evaluated to see its usefulness in answering the research questions. In particular, objectives 1 and 2 were generating quantitative data that was analyzed descriptively using frequencies, means and percentages. Objectives 3 and 4 generated qualitative data that were analyzed according to themes and sub themes that emerged. A Likert scale addressing objectives 3 and 4 were prepared to enumerate the factors. The questionnaire had indicators upon which responses were elicited in various degrees according to the Likert scale. The Likert scale had a rating scale of 1 to 5 where 1 = strongly disagree, 2=. Disagree, 3=. Moderately agree, 4=. Agree and 5=. Strongly agree. The mean was then calculated against each response to determine the level of response concentration. A value of three and above would mean the presence of the factor in consideration.

The study's non-metric, open-ended response were analyzed using content analysis procedure, whereby the pool of diverse responses were reduced to a handful of key issues in a reliable manner. This was achieved through a stepwise process that involves two broad phases: firstly, taking each person's response in turn and marking in them any distinct content elements, substantive statements or key points; and secondly, forming broader categories to describe the content of the response in a way that allows for comparisons with other responses. The categories obtained in seconded phase was numerically coded and then entered into the data file to be treated as quantitative data.

Moreover, some of the key points highlighted in first phase were quoted verbatim for the purpose of illustration and exemplification, or to retain some of the original flavor of the response.

3.10 Ethical Considerations

The researcher sought permission to conduct research in Kisumu East Sub County by getting permit from the Ministry of Education after obtaining a letter of endorsement from Maseno University authorities. The offices to seek permission from included Maseno University Ethics Review Committee (MUERC) and Sub county Education Offices. Copies of the research permit and letters from Sub County Offices were presented to the head teachers of selected schools to request for data collection Mugenda Mugenda (2003) argue that ethical consideration such as confidentiality, anonymity and avoidance of deception are very important issues in social research. In this study, the researcher ensured there was confidentiality and anonymity practiced. The researcher adhered to appropriate behavior in relation to the right of the head teacher, teachers and pupils who are respondents. The study treated them as autonomous persons in that their opinions and choices were not influenced in any way by refraining from obstructing their actions unless they were clearly detrimental. The respondent's options was highly valued and respected. The three basic principles involving ethical consideration of human subject included respect of person, beneficence and justice were adhered to. The principle of respect of persons involve acknowledging autonomy and protection of those with diminished autonomy. The principle of beneficence was considered in that the researcher maximized the possible benefit and the respondent was not exposed to a situation that would cause bodily harm. Justice was observed in sampling. To ensure fairness, saturated sampling was used to ensure equal opportunity for all the public mixed primary schools in the study population

The participants were well informed of the purpose of the study and explanation of both benefits and demerits was provided to ensure that they do not withhold information necessary to make considered judgment and not denied the freedom to react to those considered judgment .The researcher assured the respondent of anonymity and privacy in that data collected was to be used for the study and handled with strict confidence .They were also assured that no other would access the information collected except the researcher. Data collected was to be coded and would bear no name of the participants for identity protection .The data would be kept under lock and key and that only the researcher would access it. The data would be stored in computer encrypted by password accessible only to the researcher. The feedback of the study was to be channeled to the participants through the school administration at the completion of the research .The benefits of the study would be communicated to participating and non-participating schools and implemented potentially to ensure maximum benefit.

CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings, interpretation and discussion of the study as set out in the research methodology. The interpretation of the findings has been done to answer research questions. It has been sub-divided into sections and subsections. The research findings were presented on the basis of the study objectives. The quantitative data was analyzed using descriptive statistics. This was used to describe the views of the respondents on each sub-scale and draw conclusions.

4.2 Questionnaire return rate

Questionnaire return rate is the number of questionnaires returned after they have been issued to the respondents (Barcuh, 1999)

The target respondents were head teacher, teachers and pupils. A 100% return rate was realized head teaches, teacher and pupils questionnaires

Table 4.1 Questionnaire return rate

	Target respondents	Sample size	Responses	Return
1	Head teachers	40	40	100%
2	Teachers	74	74	100%
3	Pupils	189	189	100%

Table 4.1 show questionnaire return rate of 100% of head teacher, teachers and pupils

4.3 Pupils enrolment trend in Kisumu East Sub County

The data on enrolment of pupils given in Table 4.1 reveals the nature and trend of primary schools enrollment and repetition in Kisumu East sub county for the period between 2011-2020. This was extracted from monthly statistics returns and verified with the class register and school admission register

Table 4.2 Enrolment trends in public primary schools in Kisumu East Sub County

YEAR	1	2	3	4	5	6	7	8	GRADUATES
2011	E=1583	1472	1445	1357	1482	1333	1452	824	808
	R= 142	152	201	148	262	123	152	311	
2012	1673	1401	1378	1225	1264	1441	1375	912	815
	99	202	247	213	212	113	221	370	
2013	1714	1532	1392	1290	1279	1232	1240	831	723
	32	83	299	191	231	270	198	272	
2014	1913	1619	1224	1324	1281	1300	1164	782	632
	143	242	102	374	245	243	18	283	
2015	1796	1884	1511	1025	1304	1285	998	734	702
	115	213	264	202	250	209	218	232	
2016	1825	1693	1708	1613	1104	1232	1132	810	763
	131	221	273	383	211	357	117	302	
2017	815	1710	1602	1512	1343	942	1120	814	717
	121	234	294	324	308	202	350	381	
2018	1972	1732	1706	1412	1416	1173	870	989	752
	114	200	273	302	317	132	172	340	
2019	1617	1529	1601	1411	1517	1497	1212	798	614
	210	214	194	216	301	255	290	372	
2020	1702	1598	1562	1494	1600	1524	1343	868	701
	134	234	201	214	299	262	198	270	

Key : E= enrollment R = Repetition

From the Table 4.2 , there is decrease in enrolment at every subsequent level of learning or grade. There is also evidence of high enrolment at the lower primary level that is classes 1, 2 and 3. The decrease in enrolment in grade four is due to transfers out and high number of repeaters.

There is also a sharp drop in enrolment at class 7. This is the point where most learners withdraw from education due to adolescence and peer pressure. There is also the issue of opportunity cost where the pupils go to look for jobs instead of schooling (UNESCO, 2011).

There are a few instances where enrolment in the subsequent grade is higher than the previous grade. This is due to more transfers in. Transfers in and transfer out affects enrolment (EMIS 2012). The highest enrolment was recorded in 2018 in grade one

Table 4.3 Analysis of cohort from 2013-2020

Year	1	2	3	4	5	6	7	8	
2013	E=1583 R=142→ 18.94%								
2014		1401 202 → 16.75%							
2015			1392 299 → 24.42%						
2016				1324 374 → 12.68%					
2017					1304 350 → 16.71%				
2018						1232 357 → 21.1%			
2019							1120 351 → 26.69%		
2020								989 340	
									649

Key E= Enrolment R=Repeaters →= Dropout rate (% percent)

From the Table 4.3 there is an increase in dropout in upper classes especially classes 6 and 7, this is because there is pressure brought about due to a lot of levies an extra burden brought about by the cost of education. Most of the time these learners are sent home to look for levies some do not come back and engage in casual labor, this concur with Thirari (2014).

The enrolment rate also decreases as one moves to the senior classes for instance class 1 represent 17.6% of the total enrollment while class 8 represent 11% of the total enrollment. High dropout in class 7 is explained by poor perfumers made to repeat because the school wants a better result in KCPE, the repeater drop out, age factor also makes them to dropout cited by Nduku(2012)

4.4 Grade Dropout rates

Table 4.4 shows dropout rates in public primary schools Kisumu East Sub County. These were based on actual drop out from the school records

Table 4.4 Grade dropout rates in rates in Public primary schools Kisumu East Sub County.

Year	1	2	3	4	5	6	7	8
2011	0.1894	0.7458	0.1542	0.0421	0.0324	0.0572	0.1288	0.1471
2012	0.1142	0.1675	0.1611	0.1170	0.0758	0.0914	1.1341	0.0842
2013	0.1131	0.1163	0.2442	0.0942	0.0543	0.0833	0.1191	0.0932
2014	0.0765	0.0927	0.1841	0.126	0.0821	0.0611	0.1234	0.1245
2015	0.1112	0.1282	0.1049	0.073	0.1671	0.0926	0.0978	0.2014
2016	0.1243	0.0900	0.1390	0.1643	0.050	0.2110	0.1523	0.1842
2017	0.1054	0.0426	0.1411	0.0821	0.1281	0.138	0.2669	0.1400
2019	0.1240	0.1171	0.0907	0.1022	0.0898	0.0753	0.1264	0.0923
2020	0.1513	0.1182	0.0762	0.1001	0.0740	0.1120	0.1552	0.1411

The dropout rate was varied for the period of eight years from 2011 to 2018. As pupils progress to a higher grade 26% dropout and learners progressed from grade 7 to 8. This is because opportunity costs increases and they get illusion to leave school hoping to earn a living through farming, mining, bodaboda (bike riding), hawking among others (Amisi 2013). There is also high dropout rate at grade three. This is because of transfers out and high number of repeaters. The average dropout rate in Kisumu East Sub County is 21% (GOK 2016)

The findings from the study indicate that the average dropout rate in Kisumu east Sub County is 19.7% which is higher than National dropout rate projected an average of 5.01 percent. It is also higher than the neighboring sub counties.

4.5 Grade transition rate

Transition rate is calculated by diving the number of new entrant in the first grade of the specified higher cycle or level by the number of pupils who were enrolled in the final grade of the preceding cycle or level of education in the previous school year, multiplied by 100

Table 4.5 Transition rates 2011-2020

Table 4.5 shows the transition rates in public primary schools Kisumu East Sub County between 2011 and 2020. It cuts across from grade one to class eight.

Year	1	2	3	4	5	6	7	8
2011	-	-	-	-	-	-	-	
2012	0.7574	0.7683	0.7063	0.7752	0.8960	0.8657	0.3732	0.3214
2013	0.8661	0.7801	0.7975	0.8555	0.7610	0.7231	0.4087	0.3945
2014	0.8033	0.7323	0.6824	0.8031	0.8264	0.8084	0.4074	0.3761
2015	0.8734	0.7702	0.6723	0.7205	0.8399	0.60	0.4312	0.4100
2016	0.8195	0.7616	0.8140	0.8712	0.6710	0.7698	0.509	0.4472
2017	0.8087	0.7728	0.6955	0.6416	06702	0.6250	0.3825	0.3636
2018	0.8440	0.8380	0.6928	0.7268	0.7751	0.7409	0.5794	0.4150
2019	0.836	0.7849	0.7332	0.7779	0.7880	0.7333	0.4564	0.4280
2020	0.812	0.796	0.6923	0.7211	0.7011	0.6982	0.5320	0.4312
Average	0.8334	0.7982	0.7207	0.7658	0.7698	0.7293	0.4533	0.3985

According to Table 4.5, there is low transition rate from grade one to four at an average of 78% and from grade 5 to 8 at an average of 59% many learner drop out of grade seven and do not transit to grade eight. It is also noted that the average transition rate in public primary schools in Kisumu East Sub County is 69.04 percent which is lower than the national transition rate which is 94.20 percent

4.6 Factors leading to grade dropout

The study sought to investigate the head teachers, teachers and pupils opinions 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 on dropout rate in their school. Using the rating scale (1=strongly disagree, 2=disagree, 3=moderately agree, 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 4.5.

Table 4.6: Factors leading to grade dropout

Indicators		**5**	**4**	**3**	**2**	**1**	**Mean**
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%)		3(4%)	2(3%)	2(3%)	4.59
	S	125(62%)		9(9%)		3(2%)	4.35
			2(21%)		13(6%)		
Poor health	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	187(93%)	8(4%)	7(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(1%)	0(0%)	0(0%)	4.91
	P	136(67%)	3(16%)	43(11%)	8(4%)	3(2%)	4.75

From Table 4.6, the most outstanding home factor that influences the school dropout is family income level. It was seen that all of teachers and all head teachers and 93% of 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), lack of scholarship and poverty among others are key to learner's dropout and low transition. The

results is 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 cuts 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 (UNICEF 2012). 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. All the other factors that come under the home based factors are interrelated with family income this concurs with (Adwar ,2018)

On the issue of Orphan hood, 62 teachers representing 84%, 30 head teachers representing 75% and 170 pupils 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% and5 pupils representing 2% had different views. Major causes of orphan hood is due to HIV&AIDS scourge. Bereavement amongst family members and in particular parents often makes children more vulnerable to drop out, non-enrolment, late enrolment and slow progress as cited in CRATES (2010). 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 (Kirera

2013). When they fail to get the money, the child remain at home and do 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 too, the children would assist their parents trough 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 (MOEST 2012).

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 (Ogola 2010). From the Table 4.6, 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 if the level of education of family head is low they put low value on education (Amisi 2016). Teachers, on their part indicated that parents despite of their poor level of education 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 from school and not to be working on the farm during school hours (Nyae, 2012).

From Table 4.6, it should be noted that most of the variables 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 (Matayos, 2010). 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 leading cause of school dropout. They explained that when a pupil is regularly unhealthy he/she rarely attends school leading to poor performance or drop out. Besides, one of the causes of school dropout is Poor health leading to continuous absenteeism. In giving credence to this issue Achola (2008), 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 unnecessary long. The head teacher s 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 (Gok 2009). 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 (Amisi 2016).

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 (Nyae 2012).

4.7 Factors determining transition

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 4.7

Table 4.7: 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(3%)	4.79
	P	176(89%)	14(6%)	5(2%)	5(2%)	2(1%)	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%)	439
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 of them 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 which is in agreement with MOEST (2012).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 others have 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 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 Krueger, (2010). The finding also revealed that 37 head teachers representing 93%, 62 teachers representing 84% and 127 pupils representing 62% agreed that pupil's attitude towards teachers and schooling determines transition.

Abagi 2001 cited that learners attitude in class 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 drops out. However, 1 teachers (1%), and 12 pupils (6%) disagreed with this.

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 (2010) 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 (Abagi 2001).

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 cuts into school reporting time. Such pupils are at risk of dropping out though not their fault (Adwar 2018).

In an interview with the sub county director he indicated that he rarely inquires on the cost in terms of levies paid in school some of which are largely illegal.

> "Most head teachers of school in the sub county hide behind parental obligation and agreement between the school board of management and parents in infusing illegal levies"

He mentioned that teacher to pupil ratio is averagely 1:50 which is far above the recommend 1:40 in a single stream class most school are overcrowded therefore compromising the quality of education.

He was alive to the fact that enrollment greatly influences transition of pupil in school. The mushrooming of pupil in school lowers the quality of education in public school in the sub county. This is worsened by understaffing that exist in most schools. The teachers are over worked and the few available resources are overstretched

Most learners are not motivated to continue with education due to lack of role models and other pull and push factors. Majority of parents and caregivers see no value in education due to opportunity cost. They would rather get their children join casual labour market than to wait for the gains of education that takes long to be realized.

> " The child headed families are the most affected due to the fact that the eldest child is the one to fend for the siblings. They mostly get to sand mining, bodaboda riding, touting, hawking, heading, and farming, alcohol brewing or babysitting for the girls among others"

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to investigate the factors leading to high dropout rates and low transition rates among pupils in public primary schools in Kisumu East Sub County. This chapter of the research project covers the summary of findings, conclusions and recommendations.

5.2 Summary of Research findings

The study sought to establish the factors that determines dropout and transition rates among pupils in public primary schools in Kisumu East Sub County. The study was guided by four objectives that focused on dropout and transition rates, factors determining dropout, factors determining transition among pupils in public primary schools in Kisumu East Sub County.

From the findings of the study, it was concluded that in Kisumu East Sub County the average dropout rate is 19.7% which is higher than the national dropout rate at 5%. The rate of dropout is also higher in upper grades at 26% than lower grades at 14%. On the other hand transition rates in Kisumu East Sub county is 68.72% which is lower than the national transition rate of 94.28% .There is low transition rates in higher at 59% grades than in lower grades at 78%.

According to the findings of the study, the high dropout rates is attributed to a range of interacting factors. All the head teachers (100%), 74% of teachers and 94% of pupils agreed that family income is the greatest determinant of dropout. Orphan hood also contributes to dropout at a mean of 4.5 on the Likert scale. This concurs with CRATE (2010) that states that bereavement among family members and in particular parents often makes children more vulnerable to dropout, non-

enrolment, late enrolment or slow progression. On the level of education, 77.5% of head teachers, 77% of teachers and 62% of pupils at a mean of 4.3 indicated that level of education of parents is a determinant of dropout among pupils.

From the findings of the study, the transition rates in Kisumu East Sub county is very low averagely at 68.72% which is far below the national rates of 94.28%. It was also established that the availability of physical facilities is one of the major factors determining transition at a mean of4.62. 75% of head teachers, 77% of teachers and 66% of pupils also concurred that the cost of education determines transition rates. The findings also indicated that 67% of head teachers, 79% of teachers and 86% of pupils also agreed that high enrolment determines transition rates.

The results of the study shows that determinants of dropout include family income, orphan hood, level of education of family head and pupil character. The most pre-eminent factor for dropout is level of family income at a mean of 4.9. Factors determining low transition are availability of physical facilities, cost of education and high enrolment by the school.

There are also pupil factors leading to dropout, where children could be seen to be at risk or vulnerable to early withdraw. The study elicits responses on the student's personal factors to the school dropout challenge in Kisumu East. From the results, there emerged other factors for dropout and transition which include poor health, irregular school attendance, continuous exhibition of truancy, poor academic performance /grade and drug abuse.

5.3 Conclusions

From the findings of the study it was concluded that in Kisumu East Sub county the average dropout rate is at 19.7% which is higher than the national dropout rate at 5%. The rate of dropout is also higher in the upper grades than the lower grades. The transition rate in Kisumu East Sub

county is at 68.72% which is lower than the national transition rate of 94.28%. There is low transition rates in higher grades than in lower grades.

According to findings of the study, the high dropout and low transition is attributed to a range of interacting factors. All the head teachers, 74% of teachers and 93% of pupils agreed that family income is the largest determinant of dropout. Orphan hood also contributed to dropout with a mean of 4.5 on a Likert scale. This concurs with CRATE (2010) that states that bereavement amongst family members and in particular parents often makes children more vulnerable to dropout, non-enrolment, late enrolment or slow progression. On level of education, 77.5% of head teachers, 77% of teachers and 62% of pupils at a mean of 4.3 indicated that level of education of parents is a determinant of dropout among pupils.

It was also established that the availability of physical facilities is one of the major factors determining transition at a mean of 4.62. The findings of the study also indicated that level of education of family head affects dropout rates at 98%

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 is enormous. In the view of these, it is imperative for stakeholders in the education process to put effort on the ground and come up with practical measures to address the issue.

5.4 Recommendations

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

I. There is need for well-equipped guidance and counselling department in schools to help curb high dropout in upper primary schools in Kisumu East Sub County.

II. Policy on compulsory universal basic education should be localized and all stakeholders brought on board including local administration and county government to enhance transition rates in Kisumu East Sub County.

III. Sensitization of parents on their roles in provision of education and economically empower them.

IV. Provide gender friendly facilities like sanitary pads to girls and school feeding programs to improve enrolment and retention of pupils in schools.

5.5 Suggestions for future Research.

In the light of the finding of this project, it is recommended that the following areas need to be considered for future research.

i. A replica study should be carried out on determinants of dropout and transition rates in secondary schools in other Sub Counties in Kisumu County.

ii. A study should be carried out on influence of socio economic status of parents on dropout and transition rates in schools in Kisumu East Sub county..

iii. The role of teachers and head teachers in facilitating and encouraging the retention of students within the school system and/ or pushing students out of schools.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR THE HEAD TEACHERS

Instructions

This questionnaire is designed for the purpose of studying "factors leading to high dropout and transition in public primary schools in Kisumu East Sub-County". You have been selected to take part in the study. Please indicate the correct option to the best of your ability by a way of ticking in the space provided. For questions that require your input in terms of opinion, kindly fill in the answers in the space provided. Kindly make a point of responding to all items.

SECTION A: Enrolment

1. Please provide the total enrolment and repeaters in your school as per the table below.

Table on Enrolment and Dropout

Class	1	2	3	4	5	6	7	8	Graduate
2011	E R								
2012									
2013									
2014									
2015									
2016									
2017									
2018									
2019									
2020									

SECTION B: Factors leading to high dropout and transition rates

Indicate using a mark or tick (√) in each category weather you strongly Agree (SA), Agree,(A), Moderately Agree(MA) Disagree(D) or Strongly Disagree(SD) with the following statement in the table below. Scores are in a scale of 1 to 5.

Statement	**SD (1)**	**D (2)**	**MA (3)**	**A (4)**	**SA (5)**
Parental Level of income determine dropout					
Orphan hood leads to dropout					
Parental level of education determine dropout					
Poor health leads to drop out					
Poor academic performance leads to dropout					

SECTION C: Factors determining transition

2. Based on your experience indicate(using a tick √ or a mark) in each category weather the following determine transition

Statement	**SD (1)**	**D (2)**	**MA (3)**	**A (4)**	**SA (5)**
Physical facilities					
Cost of education					
Enrolment					
Pupils attitude towards schooling					

3. Mention any other factor that determine dropout and transition in your school

---

Thank you

APPENDIX II: QUESTIONNAIRE FOR THE TEACHERS

This questionnaire is designed for the purpose of studying "factors leading to high dropout and low transition rates in Kisumu East Sub-County." You have been selected to take part in this study. Please respond and answer the questions honestly and correctly as possible. Information that you provide will be strictly confidential and used for academic purpose only. Tick **(√)** where appropriate.

SECTION A: Factors leading to Dropout

1. Indicate whether you **strongly agree (SA); Agree (A); Moderately agree (MA); Disagree (D); Strongly Disagree (SD)** with the following:

Statements	**SA**	**A**	**MA**	**D**	**SD**
a) Parental level of income determine dropout					
b) Ophanhood lead to dropout					
c) Parental level of education determine dropout					
d) Poor health leads to dropout					
e) Poor academic performance leads to dropout					

SECTION B: Factors Determining Transition

2. The table represents some factors that determine transition. Based on your experience, to what extent do you agree or disagree with the following factors . use a scale of 1 to 5 where 1- not at all**,** 2 – low extent, 3- moderate extent, 4- great extent, 5- very great extent

Statements	**5**	**4**	**3**	**2**	**1**
2. Physical facilities					
3. Cost of education					
4. Enrolment					
5. Poor attitude towards school and schooling					

3. Which other pupil characteristic affect transition and dropout

_____

_____

_____

Thank you

APPENDIX III: QUESTIONNAIRE FOR THE PUPILS

This questionnaire is designed for purposes of studying "factors leading to high dropout and low transition in Kisumu East Sub-County." You have been selected to take part in the study. Please respond and answer all the questions honestly and accurately as possible. Any information that you provide will be strictly confidential and used for academic purposes only.

Thank you in advance as you participate. Do not write your name anywhere in this questionnaire.

SECTION A

SECTION A: Factors leading to Dropout

1. Indicate whether you **strongly agree (SA); Agree (A); Moderately agree (MA); Disagree (D); Strongly Disagree (SD)** with the following:

Statements	**SA**	**A**	**MA**	**D**	**SD**
a) Parental level of income determine dropout					
b) Orphanhood leads to drop out					
c) Parental level of education determine dropout					
d) Poor health leads to dropout					
e) Poor academic performance leads to dropout					

SECTION B: Factors Determining Transition

2. In a scale of 1 to 5 indicate the extent in which you agree or disagree with the following as factors determining transition.

Statements	**SA**	**A**	**MA**	**D**	**SD**
a) Availability of physical facilities					
b) Cost of education					
c) High enrolment					
d) Pupils attitude towards school and schooling					

APPENDIX IV: INTERVIEW SCHEDULE FOR THE SUB COUNTY DIRECTOR OF EDUCATION

INTRODUCTION

The interview is designed to seek information on factors leading to high dropout and low transition in Kisumu East Sub-County. Your honest response will be highly appreciated and will be used strictly for the purpose of this study.

1. Do you inquire about the cost in terms of levies paid by learners from your institution?

   Often ( ) rarely ( ) Some times ( ) Not at all ( )

2. How do you rate the teacher-to-pupil ratio in public primary schools in the sub-county?
   1:30 ( ) 1:40( ) 1:50( ) 1:60( )
3. To what extent do over-enrolment influence dropout and transition?

   Low extent ( ) moderate extent ( ) great extent, ( ) very great extent ( )

4. Are students in the sub-county motivated to continue with their education?
   Very much ( ) Fairly ( ) Not at all ( )
5. How often do your curriculum support Officers visit to the schools in the Sub-county?
   Often ( ) Rarely ( ) Sometimes ( ) Not at all ( )
6. In your opinion, what other factors leads to high dropout and low transition in the sub-county?

   _____
   _____
   _____

APPENDIX V: DOCUMENT ANALYSIS GUIDE

The following documents will be obtained from the relevant offices for analysis:

1. Class attendance register
2. Permanent ledger book
3. Admission register
4. Teachers monthly statistics returns
5. Education Information Management System (EMIS)

APPENDIX VI: FORMULAE

TRANSITION RATE

$$TR^{t}_{h+1} = \frac{E^{t+1}_{h+1} - R^{t+1}_{h+1}}{E^{t}_{h}}$$

TR^{t}_{h+1} = Transition rate

E^{t+1}_{h+1} = Number of pupil enrolled in the final grade at level of education h+I in the school year t+1

R^{t+1}_{h+1} = Number of pupils repeating the first grade at level of education 'h+1' in the school year 't+1'

N =Enrolment

K = Grade

$E_{h,n}$ = Number of pupils enrolled in the final grade 'n' at level of education 'h' in school year 't'

T = Time

K + 1 = current grade

DROP OUT RATE

T+1 = current year

R = Repeaters

$$N^{K}_{t} - \left\{ N^{K+1}_{t+1} - R^{K+1}_{t+1} \right\} + R^{K}_{t+1}$$

$$N^{K}_{t}$$

APPENDIX VII: FORMULAE

LETTER OF INTRODUCTION

Mark Otieno Airo
Department of Educational Management and Foundation
Maseno University
P.O Box Private Bag
Maseno

To

The head teacher

_____ Primary school

Dear sir/madam

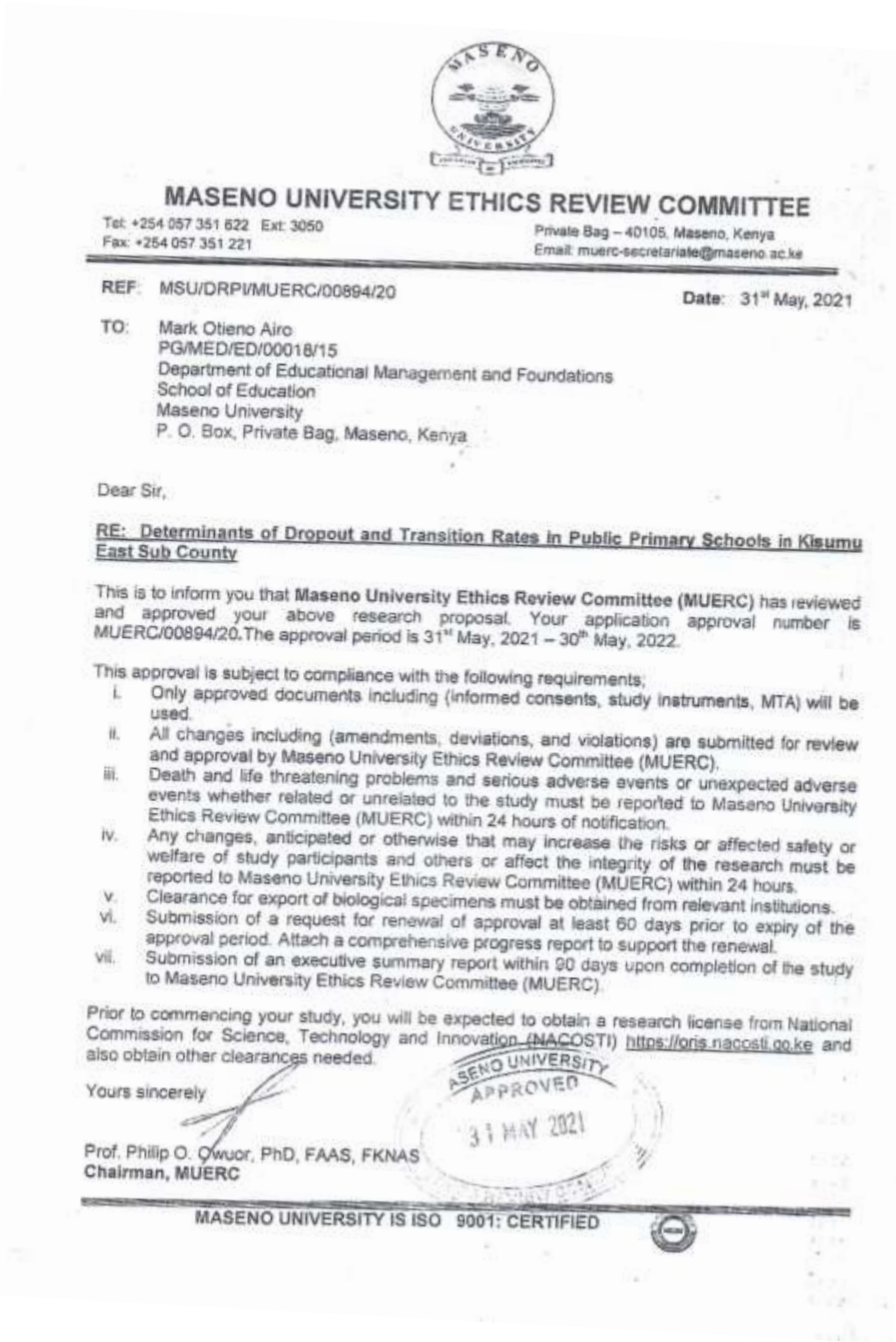
RE: REQUEST TO CARRY OUT RESEARCH IN YOUR SCHOOL

I Mark Otieno Airo a student at Maseno University Admission No Med/ed/00018/2015 conducting a research on determinants of dropout and transition rates in Kisumu East subcounty kindly requests you to allow me carry out the research in your school.
The information obtain will be purely for the purpose of this research and the identity of the respondents will be treated with strict confidentiality

Thank you for your cooperation and assistance
Yours faithfully

Mark Otieno Airo

APPENDIX VIII: PERMISSION FROM MUER



MASENO UNIVERSITY ETHICS REVIEW COMMITTEE

Tel: +254 057 351 622 Ext: 3050
Fax: +254 057 351 221

Private Bag – 40105, Maseno, Kenya
Email: muerc-secretariate@maseno.ac.ke

REF: MSU/DRPI/MUERC/00894/20

Date: 31st May, 2021

TO: Mark Otieno Airo
PG/MED/ED/00018/15
Department of Educational Management and Foundations
School of Education
Maseno University
P. O. Box, Private Bag, Maseno, Kenya

Dear Sir,

RE: Determinants of Dropout and Transition Rates in Public Primary Schools in Kisumu East Sub County

This is to inform you that **Maseno University Ethics Review Committee (MUERC)** has reviewed and approved your above research proposal. Your application approval number is *MUERC/00894/20*.The approval period is 31st May, 2021 – 30th May, 2022.

This approval is subject to compliance with the following requirements;

i. Only approved documents including (informed consents, study instruments, MTA) will be used.
ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by Maseno University Ethics Review Committee (MUERC).
iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to Maseno University Ethics Review Committee (MUERC) within 24 hours of notification.
iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to Maseno University Ethics Review Committee (MUERC) within 24 hours.
v. Clearance for export of biological specimens must be obtained from relevant institutions.
vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
vii. Submission of an executive summary report within 90 days upon completion of the study to Maseno University Ethics Review Committee (MUERC).

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

Yours sincerely

MASENO UNIVERSITY APPROVED 31 MAY 2021

Prof. Philip O. Owuor, PhD, FAAS, FKNAS
Chairman, MUERC

MASENO UNIVERSITY IS ISO 9001: CERTIFIED

APPENDIX IX MAP OF KISUMU EAST SUBCOUNTY