INFLUENCE OF SOCIAL ECONOMIC FACTORS ON PUPILS' TRANSITION RATE TO PUBLIC SECONDARY SCHOOLS IN KANDARA SUB COUNTY, MURANG'A COUNTY, KENYA

ALEGO CHRISTINE MWANGE

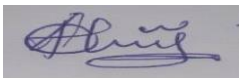
A Research Project Submitted in Partial Fulfillment of the Requirements for the Degree of Masters of Education in Economics of Education

UNIVERSITY OF NAIROBI

2022

DECLARATION

This research project is my original work and has not been presented for award of a degree in any other university.



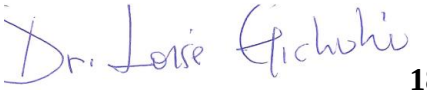
Alego Christine Mwange

E55/31986/2019

This research project has been submitted for examination with our approval as

University supervisors

Dr. Loise Gichuhi



18/08/2022

Senior Lecturer

Department of Educational Management, Policy and Curriculum Studies

University of Nairobi

Mr. Ferdinand Mbeche

Lecturer

Department of Educational Management, Policy and Curriculum Studies

University of Nairobi

DEDICATION

This work is dedicated to my parents, Mr. Solomon Mwange and Mrs. Grace Mideva, my fiancé Harun Thuo and Baby Tyla Wacuka for their love and encouragement throughout the entire period.

ACKNOWLEDGEMENT

First and foremost, I wish to thank the Almighty God for His grace in my studies. Secondly, I wish to acknowledge with profound gratitude my supervisors, Dr. Loise Gichuhi and Mr. Ferdinand Mbeche for their great guidance, wise counsel and expertise hence making this project a success.

I am also much indebted to the lecturers in the Department of Educational Management, Policy and Curriculum Studies-University of Nairobi, for their support throughout my entire course. My great appreciation also goes to all principals, BoM Chairs BoM members and teachers of Kandara Sub County who took part in the study. Without their cooperation, it would have been difficult to complete this research project. I thank my friends, colleagues and my classmate Vincent for their encouragement. May God bless you all!

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

EFA	Education for All
FDSE	Free Day Secondary Education
FSE	Free Secondary Education
FTSE	Free Tuition Secondary Education
GER	Gross Enrolment Rates
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KESSP	Kenya Education Sector Support Program
MDGs	Millennium Development Goals
MoEST	Ministry of Education Science and Technology
NEMIS	National Education Information Management System
NER	Net Enrolment Rates
BOM	Board of Management
SDGs	Sustainable Development Goals
SES	Socio-Economic Status
SPSS	Statistical Package for Social Sciences
SSA	Sub-Saharan Africa
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Emergency Fund

ABSTRACT

The social and economic development and transformation of societies are seen to be significantly influenced by education. Even though the recurring education budget reflects significant investments in the education system, secondary education achievement in Kandara Sub County has consistently lagged considerably behind national averages. The Kandara sub-county continues to have issues with dropout rates and high rates of recurrence. Therefore, the investigation of the socioeconomic determinants affecting students' transition rates to public secondary school education in Kandara Sub County, Murang'a County, Kenya, was the main goal of the study. The study only considered social and economic factors, such as parental employment, household income, the price of education, and child labor. The Classical Liberal Theory of Equal Opportunity served as the foundation for this investigation.For this study, a descriptive survey research design was used. The survey's intended audience consisted of the 52 public secondary schools from inside the Kandara Sub-County Education office. The observing unit comprised 520 educators, 52 principals, 52 BOM chairpersons, including 208 BOM representatives from the Kandara sub-208 county. The sample size was established using the stratified random sampling as well as straightforward random sampling techniques. Utilizing interviewing techniques including questionnaires, comprehensive data was acquired. The data were analyzed using the Statistical Package for the Social Sciences (SPSS version 25.0). Subsequently, descriptive statistics were applied to all quantitative data, including frequencies, percentages, mean scores, as well as standard deviation. Multiple regression was used to assess data that could be inferred. The quantitative data were displayed in tables.This same qualitative information from the open-ended questionnaires was examined as well as presented narratively using thematic content analysis. The research revealed that these children's continued academic underachievement may eventually result in their dropping out of school. In addition, it was unclear, according to the study, if the government as well as parents' cost-sharing of secondary tuition had favored the kids' transition. Insufficient personal possessions may deter students from enrolling in secondary school, the survey also found. Additionally, the study discovered that academic performance across students having parents in formal employment and pupils with parents in informal jobs was identical. According to the study's findings, parental occupation seemed to have the least influence on kids' transfer rates to public secondary school education within Kandara Sub County, whilst household income as well as the cost of education had the highest effects. The study suggests that the government and other actors should stop child labor at the home level because poverty seemed to be the largest obstacle preventing children from working. The Ministry of Education ought to develop and enhance stringent regulations that protect students from socioeconomic effects like kids doing domestic chores. The family's income financial situation needs to be bettered in order to be able to meet their children's educational needs.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The social and economic development as well as transformation of societies are seen to be significantly influenced by education. Two of the six goals established at the Dakar Framework for Action in 2000 were related to education (UNESCO, 2018). The eight (8) MDGs were validated by and expanded upon by the SDGs. Every child's right to an education is reinforced by the SDG4 goal of promoting inclusive as well as equitable quality education but also providing learning opportunities for all (United Nations, 2015).

For the purpose of tackling socioeconomic issues such as poverty, unemployment, and inequality, equal access to high-quality education is essential (UNESCO, 2017). However, due to infrastructure gaps and economic distribution discrepancies across geographies and social classes, wealthy and poor, rural and urban inhabitants in emerging countries experience vast disparities in access to high-quality education (Human Rights Watch, 2017; UNESCO, 2017).The movement of pupils from one educational level to another, known as a transition, is crucial to the advancement of education. This is considered to be a reliable predictor of how well or poorly education is developing at the two different levels. However, it has been noted that a significant number of primary school graduates fail to continue on to secondary school level globally (Tomasik, Helbling & Moser, 2021). This has been explained by the relationship between students' socioeconomic position and academic achievement.One common claim is that a student's socioeconomic position has a significant impact on his or her academic success. In general, national exams have shown low academic proficiency in many secondary schools in areas with a high proportion of students from low socioeconomic backgrounds (Oranga, Obuba & Nyakundi, 2020). Child labor, the cost of education, household income, as well as parental occupation will all be used as indicators of socioeconomic factors in this study.

According to UNICEF (2019), poor households are stuck in a cycle of poverty and lack the capability and resources to buy proper and balanced food, which makes it difficult for the poor to pay for their children's education. Thus, the majority of these households are impacted by the high expense of education, poor income from informal or no job, and the usage of their kids in taxing labor to make ends meet. In order to develop into economically active, successful individuals who can participate meaningfully in social, cultural, and political activities in society, children require a caring home and social environment.

All Caribbean nations, according to Thomson (2018), had free secondary school tuition policies in place. These policies differed in different ways; some governments offered textbooks, paid for test fees, and provided personal emoluments. This was done to boost and maintain secondary enrollment, but due to inflation, the government was unable to keep up with the rising cost of education and was forced to create cost-sharing programs, which resulted in student dropout.

Ra, Yldz, Yldz, Yalçnkaya-nder, and Aksu (2021) claim that the tuition cost is the biggest barrier to secondary education access in Sub-Saharan Africa (SSA), as many kids come from low-income families and are therefore unable to afford the expenses associated with attending school. According to Iyamuremye, Mukiza, Nsabayezu, Ukobizaba, and Ndihokubwayo (2021), opportunity costs and direct costs of education prevent the poor from accessing higher education. According to a study conducted in Malawi, parents' capacity to pay for secondary education in the nation determines their children's access to it (Nnorom, Ezenwagu & Nwankwo, 2020).

In order to make education accessible to low-income households who couldn't afford the steadily rising cost of school, the ruling party in Uganda placed a strong emphasis on providing free secondary education. Schools discovered increasing enrollment immediately following the policy's introduction, which resulted in inadequate textbooks, a decline in the teacher-student ratio, and poor teacher compensation, which resulted in a discouraged and overworked labor force. This influences how they contribute to the implementation (Ngwacho, 2020).

Similar to this, the 2010 Constitution of Kenya stresses the importance of a fundamental education for all kids as guaranteed by the Bill of Rights. The Basic Education Act of 2013 makes the provisions on the right operational. According to the Act, parents who are Kenyan or whose children live in Kenya must enroll them in primary and secondary school. Achieving a seamless transition from elementary to secondary education is simply one step in achieving universal access to basic education (Njagi & Mwania, 2017).

By the first quarter (Q1) of 2020, transition rates have risen from 83.3 percent in 2018 to 95 percent.

One of the counties that has taken the full weight of the transition by taking on additional pupils is Murang'a County. Data from the National Education Information Management System (NEMIS) of the Ministry of Education reveals that Murang'a County admitted more students from other counties, with a cumulative admission rate of just over 93 percent by February 2020, when the County had 26,602 candidates who took the KCPE

examination in 2019. (Momanyi & Muchimuti, 2020). Accordingly, the County received 7,370 new students, translating to a 128 percent transfer rate. The majority of these students were received by the Kandara Sub-county, which comprises 52 public secondary schools (Murang'a County Government, 2020Nevertheless, as seen in Table 1.1, Kandara sub-county continues to struggle with issues like a high rate of repetition and dropout. This shows that many students do not complete their secondary education, despite the ministry of education's efforts to solve the retention and completion issues.Table 1.1: Kandara Sub County Transition Statistics

Year	**Percentage Transition (National)**	**Percentage Enrolled Kandara Sub County**	**Percentage Completion Kandara Sub County**	**Percentage Transition Kandara Sub County**
2016	71.0	60.1	49.05	49.02
2017	76.9	60.9	49.09	49.01
2018	83.3	61.0	50.30	48.22
2019	87.8	62.0	51.01	48.53
2020	95.1	63.0	52.09	48.90

1.2 Statement of the Problem

Every kid in Kenya is entitled to free and compulsory basic education because it is a fundamental human right. The Kenyan government invests about 38.5percent of its recurring budget in education, improving free and required basic education. The massive expenditure aims to reduce poverty and promote development and growth of the economy. The Free Day Secondary Education (FDSE) policy aimed to increase students' academic success and lower the cost of secondary education.Reduced user fees and the availability of textbooks and other educational materials were to be used to attain these goals. In rural public day secondary schools, this user fee cut was fairly significant but also increased enrollment. However, the government and stakeholders should improve their teaching and learning resources in order to accommodate the increasing enrollment brought on by FSE. This guarantees successful curriculum implementation as well as strong academic performance in the classroom.

Although the recurring education budget reflects significant investments in the education system, secondary education achievement in Kandara Sub County has consistently lagged considerably behind national averages. The Kandara sub-county continues to have issues

with dropout rates and high rates of recurrence. This shows that many deserving students lack access to funding despite the government's efforts to increase bursary fund distribution, which increased from Ksh. 204.5 million in the 2016–2017 fiscal year to Ksh. 800 million in the 2018–2019 fiscal year (Republic of Kenya, 2019).Table 1.1 provides statistics for the secondary school in Kandara Sub-County Transition. This is due to the fact that many parents do not have the financial means to pay for secondary education, which is more expensive than basic education. Therefore, research into the variables affecting the region's rate of secondary school enrollment was necessary. Therefore, the investigation of the socioeconomic determinants affecting students' transition rates to public secondary school education in Kandara Sub County, Murang'a County, Kenya, was the main goal of the study.

1.3 Purpose of the Study

The study's goal was to determine how social and economic factors affected how many students in Kenya's Kandara Sub County transferred to public secondary schools.

1.4 Objectives of the Study

This study was based on the following objectives:

i. To determine the influence of child labour on pupils' transition rate to public secondary school education in Kandara Sub County.
ii. To establish to what extent the cost of schooling affects pupils' transition rate to public secondary school education in Kandara Sub County.
iii. To determine the influence of a household income on pupils' transition rate to public secondary school education in Kandara Sub County.
iv. To examine how parental occupation affects pupils' transition rate to public secondary school education in Kandara Sub County.

1.5 Research Questions

The study tested the following research questions:

i. How does child labour influence pupils' transition rate to public secondary school education in Kandara Sub County?
ii. To what extent does the cost of schooling influence pupils' transition rate to public secondary school education in Kandara Sub County?
iii. How does household income influence pupils' transition rate to public secondary school education in Kandara Sub County?
iv. How does parental occupation influence pupils' transition rate to public secondary school education in Kandara Sub County?

1.6 Significance of the Study

The study may be important to education officials since it will give them insight into how to increase the rate at which students in Kandara Sub County transition to public secondary schools. The findings may be used by national policymakers to develop strategies for dealing with problems in schools and/or the entire educational system that could be contributing factors to underwhelming school performance and raise transition levels. The results may be used by economists and education planners to project the number of students who will switch from primary to secondary education over a specific time period.Head teachers might use the research to provide parents advice on the best ways to smooth the transition from primary to secondary education. The major development stakeholders may use the study's findings to help them reach one of the key milestones of vision 2030's requirement for free, obligatory, and high-quality basic education.

The study may possibly uncover additional pressing problems that demand more investigation. Future researchers in similar fields might use it as a reference. Overall, it could improve educational options and lessen regional differences in secondary education completion rates. The findings may add to our understanding of the economics of education and the transition rate to secondary education, according to academics.

1.7 Limitation of the Study

Due to the organizations' confidentiality policy, certain information was withheld by the respondents. Senior management also opposed sharing information about the company and its operations. By ensuring the respondents that the information and data gathered would be handled as secret and utilized for exclusively academic purposes, the researcher overcome this difficulty.

This limited the study's ability to collect data. In order to overcome these difficulties, the researcher used well-trained research assistants for the physical administration of questionnaires and conducted questionnaire administration online whenever practical while adhering to Ministry of Health protocols.

1.8 Delimitations of the Study

The study only looked at social-economic factors, such as child labor, school expenses, household income, and parental employment. Additionally, the study only focused on the issue of students' rates of transition to secondary education. The 52 public secondary schools from the Kandara Sub-County Education office made up the study's target

population. The Board of Management (BOM) chairpersons, BOM members, principals, and teachers made up the observational unit.

1.9 Assumptions of the Study

i. The study made the assumption that the respondents would provide truthful, honest responses.

ii. The study also made the assumption that social and economic factors affect how many students in Kandara Sub County transfer to public secondary schools.

1.10 Definition of Significant Terms

Access: Refers to the ability of a student to enrol for secondary school education.

Child labour: is work that harms children or keeps them from attending school and therefore affects their children's transition rate.

Cost of education: is the total amount of money invested by parents and the government to enable a student in Kandara Sub County to transition to secondary education.

Household income: is generally defined as the combined gross income of all members of a household above a specified age. This is one of the main factors that affect the pupils' transition rate to secondary school education.

Occupation: Is an activity that serves as one's regular source of livelihood. In this study, occupation is measured in terms of parents' work content, occupational prestige (formal or informal occupation), and occupational class.

Secondary School: refers to a school or institution which provides secondary school education, between the age of 11-18 years after primary school and before higher education.

Socio-economic factors: Defined as a person's overall social position to which attainments in both the social and economic domain contribute. In this study, it is used to refer to the social and economic status of the parents or family determined by achievements in income, education, and occupational.

Transition rate: The proportion of pupils who progress from the final grade of one level to the first grade of the next level. In this study transition rate is the proportion of students who progress from primary school (Std 8) to the first grade in secondary education (Form 1), expressed as a percentage of those who enrolled in the final grade (Std 8 in primary education). This indicates the accessibility of upward movement in the education hierarchy.

1.11 Organization of the Study

This study was organized into five chapters. Chapter one comprised of the background of the study, statement of the problem, research objectives, research questions, significance of the study, delimitation of the study, limitation of the study, assumptions of the study, definition of significant terms used in the study and organization of the study. Chapter two encompassed the literature review, theoretical framework, conceptual framework and summary of literature review. Chapter three consisted of the research methodology which comprised research designs, target population, sample size and sampling procedures, research instruments and data collection procedures, data analysis techniques and ethical considerations. Chapter four presented the analysis, interpretation and discussion of the study. Chapter five which was the last chapter of the project presented a summary of findings, conclusions and recommendations.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This section of the readings examines the social-economic influences on secondary school enrollment rates, child labor, education costs, parental employment, and household income. A summary of the literature review was included after the philosophical and conceptual sections of the chapter.

2.2 Concept of Pupils' Transition Rate

School transition is described in several worldwide studies as a time when students are particularly susceptible, easily disengaged, and at risk of dropping out of school before they should. Young people's futures are typically considered as being at risk from dropping out of school too soon since their educational attainment in school has a significant impact on their chances for employment and a fulfilling life. Inadequacies in the interventions and gender-specific issues exist. School accessibility issues and a gap between research and policy. Because secondary education is required, the transition from primary to secondary is crucial (UNESCO, 2018).

Wakwabubi and Ababu (2018) assert that education achieves a variety of important goals. It helps meet other requirements, satisfies a fundamental human need for knowledge, and supports and hastens development as a whole. Boys underwent a greater amount of change than females, with a 66% transition rate for boys and a 57percent transition rate for girls (Virtanen, Vasalampi, Torppa, Lerkkanen & Nurmi, 2019). Globally, it is now accepted that all children have access to education. According to Article 28 of the United Nations Convention, every child has the right to an education, regardless of their personal circumstances.

The Republic of Kenya Gazette reports that the Kenyan government has also demonstrated its commitment to seeing that this dream is realized. According to the gender parity index from 2005, there were 98 girls in form 1 for every 100 males, a statistic that has changed relatively little since then. This implies that despite the recent sharp rise in form 1 enrollment, gender discrepancies in access to secondary education remain. The literature evaluation for this study concentrated on the socioeconomic determinants and their impact on the rate of transfer from primary to secondary schools (Tomasik, Helbling & Moser, 2021).

For many kids, making the move from primary to post-primary education is an important educational milestone. As students transition from childhood to adolescence, from one institutional context to another with different regulations, teacher demands and teacher expectations, and the journey from established social groups into new social relations, transfer is described by UNESCO (2017) as a time of triple transition. Therefore, it would seem that educators should prioritize taking into account the impact of social, emotional, academic, and institutional difficulties when looking at a transfer process in the context of education.

Due to reports that many students in the first year of secondary school declined in significant areas of their education, educationists have been particularly interested in the effects of the transition from primary to post primary school. Up to 40percent of the students have delays in their academic development in the initial months following a school transfer, according to Tomasik et al. (2021).There are numerous reasons why this regression occurred. These factors include coming from a low-income family, entering puberty, experiencing bullying from older students, losing touch with friends, traveling a lot to a new school, getting used to moving from one room to another, getting used to having more than one teacher per day, struggling to adapt to a variety of teaching styles, and a lack of curriculum continuity between primary and secondary schools (Human Rights Watch, 2017).According to Oranga et al. (2020), other social and cultural factors, such as poverty, educational background, parents' occupations and income levels, and negative cultural behaviors, also play a role in a person's academic achievement in addition to their economic standing. The study showed the close correlation between student academic achievement and poverty. The number of dropouts, grade failures, and school disengagement rises when poverty levels are low. The longer a youngster lives in impoverished circumstances, the worse off his or her environment is for intellectual improvement.

Class size and school sector (public or private) are two crucial structural elements, according to UNICEF (2019). Compared to public schools, private schools typically receive better funding and have smaller class sizes. Private schools receive greater cash, which improves academic performance and increases access to tools like computers that have been proved to improve academic attainment. Smaller class sizes foster more intimate environments, which can strengthen teacher-student relationships, which have been found to improve student achievement.Academic success is also influenced by a student body's relative socioeconomic class (Nnorom, Ezenwagu & Nwankwo, 2020).

Students from lower socioeconomic origins who attend underfunded schools perform worse than students from more affluent social classes.

2.3 Child Labour and Pupils' Transition Rate to Secondary School Education

Many academics have pointed to child labor as a primary reason why kids don't enroll in school or drop out because of the opportunity cost of doing so (Okul, Sika & Olel, 2019). Parents believe that sending their kids to school, especially secondary school, is a waste of time since it prevents them from taking advantage of future employment prospects. On the other side, child labor markets are drawn into by home poverty and related labor demand.Other parents engage their kids in household chores like digging and fishing, which leaves them with little to no time for schoolwork. Some studies show that the financial strain or potential effort for the parents increases with larger households and a specific number of children.

The girl child is still most affected by poverty, unemployment, corruption, and violence in the majority of developing nations, including Ghana, Kenya, Malawi, and many others. This affects how quickly students go from basic to secondary school and even to higher levels of education. This is due to the fact that many individuals in developing countries struggle with high food costs, rising electricity rates, the cost of gasoline and other necessities, and a lack of funds to fund their children's education. The differences between social and economic classes, gender, geographical locations, and generations are the most pronounced (Tabwara & Maina, 2019).

Approximately 25 percent of children aged 5 to 14 who lived in sub-Saharan Africa were working as children in 2004, according to UNESCO (2018). With a consistent pattern for boys and girls in middle-income nations involved in the assessment, student performance was very low, resulting in low transition to the next grade, in the seventy-four economies and countries that participated in the 2009 PISA survey. The higher the quartile of the economic index in which a student belonged, the better the performance leading to high transition of the children.

In the majority of nations, the issue of child labor has existed for a long time. Due to numerous social issues at home, children are compelled to participate in working contexts. One of the main factors contributing to child labor in many nations is family poverty (ra, Yldz, Yldz, Yalçnkaya-nder & Aksu 2021).

Despite the fact that child labor is expressly forbidden by a number of International Labour Organization (ILO) conventions, it is nonetheless a common practice in affluent nations. While the reasons for child labor vary from nation to nation, familial violence is a

common culprit in developing nationsFamily violence causes divorce because children are compelled to work as infants or toddlers to help their moms pay for home expenses or to eat themselves. Some mothers force their daughters to work as maids. Boys clean cars and hawk goods. When physical abuse results in the death of a spouse, usually the mother, the children are left orphaned, with little prospect of finishing school or having enough food at home. As a result, some kids leave their homes in search of better opportunities, while others hunt for other means of support, such as begging, housekeeping jobs, or commercial sex (Ozer & Perc, 2020).

Numerous academics have pointed to child labor as the main cause of children's failure to enroll in school and drop out due to the opportunity cost of doing so. Parents believe that sending their kids to school, especially secondary school, is a waste of time since it prevents them from taking advantage of future employment prospects. On the other side, child labor markets are drawn into by home poverty and related labor demand. Other parents engage their kids in household chores like gardening and fishing, which leaves them with little to no time for academics. According to several research, parents face a greater financial strain or potential workload when their home has more people, particularly children.

The girl child is still most affected by poverty, unemployment, corruption, and violence in the majority of developing nations, including Ghana, Kenya, Malawi, and many others. This affects how quickly students go from basic to secondary school and even to higher levels of education. This is due to the fact that many individuals in developing countries struggle with high food costs, rising electricity rates, the cost of gasoline and other necessities, and a lack of funds to fund their children's education. The social-economic classes, gender, geographic locations, and generations show the greatest differences.

According to Thomson (2018), in 2004 approximately 25 percent of children aged 5 to 14 in sub-Saharan Africa worked as children. According to a similar pattern for boys and girls in middle income countries taking part in the assessment, student performance was very low, resulting in low transition to the next grade, in the seventy-four economies and countries that participated in the 2009 PISA survey. The higher the quartile of the economic index to which a student belonged, the better the performance leading to high transition of the children.

Another significant obstacle to schooling in emerging nations has been child labor (Nnorom, Ezenwagu & Nwankwo, 2020).As poverty levels rise, many families are compelled to hire their kids as domestic helpers or as part-time workers to supplement the

family income. More youngsters are continuing to labor in the home, on farms and in mines, or in small businesses like hawking in urban areas in many developing nations, including Kenya. Children are frequently drawn from school by these part-time pursuits into full-time odd jobs including housekeeping, farming, fishing, mining, and tour guiding. Students that participate in these activities are frequently disciplined repeatedly in school for being absent, losing interest in their studies, and ultimately performing poorly on exams.Early marriages, prostitution, and drug usage are just a few examples of ways that others could fall into crime and immorality. Therefore, a major factor in the low rate of students transferring from elementary to secondary schools is child labor. Children in Homabay start fishing at Lake Victoria at relatively young ages, according to Ngwacho (2020). Because of this, some of them do not attend school at all, or money made from fishing causes some of those who do go to leave school before finishing primary school. This prevents students from transitioning to high schools.

In Kenya's Laikipia West Sub-county, Mwangi, Kanjogu, and Ngunjiri (2018) examined how much socioeconomic characteristics in families have an impact on how students go from primary to secondary education. The study's findings showed that, at a significance level of 0.5, the socio-economic status of the family was significantly influencing how students moved from elementary to secondary schools (= -.505).

2.4 Cost of Schooling and Pupils' Transition Rate to Secondary School Education

Even though it is said that education is free, poverty remains a significant barrier. The transition from primary to secondary school is impacted by increased costs for uniforms, textbooks, teacher pay, and school maintenance for many families and students. The cost of schooling will have a bigger impact on a family's ability to ensure that their children make the transition from primary to secondary school the lower the family's household income. Direct and indirect expenditures become overwhelming obstacles for youngsters living on the streets without the assistance of their families.The improvement in the transition from primary to secondary education in America represented a change in educational policy that required more public resources to be invested in secondary school education (Robson, Anisef, Brown & George, 2018). Access to secondary school education was improved, and the US secondary school system was decentralized. More than 90% of all students enrolled in elementary and secondary schools in the US are currently educated in public schools. This is the outcome of a process that mainly relied on public funding, notably on local government expansion of education (Mlachila &Moeletsi, 2019).

After the Second World War, public funding for basic and secondary education was increased in Asian nations. Policies were adopted in Singapore and South Korea with the goal of improving secondary education quality and accessibility. Japan took swift action to smooth the transition to secondary education by increasing public investment, which reduced the financial burden on parents. The nation is now reaping the economic rewards of industrialization (Tomasik, Helbling & Moser, 2021).

In Kenya, the government and household members pay for education expenses. The Session Paper No. 1 of 2005 on the Policy Framework for Education and Research, the Second Kenya Education Sector Support Programme (KESSP II), and the Basic Education Act of 2013 are what guide the Kenyan government's expenditure of public funds on education. School uniforms, transportation, pocket money, motivation fees/remedial tuition prices, boarding fees, development fees, and other levies on school uniforms are some of the expenses related to secondary education, according to Imbova (2018). According to the survey, uniforms for girls are more expensive than those for boys. The average annual cost of a uniform for a male is Ksh. 4,035.75 but also Ksh. 5,094.73 for a girl (Oranga, Obuba & Nyakundi, 2020).

The indirect costs of education, which are borne by parents or guardians, are known as hidden costs. These expenses, which are listed in the fee structures recognized by the GOK through the MOE, are in addition to the direct expenditures of education. School lunches, PTA dues, school uniform costs, and recruiting charges are some examples of hidden expenses associated with schooling, some of which may not be quantifiable in terms of money. According to UNESCO (2018), even though several countries in sub-Saharan Africa have abolished school fees, notable costs persist, such as the cost of providing uniforms to pupils in school. Students always feel ostracized while not wearing a uniform.In Kenya, it is a rule that students and children must wear school uniforms for a variety of reasons, including identification, uniformity, and group cohesion. Children who don't have school uniforms may choose not to enroll in school. Because of the lack of uniforms or other hidden expenditures, many kids from low-income families feel inferior to other kids and are subjected to discrimination. The learning process, performance, participation, and transition in schools are all significantly impacted as a result.

The majority of policies and regulations view education as a fundamental human right. Additionally, education provides knowledge and skills that enable people to realize their full potential, acting as a catalyst for achieving other advancement goals. Education

reduces poverty, increases job opportunities, and promotes financial wealth. Additionally, it increases people's chances of living long and healthy lives, strengthens the foundations of the vote-based system, and alters attitudes to protect the environment (UNESCO, 2014). Additionally, education is seen as a crucial tool for assisting individuals in escaping poverty and preventing it from being passed down down the decades.EFA Global Monitoring Report Our calculations show that 171 million people might be lifted out of neediness, which is comparable to a 12% reduction in global destitution, if all substitutes in low-pay nations left school with skills. A important way that education reduces poverty is by increasing people's earnings. Overall, one year of school increases profit by 10%. Thus, by using their skills, 171 million people could be lifted out of poverty (United Nations, 2015).

Education costs include not only tuition but also unstated expenses such travel and communications, meals, school supplies, books, extracurricular fees like activity fees, housing, personal items, and opportunity costs that have an impact on students' participation. Secondary school enrollment is likely to be more expensive now than it was when the current guardians were in school and far more expensive than it was when their more experienced children were enlisted (Kieti, 2018). Many parents don't anticipate the hidden costs of education. The choice of free elementary education in Kenya has significantly increased interest in the subject.In any event, many youngsters in Sub-Saharan Africa continue to have limited access to secondary and tertiary education. A person's investment choice is based on their judgment and ability to weigh the expenses and potential rewards. When resources are few, these advantages are typically contrasted with potential cost (Momanyi & Muchimuti, 2020).

In order to raise the low transition rates, the GOK introduced the FPE and FDSE, which gave parents the impression that education was free and encouraged them to send their kids to school without taking into account additional expenses. Although there is still more work to be done, the shift rate from primary to secondary school has significantly improved, according to Murang'a County Government (2020). Therefore, the government seems to have succeeded at the primary school level based on the increased enrollment rate, but there is the transition issue, which Kenya has not yet resolved. This condition suggests rising repeat and dropout rates, which lead to low completion rates.

The cost of teaching a kid in secondary school in Kenya has increased significantly, with direct charges (school fees) ranging from K.Sh. 15, 000 in day schools to roughly K.Sh. 100,000 per child per year in boarding schools, in spite of Ministry of Education

recommendations on school prices in 2015. (MoEST, 2015). An employed family would spend more than 60% of their total income on secondary education, 20percent on primary education, and 8% on university education using these rates (Njagi & Mwania, 2017). This excludes the price of education in indirect terms. This means that although the government provides funding for FPE and FSE, parents are still responsible for providing for their children's other needs, such as transportation, uniforms, and personal necessities (pocket money).Day students must also buy lunch, while boarders must pay boarding fees. This is one of the reasons why boarding school enrollment is declining, according to some sources (UNESCO, 2014).

In Machakos Sub County, Mwikya (2019) looked into the socioeconomic determinants that affect students' transitions from primary school to secondary school. According to the study's findings, education costs in Machakos County had the biggest impact on the proportion of students who transferred from elementary to secondary schools.

2.5 Household's Income and Pupils' Transition Rates to Secondary School Education

According to an analysis of a paper by Nnorom, Ezenwagu, and Nwankwo (2020), educating children is an investment in human capital that entails both public and private expenses. According to a study by Kieti (2018) in Abidjan on the transition of girls to secondary education to identify the primary reasons for the rising dropout rate among girls in secondary education, it is a common practice for girls to seek out men in informal employment, particularly those working in minefields, as a source of income. He blamed this on parents' failure to support their daughters financially while they were at educational institutions, which led to prostitution.

According to a study by Mukonyi and Iteyo (2020), financial difficulties are the main reason given by girls for leaving school before they graduate. He noticed that these women marry men with poor educational and economic backgrounds, giving birth to and rearing children who will ultimately lead very desperate lives, creating a vicious circle of poverty. Lack of motivation, a poor self-concept of one's academic talents, failing grades, domestic violence, criminality, and a higher dropout rate are all effects of poverty and the economic hardships of the time (ra et al., 2021).The occupation of the parents typically determines the economic level, making it a role in determining access to education and subsequent progression to the next level of education, in this case secondary schools.

Wastage is more common among students or pupils from low socioeconomic backgrounds in Latin America, Africa, and South Asia, as well as in rural as opposed to metropolitan areas, and once more among girls as opposed to boys. Iyamuremye et al. (2021) list the

following as factors that contribute to this school waste: poverty, which can result in illness, malnutrition, and absenteeism; the opportunity cost of attending school for poor families; cultural factors that are particularly harmful to girls; an inappropriate curriculum and examination system that is overly academic and intended to prepare the majority of students for upper secondary and higher education; and a lack of secondary school spots that results in repetitive learning.

The amount of family income is one of the most significant factors affecting demand for secondary and higher education, as well as primary school enrollment rates in several developing nations (Nnorom. 2020). For instance, if low-income families in Malaysia decide to send their kids to primary and secondary schools, they would undoubtedly have to make significant sacrifices, which will influence the kids' ability to move to secondary and even higher education.

In India, the majority of parents assert that they don't send their kids to school because they can't afford to buy a uniform and supplies. Even dropouts in Bangladesh typically come from lower-income households. According to Ngwacho (2020), family income level has the greatest impact on dropout rates of all other factors. This is because, in order to augment their income, some parents use the help of their kids. In Uganda, 80 of every 100 children from the richest quintile entered primary school and made it to the last grade in 2006, but just 49 of every 100 children from the worst quintile did (Human Rights Watch, 2017).

Thomson (2018) demonstrates that children from wealthier families are more likely to complete their schooling as well as to reach a minimum level of learning, which is what secondary and even post-secondary education involves. Contrarily, in 15 of the countries, fewer than one in five underprivileged children complete the last grade, understand the fundamentals, and do not continue on to secondary education. According to Ngwacho (2020), families that can't even afford basic requirements face difficulties in funding education programs or education because it is a global issue for administrations in education sectors in countries. Family poverty level is a major factor in school access, retention, involvement, and performance. With high levels of family income, the need for schooling might rise to some extent.

Since per capita salaries develop when total national pay increases at a faster rate than the population, the development of high-paying nations has traditionally been viewed as a separate topic from the development of lower-paying nations. There are many factors that can obstruct development, including a lack of basic resources, wastefulness in the use of

basic resources, rapid population growth, a lack of human resources, social barriers, improper budgetary foundations, a lack of household reserve funds, and weak development frameworks. According to the Literacy and Poverty Paradox, a person's level of learning and their level of need are inextricably linked (Kieti, 2018).

According to Njagi and Mwania (2017), the situation in our nation's urban informal settlements has not much improved. This suggests that providing early education for children living in informal settlements may not be a simple task. This is due to the fact that family background influences how well children do in school. This is due to the fact that many kids who drop out of school hustle and take odd jobs to make money and live comfortably in a way that their classmates would consider acceptable. This is a consequence of the large number of school-age children who do not attend school at all.Therefore, parents and families, as well as other factors like hidden educational expenditures and personal traits, play a significant role in the issue of the low transfer rate.

In spite of advancements over the previous 50 years, extreme poverty is still widespread in developing nations. Additionally, observation reveals that 1,115 million people in developing countries are below the $370 Purchasing Power Parity (PPP) upper neediness limit for survival (Momanyi & Muchimuti, 2020). Over and above financial family studies in relation to schooling, family destitution becomes a significant barrier to young people's educational success. As guardians invest significant time in ensuring the daily survival of their families and put off dealing with their children's academic needs, all-inclusive, bargained absenteeism of time for parent-child dialogue emerges as the main barrier.The financial stability of parents is simply one factor indicating how long their children will remain in the school system. It goes without saying that wage and family size have an impact on academic performance, and it is important to note that parental support for a child's education varies by family income. As a result, parents with higher incomes support their children more than those with lower incomes.

There is evidence that poverty, measured in terms of family assets, affects children's ability to respond to educational opportunities; consequently, poverty, measured in terms of low family income, affects children in a variety of ways, including lack of educational tendencies and experiences at home, lack of access to ICT services, an absenteeism of a feeling of assurance through proper collaboration with parents, poor housing, an unfortunate/unequal eating routine, and mental illness igniting. Such a setting is unsuitable for encouraging learning and producing effective educational results. As a result, a parent's educational background strongly influences how well their children will do in school.Most

often, scarcity is the fundamental economic issue, and humans typically address this issue through choice. Individuals or families and the overall amount of money they get are the main focus of personal or size-based revenue distribution. Parents make the initial decision over which desires will be gratified first and which will go unfulfilled. By estimating the current value of the desired fulfillment, one can estimate how much money should be allocated to that want. Choice entails making a decision from a small number of options, passing up opportunities that are known as opportunity costs in economics (Wakwabubi & Ababu, 2018). Many parents would choose their children's education over their needs for food, clothing, and housing in the case of education.This is a common occurrence in Kibra Sub-County as a result of the lack of resources and the fierce competition brought on by low income levels.

Okul (2019) aimed to ascertain the impact of forfeited earnings on the transition from primary to secondary education in Mbita sub-county. The study came to the conclusion that lost wages are an indirect cost of education that raises secondary education costs to levels that are intolerable for students, especially those from low-income households. As a result, these students do not move on to secondary school, which explains why the transition rate has remained low even in the FTSE era.

2.6 Parental Occupation and Pupils' Transition Rate to Secondary School Education

According to the UNESCO (2018) research, parental occupation is based on the assumption that they have the education and money necessary for that occupation. Word-related metrics, like Duncan's socioeconomic record from 1961, provide information about a family's social and economic position since they speak to information about the requisite income and level of education as well as to the reputation and culture of a certain socioeconomic stratum. Adolescents try to identify with people in renowned professions like law and medicine and will even put in a lot of effort in school to get those careers, thus parental occupation status is important in this regard.If the parents hold such high-ranking professions or careers, this will be simpler (Moore et al., 2020). The students' or kids' motivation to do better will have a good impact on their academic performance. Fukuda-Parr (2017) states that numerous teachers have experienced difficulties due to funding payment delays, which has placed a significant financial burden on parents. The research confirmed that numerous school heads have been complaining recently about significant delays in the payment of the assets that each government-funded school receives.The dues that the providers pay to these colleges are not paid to them. Some of the necessary and optional had to be closed with uncertainty because they couldn't support

themselves. The parents of lower-income families will be the ones who suffer the most because the majority of their kids may have to stay home, which will affect their performance.According to Thomson (2018), repeaters and dropouts are more likely to come from families that score worse on social status indicators and related factors such parental education levels, among others, than other families. Families with more education are able to devote a lot more of their time and resources to their children's education, increasing the likelihood that they will receive a higher standard of education. In contrast to parents who have not received any formal education, Ngwacho (2020) argued that educated parents are more likely to enroll their children in school and be actively involved in their education up until they transfer to the next level, which is secondary schools.

Children's access to education and progression to the next level are significantly influenced by the educational level of their parents. According to Nnorom et al. (2020), the father's level of education, occupation, and income influenced whether or not his children were able to enroll in school, which inevitably included moving on to the next level of education. The widely held belief that parental education is the most reliable determinant of the child's educational and employment choices is addressed in Mwangi, Kanjogu, and Ngunjiri's (2018) article.Transition from basic to secondary and even higher levels of education is more likely for children of parents with the same degree of education because they have a favorable attitude toward education. In most situations, it is believed that the education level of mothers has an impact on access, which immediately results in progression to the secondary and higher levels of education.

The likelihood that educated parents will have more educated children is one advantage of increased education. According to an analysis of household surveys from 56 different nations, average children grow by 0.32 years for every year their moms spend in school, with the advantage being slightly greater for girls (UNESCO, 2014).According to a research by the Forum for African Women in Education (FAWE), in the Wajir and Mandera counties of Kenya, 64% of the male community members interviewed had educational levels below class 6, and others had no formal education. Women made up one-third of those without a formal education. As a result, relatively few students in this situation transfer to secondary schools since they lack formal educational objectives, role models, and mentors. Lack of education has a negative impact, particularly on girls who view it as a waste of time and prefer to educate boys. Sensitization initiatives, barazas, workshops, including seminars could be used to raise awareness among these community

members, which could increase the number of students who transfer to secondary schools and even higher education institutions like the universities and colleges.

According to Oranga et al. (2020), there are numerous factors to take into account when analyzing the impact of a student's socioeconomic situation on academic attainment. He emphasized that parental income has a significant impact on students' performance since it provides the financial means for the implementation of more academic components. The resources at home are a crucial determinant of the correlation between socioeconomic position and academic success. Additionally, the grade level of the students and the connection between financial situation and academic success. Additionally, there is a correlation between income status and academic achievement at all educational levels, with the exception of high school students.Significant relationships between financial status and academic achievement were seen throughout grade levels. It began in the primary school years and persisted through middle school. According to the study, there was a statistical difference between students from low and high socioeconomic backgrounds across all school levels, and this disparity tended to get bigger as grade levels went up. Academic accomplishment is a process, and when important skills are not acquired in the early grades, the gap between academic achievement and other students widens over the course of the educational process.Due to the fact that many of the students functioning at a low level were more likely to drop out of school in the following years, their participation in the research samples was not permitted, which is why the high school level showed a modest statistical gap.

According to Virtanen et al. (2019), children from low-income households are more likely to be distracted from their academic performance by environmental stressors in their neighborhood, such as feelings of uncertainty about their safety, housing status, and community violence. According to Tomasik et al. (2021), educators have long recognized that children from high-income families perform academically better than children from low-income families. Even though many students from high socioeconomic origins struggle academically and many students from poor socioeconomic backgrounds excel, there is a clear general trend.It is not true that students from low socioeconomic position do poorly; rather, the more successful a student's education is likely to be, the higher their economic standing is. According to the study's findings, there is a much greater correlation between socioeconomic status and academic achievement than has previously been documented. School dropouts and grade retention are substantially more common among

students from low-income homes. The solutions to the issue of instructing such students are difficult and demanding.

According to Njagi and Mwania (2017), the household serves as the major setting for socialization because parents are the primary caregivers for children in every culture. Children are diversified to develop prolific citizens in education and general life thanks to parents' work and efforts. Thomson (2018) studied how parents' jobs affected their children's academic performance in secondary school in Kuala Terengganu, Malaysia. The findings indicated that students with parents in a given profession outperform students whose parents had received informal education. According to Ra, Yldz, Yldz, Yalçnkaya-nder, and Aksu (2021), parents in lower-paying professions frequently have to put in more overtime to provide for their family.As a result, they frequently find themselves having less time for family time and spending more time participating in their children's academic activities. It's important to keep in mind, though, that not all parents in low-paying jobs put in a lot of overtime. Iyamuremye, Mukiza, Nsabayezu, Ukobizaba, and Ndihokubwayo (2021) led a study on how parents' occupations affected their children's English-language acquisition in Pakistan. The findings showed that parents' occupations, which are different from their own, have a good relationship to learning English.According to the results of this study, children whose parents have more advanced or better-paying jobs live in communities where English is widely spoken and are, as a result, more fluent in it than children whose parents have lower-paying jobs.

Ngwacho (2020) argued that parents from different work-related classes tend to have a variety of parenting approaches for their children. The authors argue that while these distinctions are not universal across families with identical occupations, they have been seen to be typically shared by parents in the specific work-related group; they thus point to the typical propensities of families for diverse work-related classes. In this inquiry, the parent's occupation is taken into account on three levels: jobless, self-employed, and civil/public servant, which are the most common jobs of people residing in the examination area. When Nnorom, Ezenwagu, and Nwankwo (2020) examined how gender identity and socioeconomic status impacted the academic performance of optional secondary school students in Luck, which is now a city in India, they found that both male and female students outperformed their peers from low socioeconomic status. High socioeconomic level parents provide their children with the bare minimum in terms of schooling and health care and are aware of the pre-adult challenges that have an impact on their academic success. According to Asbah, Nasra, and Abu-(2014) Baker's research,

parental socioeconomic status has an effect on how involved they are in their children's education in Israel. They also found that there are some instances where the relationship between parental occupation and parental involvement at home is direct. It proves that parents with high-profile jobs will probably be aware of their children's concern and offer a workable solution. They also assist them in completing their job by providing resources necessary for academic advancement.

Njagi & Mwania (2017) made the case that a student's home environment has an impact on their mental, emotional, social, and financial well-being. Since parents are a man's primary socializers, the state of the home has an impact on the individual. The foundation and environment of a child's family have an impact on how he reacts to situations in life and how well he does. Parents and the experiences a person has at home have a significant role in shaping his identity and shaping who he is, even though the school is responsible for the information that defines a person throughout the school day. Social status is a significant area of pupil contrast. Yes, even in small, rural communities where every group of individuals shares the same ethnicity and religion. Children of most farm workers or domestic laborers are likely to grow up differently from those of town investors, professionals, and educators.

In Kibra Sub-County, Nairobi City County, Kenya, Viluti (2019) investigated the impact of socioeconomic factors on students' transition rates to secondary schools. The study came to the conclusion that parents' economic levels and educational levels had a significant impact on children's transition from primary to secondary schooling in Kibra Sub-County. The rate of transition is somewhat influenced by the unaddressed costs of education, early marriage, and teenage pregnancies.

2.7 Theoretical Framework

The foundation of this work was Jean-Jacques Rousseau's Classical Liberal Theory of Equal Opportunity (1712-1778). According to the principle, as everyone is created equal, all social institutions within a society should work to advance equality. In this perspective, giving everyone the same chance to receive an education is one strategy to encourage social equality in society. To guarantee that all children in Kenya receive equitable chances, the Kenyan government offers FDSE grants, bursaries, and instructional materials. According to the classical liberal notion, equitable educational opportunities will encourage social mobility.

As a result, it was determined that the Classical Liberal Theory was pertinent to this study since socioeconomic background discriminates against low-income families who are

unable to maintain their children in school and must therefore remove them early. The proponents of this idea felt that a free market with little government interference is necessary for equality of opportunity, which is one of the theory's shortcomings (Noddings, 2019). This theory's detractors assert that it has mainly been mute regarding the threat that multiculturalism poses. Because they must deal with educational concepts and methods that are culturally constrained in a way that solely reflects the values and goals of the dominant social group, cultural minorities risk having their claims to equal educational opportunity exposed as a fraud (Daftary, 2020).

2.8 Conceptual Framework

The study's conceptual framework demonstrates the relationship between the independent as well as dependent variables. The transition rate of students to secondary education was the dependent variable in this study, and the independent factors were child labor, the cost of education, household income, as well as parental occupation. Figure 1 depicts the theoretical foundation.

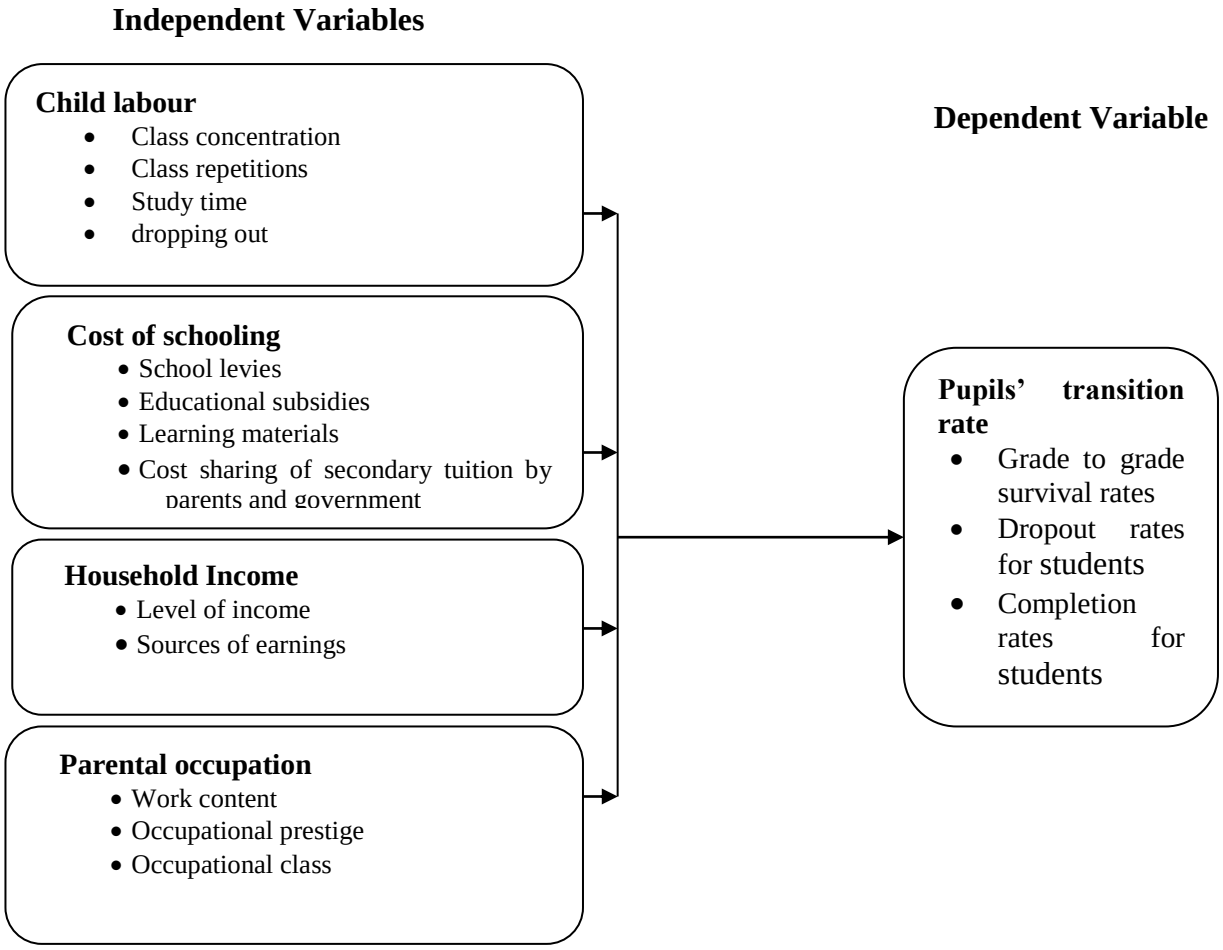


Figure 1: Conceptual Framework

The goal of the study was to determine how social and economic factors affected how many students in Kenya's Kandara Sub County transferred to public secondary schools. The study only considered social-economic factors, such as parental employment, household income, the price of education, and child labor. The following equation was typically presupposed in the study regression model;

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

Where: -

Y= pupils' transition rate to public secondary school education in Kandara Sub County

β_0=constant

$\beta_1, \beta_2, \beta_3$ andβ_4 = regression coefficients

X_1= child labour

X_2= cost of schooling

X_3= household income

X_4= parental occupation

ε=Error Term

Concentration in class, class repetitions, study time, and dropping out were used to evaluate child labor. The price of education was calculated using school levies, educational subsidies, learning resources, and the government and parent-shared cost of secondary tuition. The level of revenue and the sources of money were used to determine the household's income. Utilizing job content, occupational prestige, as well as occupational class, parental occupation was evaluated. Grade-to-grade survival rates, student dropout rates, and student completion rates were used to evaluate the dependent variable, which was the students' transition rate to public secondary school education.

2.9 Summary of Literature Review

The literature study makes it evident that socioeconomic issues may have an impact on how students transition from elementary to secondary education. It also demonstrated the possibility of wealthy and educated families being among those who learned well and advanced to secondary schools and higher levels of education. The examined research makes it abundantly evident that transition rates between primary and secondary education are too low in developing nations as a whole. For instance, in Kenya, the majority of academics blame low family income, policy, the expense of education, and parental employment for the country's low transition rate.

Studies like Okul (2019) aimed to ascertain the impact of forfeited earnings on the transition from elementary to secondary education in the Mbita sub-county. The study

came to the conclusion that the reason for the continued low transition even in the era of FTSE was the forgone earnings from the indirect component of education costs, which raised the secondary education costs to levels unbearable by students especially those from poor households, hence they fail to transit to secondary school. In Machakos Sub County, Mwikya (2019) looked into the socioeconomic elements that affect students' transition from primary school to secondary school.According to the study's findings, education costs in Machakos County had the biggest impact on the proportion of students who transferred from elementary to secondary schools. In Kenya's Laikipia West Sub-county, Mwangi, Kanjogu, and Ngunjiri (2018) assessed the degree to which socioeconomic characteristics in families affect students' transition from elementary to secondary schools. The study's findings showed that, at a 0.5 level of significance, family socio-economic characteristics significantly influenced how students transitioned from primary to secondary schools (= -.505). In Kibra Sub-County, Nairobi City County, Kenya, Viluti (2019) investigated the impact of socioeconomic factors on students' transition rates to secondary schools.The study came to the conclusion that the parents' income and education levels had a significant impact on their children's transition from elementary to secondary schooling in Kibra Sub-County. The rate of transition is somewhat influenced by the unaddressed costs of education, early marriage, and teenage pregnancies. However, the studies do not examine how socioeconomic factors affect how many students in Kandara Sub County, Murang'a County, Kenya, transition to public secondary school education. Therefore, the goal of the current study was to close this gap.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

The research methodology is the main topic of this section, which is divided into the following subsections: research design, target population, sample size and sampling techniques, research instruments, instrument validity as well as instrument reliability, data collection procedures, data analysis methods, and ethical considerations.

3.2 Research Design

A descriptive survey research design was used for this investigation. Since all of the data from the phenomenon were gathered and compared concurrently with the study, the design was appropriate. Determining the frequency with which a phenomenon occurs or the connection between variables is the focus of a descriptive design (Pandey &Pandey, 2021).

3.3 Target Population

A population, according to Mohajan (2018), is the entire set of factors from which we want to draw conclusions. The 52 public secondary schools from the Kandara Sub-County Education office were the study's target population (see Appendix V). The Kandara sub-208 county's BOM members, 52 BOM chairs, 52 principals, and 520 teachers made up the observational unit.

3.4 Sample Size and Sampling Procedures

A sample is a group of people from a given demographic who were chosen specifically for the study's goal of drawing conclusions about the community. Using Yamane's (1967) streamlined formula, 270 samples were collected. The sample size was determined using the formula shown in Table 3.1.

$$n = \frac{N}{1+N(e)^2}$$

Where; **n** is the sample size, **N** is the population size, **e** is the margin of error (0.05).

$$n = \frac{832}{1+832(0.05)^2} \qquad n = 270.$$

An appropriate sample from each stratum was taken using stratified random sampling. Each stratum was created as a collection of units with unique features based on the category of respondents. After that, respondents were chosen at random from each strata. According to Table 3.1, the sample was dispersed throughout the strata. Following is how the ratio in Table 3.1 was calculated: 235/572= 0.412

Table 3.1: Sample Size

	Population	Ratio	Sample
BOM members	208	0.325	68
BOM chairpersons	52	0.325	17
Principals	52	0.325	17
Teachers	520	0.325	169
Total	**832**		**270**

3.5 Research Instruments

Questionnaires were used to collect primary data. Both open-ended and closed-ended questions were included in the survey. The use of questionnaires was recommended because they increase the likelihood of getting truthful responses by guaranteeing the respondents' anonymity. Teachers and members of the Board of Management (BOM) each received a questionnaire.

In addition, interview guides for principals and board of management (BOM) chairs were employed for the study. The information that was too sophisticated to be viewed or recorded directly was gathered via interviewing techniques.

3.6 Instrument Validity

According to Mohajan (2018), the degree to which data collecting tools measure the intended phenomena they were supposed to assess is referred to as validity. The knowledge and skills covered by the test items, according to Dwigo (2018), should be indicative of the greater area of knowledge and skills. The study employed content validity. It was requested of the supervisor, lecturers, and other experts that they comment on the representativeness and suitability of the questions and make adjustments to the design of the research tools. This enhanced the content validity of the information that was gathered.

3.7 Instrument Reliability

The level of objectivity (error-freeness) of a measurement determines its reliability, which guarantees consistent measurement over time and among the different system components. 24 randomly chosen respondents were used as a pilot to test the split half method's reliability as a data collection tool. The questionnaire's reliability was determined using the Spearman-Brown correlation algorithm. The analysis found perfect correlation between the two halves, indicating that the sum would be completely dependable.

Construct composite reliability coefficients of 0.7 or above were deemed appropriate for this investigation (Yin, 2017).

3.8 Data Collection Procedures

To enable the researcher to gather the required information from the respondents, the university provided an introduction letter that was given to each respondent. A research authorization was also secured for the investigation. The study made use of original information collected through questionnaires. Additionally, the researcher used research assistants who used the drop-and-pick technique to give the questions.Before entering the field, the research assistants received thorough training. A questionnaire was distributed, and the chosen responder had a maximum of three days to complete it before the completed questionnaire was collected for review. The questionnaire was managed in the required amount of time.

3.9 Data Analysis Techniques

The Statistical Package for the Social Sciences was used to analyze the data (SPSS version 25.0). After determining the descriptive statistics for all quantitative variables, including frequencies, percentages, mean scores, and standard deviation, the data was presented in tables and figures. Thematic content analysis was used to examine and present narratively the qualitative data from the open-ended questions.Inferential data was analyzed using multiple regression. At a 5% level of significance, the regression analysis was utilized to establish the relationships between the independent as well as dependent variables. Multiple linear regression was employed because it examines the hypotheses and predicts a dependent variable using two or more independent variables.

3.10 Ethical Considerations

The respondents were informed of the study's goals and given the assurance that the information they supplied would only be utilized for academic purposes. As soon as consent was given, participants retained their rights, including the ability to decline to participate in any aspects of the study, refuse to answer any questions or sets of questions, refuse to disclose any requested data, and perhaps request the removal of previously provided data. It was optional to take part in the study. Additionally, confidentiality and privacy were upheld.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The analysis, interpretation, and discussion of the results are the main topics of this chapter. The primary goal of the study was to determine how social and economic factors affected how many students in Kenya's Kandara Sub County transferred to public secondary schools. The data were analyzed by the researcher using descriptive and inferential statistics, and the results were displayed in tables.

4.2 Response Rate

Only 181 of the 236 surveys the researcher distributed were returned, which is a small percentage. A response rate of 76.9% was thus obtained. This suggests that the response rate achieved was good and allowed for the generalization of the results because it is consistent with Mohajan's (2018) assertion that a response rate of more than 50% is considered to be favorable.

Table 4.1: Response Rate

	Number of informants	**Per cent**
Response	181	76.9
Non-Response	55	23.1
Total	**236**	**100.0**

4.3 Reliability Analysis

By giving the questionnaire to the pilot group, the questionnaire's reliability was assessed. A reliability coefficient of 0.7 or higher is considered satisfactory (Pandey & Pandey, 2021). For this study, a construct composite reliability coefficient (Cronbach alpha) of 0.7 or above is deemed sufficient for all the constructs. The outcomes are presented in Table 4.2.

Table 4.2: **Reliability Analysis**

	Cronbach's alpha	**Decision**
Child labour	.711	Reliable
Cost of schooling	.778	Reliable
Household's income	.701	Reliable
Parental occupation	.833	Reliable

According to the findings, parental occupation had the highest level of reliability (alpha value: 0.833), followed by the cost of education (alpha value: 0.778), child labor (alpha value: 0.711), and family income (alpha value: 0.701), which had the lowest level of

dependability. This shows that the research tool was trustworthy and that no modifications were needed.

4.4 Background Information of the Respondents

The purpose of the study was to gather general information about the respondents in order to determine whether they were qualified to take part in the study. Based on the respondents' gender, greatest degree of education, and enrollment in the schools, several sets of respondents' data were gathered for this study.

4.4.1 Gender of the Respondent

Using the respondents' gender as a basis, the researcher gathered data. After the data was compiled, the respondents' responses are shown in Table 4.3.

Table 4.3: Gender of the Respondent

	Frequency	**Percent**
Female	96	53.0
Male	85	47.0
Total	**181**	**100.0**

53.0percent of respondents were female and 47.0percent were male, according to the findings. This suggested that the researcher did not collect data with a gender bias and gathered information from all respondents regardless of their gender.

4.4.2 Highest Level of Education of the Respondent

The researcher asked the respondents to specify their highest degree of schooling. Table 4.4 shows the results of their responses.

Table 4.4: Highest Level of Education of the Respondent

	Frequency	**Percent**
Certificate	44	24.3
Diploma	56	30.9
Degree	50	27.6
Masters	31	17.1
Total	**181**	**100.0**

According to the results, 30.9percent of the respondents had earned a diploma, 27.6percent a degree, 24.3percent a certificate, and 17.1percent a master's degree. This is a sign that the respondents were knowledgeable, able to understand the topic at hand and provide accurate information.

4.4.3 Students’ Enrollment in the School

The respondents were also asked to indicate their students' enrollment of their schools. The results were as shown on Table 4.5.

Table 4.5: Students' Enrollment in the Schools

	Frequency	Percent
More than 700 students	38	21.0
Between 400-700 students	41	22.7
Between 200-400 students	49	27.1
Between 100-200 students	32	17.7
Less than 100 students	21	11.6
Total	**181**	**100.0**

The results showed that 27.1percent of the respondents said their schools had between 200 and 400 students, 22.7percent said they had between 400 and 700 students, 21.0percent said they had more than 700 students, 17.7percent said they had between 100 and 200 pupils, and 11.6percent said they had less than 100. This suggested that the majority of the schools had a sizable student body and could provide accurate information about the transition rate of the students.

4.5 Child Labour

In Kandara Sub County, the research sought to ascertain the impact of child labor on students' rates of transition to public secondary education. The respondents were asked to score their degree of agreement with statements related to how child labor affects students' rates of transition to public secondary education in Kenya's Murang'a County. The results are shown in Table 4.6.

Table 4.6: Influence of Child Labour on Pupils' Transition Rate to Public Secondary School Education in Kandara Sub County

	Mean	Std. Dev.
Children who work for long hours especially in the evenings suffer fatigue and tiredness and have poor class concentration the following day	3.558	0.880
Long hours of child labor/work deny the children time to study and do their assignments or homework.	3.227	0.906
Child labor causes high -class repetitions	3.298	0.906
Poor class concentration, failing to do or complete class assignments, and absenteeism, cause these children to perform	3.685	0.831

poorly in their academics.		
Consistent poor academic performance may finally prompt these children to drop out of school.	4.221	0.603

According to the results, the respondents concurred that persistently poor academic performance may eventually lead to these children dropping out of school, as shown by a mean of 4.221, poor class concentration, failing to do or complete class assignments, and absenteeism, cause these children to perform poorly in their academics, as shown by a mean of 3.685, and children who work for long hours, especially in the evenings, suffer fatigue and exhaustion and have poor class concentration that causes them to perform poorly in their academics The results are in line with UNESCO's (2018) assertion that child labor is an issue that has existed for a while in most nations.Due to numerous social issues at home, children are compelled to participate in working contexts. One of the main factors contributing to child labor in many nations is familial poverty. The results corroborate those of Mwangi, Kanjogu, and Ngunjiri (2018), who found that socioeconomic characteristics in the family had a substantial impact on students' transition from elementary to secondary education.

Additionally, the respondents were split on whether or not child labor results in high-class repetitions, as indicated by a mean of 3.298, and whether or not it prevents kids from having enough time to study and complete their homework, as indicated by a mean of 3.227. Many academics have pointed to child labor as a primary reason why kids don't enroll in school or drop out because of the opportunity cost of doing so (Okul, Sika &Olel, 2019).

In order to increase the transfer rate of their students, secondary schools in Kandara Sub County asked the respondents for their thoughts on further child labor-related policies that should be implemented. They suggested that the government should penalize parents who prevent their kids from going to school or working. Others made their points by enrolling kids in boarding schools, educating parents about the value of education, implementing government policies to ensure 100percent transition, putting labor laws into effect, and extending the amount of time pupils can spend in class.

4.6 Cost of Schooling

The goal of the study was to determine how much the cost of education impacts students' rates of transition to public secondary schools in Kandara Sub County. The respondents were asked to score their level of agreement with statements about how much the expense

of education affects students' transfer rates to public secondary schools in Murang'a County, Kenya. Results are shown in Table 4.7.

Table 4.7: Influence of Cost of Schooling on Pupils' Transition Rate to Public Secondary School Education in Kandara Sub County

	Mean	Std. Dev.
Parents mostly complain about the amount charged for school levies such as uniforms, food etc.	4.409	0.516
There is lack or inadequate of educational subsidies by the government e.g. FSE	3.525	0.940
There is an increase in the cost of learning materials such as books	3.751	0.502
The cost sharing of secondary tuition by parents and government has favoured the pupils' transition	3.210	0.894

The results showed that the respondents were in agreement that parents typically complain about the cost of school fees such as uniforms, food, etc. as illustrated by a mean score of 4.409, there is an increase in the price of learning materials such as books as illustrated by a mean score of 3.751, and there is a lack of or inadequacy of educational subsidies by the government such as FSEas illustrated by a mean score of 3.525. These results are consistent with those of Mwikya (2019), who found that the biggest factor affecting how frequently students in Machakos County migrate from primary to secondary schools was the expense of schooling.The findings are consistent with those of Mlachila and Moeletsi (2019), who claimed that more than 90% of all students enrolled in elementary and secondary schools in the US are currently educated in public institutions. This is the end consequence of a lengthy process that was primarily reliant on public money, especially for local government expansion of education.

Additionally, a mean score of 3.210 indicates that respondents were undecided on whether the cost-sharing of secondary tuition by parents and the government had benefited the students' transition. Japan took swift action to smooth the transition to secondary education by increasing public investment, which reduced the financial burden on parents. The nation is now reaping the economic rewards of industrialization (Tomasik, Helbling& Moser, 2021).

In order to increase the transition rate of their students, secondary schools in Kandara Sub County were asked for their comments on additional costs of education. They suggested

that the government boost the secondary school subsidy in order to lower the cost that parents must bear and lower fees, work with NGOs for financial aid, and cut or subsidize the cost of wearing school uniforms (for day schools). Additionally, they suggested that secondary school education be entirely funded by the government, that schools should give lunch and personal items, and that they should sponsor kitty for orphaned and impoverished students.

4.7 Household Income

The goal of the study was to ascertain how household income in Kandara Sub County affected students' transition rates to public secondary education. In order to determine the extent to which household income influences students' transition rates to public secondary school education in Kandara Sub County, Murang'a County, Kenya, the respondents were asked to indicate their level of agreement with specific claims. Table 4.8 shows the outcomes.

Table 4.8: Influence of Household Income on Pupils' Transition Rate to Public Secondary School Education in Kandara Sub County

	Mean	Std. Dev.
Lack of fees may lead students not to proceed to secondary school	4.740	0.562
Lack of personal effects may lead students not to proceed to secondary school	3.619	0.780
Economic activities may lead students not to proceed to secondary school	3.348	0.504

The results revealed that, as evidenced by a mean of 4.740, the respondents firmly agreed that a lack of fees might prevent kids from continuing on to secondary education. As evidenced by a mean of 3.619, the respondents were in agreement that a shortage of personal belongings might prevent kids from continuing on to secondary school. The findings are corroborated by Robson, Anisef, Brown, and George (2018), who suggested that the related expense of schooling will have a bigger impact on families' capacity to ensure the transfer of their children from primary to secondary school the lower the family's household income is.

Additionally, a mean of 3.348 indicates that respondents were undecided about whether economic factors would influence students' decision to forgo secondary education. Okul (2019), who disagreed with the findings, claimed that the reason for the continued low

transition even in the era of FTSE was the forgone earnings from the indirect component of education cost, which raised the secondary education costs to levels unbearable for students, especially those from poor households. As a result, they failed to transition to secondary school.

In order to boost the transfer rate of their students, secondary schools in Kandara Sub County asked the respondents for their thoughts on other components of household income. They suggested doing this through offering job opportunities in schools where available, educating parents about money management techniques, and using neighborhood employment. They also suggested that schools may support parents' efforts by paying for items like maize beans and even casual laborers that the parents already own and can be used by the school, allowing the kid to continue their studies. Additionally, they could teach the parents or guardians how to start their own businesses, such fish farming, beekeeping, soap manufacturing, etc.

4.8 Parental Occupation

The study sought to determine the impact of parental occupation on students' rates of transition to public secondary education in Kandara Sub County. In order to determine how much parental occupation effects students' transition rates to public secondary school education in Kandara Sub County, Murang'a County, Kenya, respondents were asked to score their level of agreement with several claims. Table 4.9 displays the outcomes.

Table 4.9: Influence of Parental Occupation on Pupils' Transition Rate to Public Secondary School Education in Kandara Sub County

	Mean	Std. Dev.
Students' career choice is influenced by the occupation of the parents	3.337	0.988
Some students have access to employment in their family business	3.746	0.911
Parents' working hours have a direct correlation with their involvement in their children's education.	4.293	0.682
Parents in informal employment struggle to cater for their children's educational needs more than those in formal employment.	3.939	0.601
Students whose parents are in formal employment exhibit better academic performance than those whose parents are	2.409	0.649

in informal employment

The study's results showed that respondents generally agreed that parents' working hours have a direct correlation with their involvement in their children's education, as shown by an average of 4.293; that parents in informal employment struggle more than those in formal employment to meet their children's educational needs; and that some students have access to employment in their family businesses, as shown by an average of 3.939; and In contrast to the findings, Yldz, Yldz, Yalçnkaya-nder, and Aksu (2021) argued that parents in subpar occupations make less money and frequently need to work longer hours to provide for their families. As a result, they frequently find themselves having less time for family time and spending more time participating in their children's academic activities. However, it's also important to remember that not all parents in subpar occupations put in a lot of overtime.

A median score of 3.337 indicates that respondents were undecided about whether parents' jobs have an impact on their children's career choices. The results are at odds with those of Njagi and Mwania (2017), who found that as parents are the primary caregivers for children in every culture, the family serves as the key setting for socializing. Children are diversified to develop prolific citizens in education and general life thanks to parents' work and efforts. An average of 2.409 indicates that the respondents did not agree that students with parents in formal job perform better academically than students with parents in informal employment. Njagi and Mwania (2017) shown that children who have parents in the recommended professions outperform children whose parents have informal education. In order to increase the rate of transition for their students, secondary schools in Kandara Sub County asked the respondents for their thoughts on other areas of parental occupation. They suggested that schools should think about providing parents with guidance sessions, particularly during parent meetings, on the importance of making time for their kids. Additionally, business-owning parents should refrain from hiring their kids while they're still in school, speak with the school frequently about their kids' progress, provide career guidance for their kids, and refrain from pressuring them to follow a course they're not capable of.

4.9 Pupils' Transition Rate to Secondary School Education

The study looked for trends in the following components of students' transition rates to public secondary school education during the previous five years in Kandara Sub County. The outcomes were shown in Table 4.10.

Table 4.10: Trend of Aspects of Pupils' Transition Rate to Public Secondary School Education in Kandara Sub County

	Mean	Std. Dev.
Grade transition rate for students	3.834	0.936
Dropout rates for students	3.437	0.859
Completion rates for students	3.254	0.961

The findings showed that, as indicated by a mean of 3.834, the grade transition rate for kids had increased during the previous five years. Additionally, over the previous five years, the average dropout rate for students was 3.437, and the average completion rate was 3.254. Because secondary education is required, the transition from primary to secondary is crucial (UNESCO, 2018). According to Oranga et al. (2020), other social and cultural factors, such as poverty, educational background, parents' occupations and income levels, and negative cultural behaviors, also play a role in a person's academic achievement in addition to their economic standing.The study showed the close correlation between student academic achievement and poverty. The number of dropouts, grade failures, and school disengagement rises when poverty levels are low. The longer a youngster lives in impoverished circumstances, the worse off his or her environment is for intellectual improvement.

The respondents to the interviews were questioned about their perceptions of the transition rate to secondary school education in the Kandara Sub County. Although the transition rate has not yet reached the aim of 100%, the BOM chairpersons and principals noted that it has been rising over time. However, there is a problem with insufficient infrastructure.

The interviewees were also asked if government subsidy programs improve the status of parents in terms of their ability to pay for their children's secondary education. The principals claimed that because the government subsidies made education more cheap for parents, it was this that allowed parents to send their kids to school. Additionally, the subsidies have made it easier for families to pay for tuition, which is another benefit. However, some parents still struggle to pay for the other bills, and some have grown resentful because they rely entirely on the government.

In addition, the respondents were asked if government subsidy programs had an effect on the rate at which students in the Kandara Sub County transitioned from elementary to secondary education. According to them, there has been a major upswing in enrollment to

the point that schools have expanded the number of class streams. Parents are now able to enroll their children in secondary schools, in contrast to the past.

The interviewees added that they are aware of cases where students have dropped out of secondary school because their parents couldn't afford to pay their tuition. They were also requested to mention any local community initiatives that had been taken to address the issue of students delaying entry into secondary schools due to the associated costs. Most of those who participated in the interviews said that some students are brought by their professors, church sponsors, Nyumba Kumi, church community projects, and church groups. Additionally, the area chief's internal security squad is a big help. Additionally, some society members have been identifying pupils from low-income families and providing support so that certain students can continue on to secondary schools.

The interviewees were also asked to list the typical economic pursuits of Kandara Sub County residents. They said that the residents of Kandara Sub County engaged in a variety of economic activities, such as farming (including the production of tea and coffee), business, riding boda bodas, civil service work, and plumbing.

The interviewees mentioned that there are policies that facilitate talking about how many students transfer to secondary school. Additionally, they were asked to describe any social customs that prevented students from transferring from elementary to secondary education within the boundaries of Kandara Sub County.They said that students worked odd jobs, such as fixing motorcycles and masonry, among other things. Additionally, they mentioned the notion held by some people that education is useless, particularly when form four dropouts participate in Boda Boda. In addition, unpaid child labor, drug and alcohol abuse, untimely pregnancies, and early marriages. They also mentioned that FGM is carried out covertly on girls.

The interviewees also mentioned that Kandara Sub County has enough schools to accommodate the number of students wishing to enroll in secondary education. Additionally, they were asked to share their thoughts on how to encourage more students in Kandara Sub County to transfer from elementary to secondary education.They recommended that the government increase its subsidy programs, make secondary school education completely free, implement free meal programs for secondary school students, have community elders monitor attendance, force parents to send their kids to secondary school, educate parents about the value of education, combat youth drug use, and improve the facilities for students.

4.10 Regression Analysis

In order to ascertain the association between the independent variables such as child labor, the cost of education, family income, and parental occupation and the students' transition rate to public secondary school education in Kandara Sub County, regression analysis was carried out. The outcomes were as shown in Tables 4.11, 4.12, and 4.13.

Table 4.11: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.846	0.716	0.710	1.160

Table 4.11 is a model fit that establishes how the model equation fits the data based on the study's findings. The adjusted R2, which was used to determine the study model's predictive power, was found to be 0.710, indicating that changes in child labor, school costs, household income, and parental occupation account for 71% of variations in students' transition rates to public secondary school education in Kandara Sub County. As students transition from childhood to adolescence, from one institutional context to another with different regulations, teacher demands and teacher expectations, and the journey from established social groups into new social relations, transfer is described by UNESCO (2017) as a time of triple transition. Therefore, it would seem that educators should prioritize taking into account the impact of social, emotional, academic, and institutional difficulties when looking at a transfer process in the context of education.

Table 4.12: Analysis of Variance (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sign.
1	Regression	608.032	4	152.008	110.984	4.84E-47
	Residual	241.056	176	1.370		
	Total	**849.088**	**180**			

The likelihood value of 4.84E-47 showed that the regression relationship was very significant in predicting how the transition rate of students to public secondary school education in Kandara Sub County was influenced by child labor, education costs, family income, and parental occupation. The F value was 110.984 when assessed at the 5percent level of significance. The whole model was significant since F-calculated was higher than F-critical (value = 2.4229) and the p-value was below 0.05. Wakwabubi and Ababu (2018) assert that education accomplishes a variety of important goals. It gives a way to help meet other requirements, satisfies a fundamental human need for information, and supports and expedites development on a whole.

Table 4.13: Regression Coefficient

	Un standardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	0.864	0.112		7.714	0.000
Child labour	0.995	0.393	0.921	2.532	0.012
Cost of schooling	0.717	0.244	0.664	2.939	0.004
Household's income	0.775	0.339	0.718	2.286	0.023
Parental occupation	0.679	0.178	0.629	3.815	0.000

The regression equation obtained from this outcome was: -

$$\mathbf{Y = 0.864+0.995X_1 + 0.717X_2 +0.775X_3 + 0.679X_4}$$

The study's findings showed that the transition rate for students to public secondary school education in Kandara Sub County would be 0.987 if all independent factors were held constant at zero. According to the results, a unit increase in child labor will result in a 0.995 rise in the number of students in Kandara Sub County who transfer to public secondary school. p=0.012 is less than 0.05, indicating that this variable was significant. Ra et al. (2021) concurred that the opportunity cost of attending school has been mentioned by numerous experts as a major factor in why youngsters do not enroll in and drop out of school.Parents believe that sending their kids to school, especially secondary school, is a waste of time since it prevents them from taking advantage of future employment prospects.

According to the study, a unit change in the cost of education would result in a 0.717-unit change in the rate at which students in Kandara Sub County transferred to public secondary schools. Given the p-value of 0.0040.05, the variable was significant. According to Iyamuremye et al. (2021), opportunity costs and direct costs of education prevent the poor from accessing higher education. According to a study conducted in Malawi, parents' capacity to pay for secondary education in the nation determines their children's access to it (Nnorom, Ezenwagu & Nwankwo, 2020).

The study also demonstrated that, when all other factors are held constant, a unit change in a household's income would result in a 0.775 change in the percentage of students who transfer to public secondary school education in Kandara Sub County. Since p=0.023 was less than 0.05, this variable was significant. Oranga et al. (2020) noted the strong correlation between student academic achievement and poverty. The number of dropouts, grade failures, and school disengagement rises when poverty levels are low. The longer a

youngster lives in impoverished circumstances, the worse off his or her environment is for intellectual improvement.

Finally, the study found that a change of one unit in parental occupation would result in a 0.679 change in the rate at which students move to public secondary education in Kandara Sub County. Due to the fact that p-value=0.000 was less than 0.05, this variable was significant. According to ra et al. (2021), the occupation of parents typically determines the income level, therefore this is a factor that dictated access to education and the subsequent transition to the next level of education, in this case secondary schools.

In general, parental occupation had the least impact on students' transition rates to public secondary school education in Kandara Sub County, followed by household income and finally the cost of education. Child labor had the biggest impact on this rate, however. Given that all of the p-values were below 0.05, all of the variables were significant.

4.11 Discussion of the Findings

This part makes a connection between the literature in chapter two and the study's most recent findings on social and economic determinants and students' rates of transition to public secondary school education in Kenya's Kandara Sub County and Murang'a County. The section includes research on child labor, the cost of education, household income, parental occupation, as well as the percentage of students in Kandara Sub County who transfer to public secondary schools.

4.11.1 Child Labour and Pupils' Transition Rate to Secondary School Education

According to the study, these kids' persistently poor academic performance may lead to their eventual dropout from school. The results are in line with UNESCO's (2018) assertion that child labor is an issue that has existed for a while in most nations. Due to numerous social issues at home, children are compelled to participate in working contexts. One of the main factors contributing to child labor in many nations is familial poverty.

The study also discovered that these kids perform poorly in their academics due to poor class participation, failure to finish or turn in tasks, and absence. The results corroborate those of Mwangi, Kanjogu, as well as Ngunjiri (2018), who found that socioeconomic characteristics in the family had a substantial impact on students' transition from elementary to secondary education.

The study also discovered that it is uncertain whether child labor contributes to high-class repetitions and that children who work long hours miss out on time for study and homework. Many academics have pointed to child labor as a primary reason why kids

don't enroll in school or drop out because of the opportunity cost of doing so (Okul, Sika & Olel, 2019).

4.11.2 Cost of Schooling and Pupils' transition rate to Secondary School Education

According to the study, parents' main complaints were about the rising costs of textbooks and other learning materials, as well as the amount charged for school levies like uniforms, food, etc. These results are consistent with those of Mwikya (2019), who found that the biggest factor affecting how frequently students in Machakos County migrate from primary to secondary schools was the expense of schooling.

The study concluded that government educational subsidies, such as FSE, were either absent or insufficient. The findings are consistent with those of Mlachila and Moeletsi (2019), who claimed that more than 90% of all students enrolled in elementary and secondary schools in the US are currently educated in public institutions. This is the end consequence of a lengthy process that was primarily reliant on public money, especially for local government expansion of education.

The survey also discovered that it was unclear if the government and parent cost-sharing of secondary tuition had favored the students' transition. Japan took swift action to smooth the transition to secondary education by increasing public investment, which reduced the financial burden on parents. The nation is now reaping the economic rewards of industrialization (Tomasik, Helbling& Moser, 2021).

4.11.3 Household's Income and Pupils' transition Rates to Secondary School Education

The study found that a lack of fees discourages pupils from continuing on to secondary education. The study also discovered that a lack of personal belongings may discourage pupils from enrolling in secondary school. The findings are corroborated by Robson, Anisef, Brown, and George (2018), who suggested that the related expense of schooling will have a bigger impact on families' capacity to ensure the transfer of their children from primary to secondary school the lower the family's household income is.

The survey also discovered that it was unclear whether economic factors influence students' decisions to forgo secondary education.Okul (2019), who disagreed with the findings, claimed that the reason for the continued low transition even in the era of FTSE was the forgone earnings from the indirect component of education cost, which raised the secondary education costs to levels unbearable for students, especially those from poor households. As a result, they failed to transition to secondary school.

4.11.4 Parental Occupation and Pupils' transition rate to Secondary School Education

According to the study, parents' involvement in their children's education was directly correlated with their working hours, and parents with informal jobs had a harder time meeting their children's educational needs than those with formal jobs. Some students also had access to jobs in family businesses. In contrast to the findings, Yldz, Yldz, Yalçnkaya-nder, and Aksu (2021) argued that parents in subpar occupations make less money and frequently need to work longer hours to provide for their families. As a result, they frequently find themselves having less time for family time and spending more time participating in their children's academic activities.However, it's also important to remember that not all parents in subpar occupations put in a lot of overtime.

The survey also discovered that it was unclear whether students' career decisions were influenced by their parents' professions. The results are at odds with those of Njagi and Mwania (2017), who found that as parents are the primary caregivers for children in every culture, the family serves as the key setting for socializing. Children are diversified to develop prolific citizens in education and general life thanks to parents' work and efforts.

The study also found that students with parents in formal jobs did not fare any better academically than students with parents in informal jobs. According to research by Njagi and Mwania (2017), children of parents in certain professions perform better academically than children of parents with less formal education.

CHAPTER FIVE
SUMMARY OF THE FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provided a summary of the study's findings, conclusions, and recommendations. This study examined how social and economic factors affected how many students in Kenya's Kandara Sub County transferred to public secondary schools.

5.2 Summary of the Findings

In Kandara Sub County, the research sought to ascertain the impact of child labor on students' rates of transition to public secondary education. The study discovered that these kids may eventually stop attending school if they consistently perform poorly in school. The study also discovered that these kids perform poorly in their academics due to poor class participation, failure to finish or turn in tasks, and absence. Additionally, youngsters who labor long hours, particularly in the nights, experience fatigue and exhaustion and have trouble concentrating in class the following day. The study also discovered that it is uncertain whether child labor contributes to high-class repetitions and that children who work long hours miss out on time for study and homework.

The goal of the study was to determine how much the cost of education impacts students' rates of transition to public secondary schools in Kandara Sub County. The study discovered that parents primarily complained about the cost of school levies like uniforms, food, etc., the rise in the price of instructional materials like books, and the lack of or inadequacy of government educational subsidies like FSE. Additionally, the study discovered that it was uncertain whether the government's cost-sharing of secondary tuition with parents had favored the students' transition.

The goal of the study was to ascertain how household income in Kandara Sub County affected students' transition rates to public secondary education. The study found that a lack of fees discourages pupils from continuing on to secondary education. The study also discovered that a lack of personal belongings may discourage pupils from enrolling in secondary school. The survey also discovered that it was unclear whether economic factors influence students' decisions to forgo secondary education.

The study sought to determine the impact of parental occupation on students' rates of transition to public secondary education in Kandara Sub County. According to the study, parents in informal employment struggled more than parents in formal employment to meet their children's educational needs, some students had access to employment in their

family businesses, and parents' working hours directly correlated with their involvement in their children's education. The survey also discovered that it was unclear whether students' career decisions were influenced by their parents' professions. The study also found that students with parents in formal jobs did not fare any better academically than students with parents in informal jobs.

The study looked for trends in the last five years of the transfer rate of students to public secondary school education in Kandara Sub County. According to the report, kids' rate of grade change has increased over the previous five years. Additionally, over the previous five years, both student dropout rates and completion rates have stayed consistent.

5.3 Conclusions

The study came to the conclusion that child labor has a big impact on how many students in Kandara Sub County transfer to public secondary schools. The study concluded that parents allowed their kids to work to augment the family's revenue and so contributed to the family's income. This implies that parents would take their kids out of school so they could work at home. the part that working kids have played in their family's subsistence economy as a link based on financial dependence has been built between children and households.

The study came to the conclusion that the transition rate of students to public secondary school education in Kandara Sub County was greatly impacted by the expense of education. Furthermore, the study found a connection between parents' means of support and their capacity to pay for their kids' secondary school education, and in this situation, the majority of parents are unable to do so. According to the study, corporate and other sponsors had a significant impact on the amount charged for school levies like uniforms, the price of instructional materials like books, and form one student scholarships when it came to determining how many students in Kandara Sub County made the transition to public secondary education.

The study came to the additional conclusion that home income had a substantial impact on how frequently students in Kandara Sub County transferred to public secondary schools. According to the survey, many low-income households had trouble fulfilling the standards to enroll their kids in form one.

The study also came to the conclusion that parental occupation had a big impact on how many students in Kandara Sub County transferred to public secondary schools. The study came to the additional conclusion that students with parents who are in strong formal work have higher academic attainments than students with nomadic, peasant, or unemployed

parents. Additionally, academic performance and grades were higher for students whose parents held better occupations in the formal sector than those whose parents held lower-paying positions or were unemployed.

5.4 Recommendations

Since poverty appeared as the biggest barrier to children working, the study advises that the government and other stakeholders should prevent child labor at the family level. As a result, in order to combat inequality and poverty, legislative reforms and initiatives for reducing poverty must be explored. According to the report, the government should set policies in place to make sure that no student is prevented from transferring to secondary schools because they cannot afford the required school fees and other levies. The Ministry of Education should create and improve strict policies that shield students from socioeconomic influences like kids helping out with household chores.

In order to make secondary school more cheap, the government should support it more. According to the report, the Government should allocate more SFDSE money than it now does so that parents won't have to shoulder the cost of paying tuition. Remove all additional school fees, including P.T.A money and examination costs, as school officials exploit them. In order to improve their income and enable them to pay for their children's tuition, the households ought be encouraged to develop innovative methods of boosting their wages. This can be discussed at stakeholder barazas at the school and other gatherings.To be able to support their children's educational demands, the household's financial status needs to be improved. The government ought to increase aid to students from low-income families, like providing free tuition. This will guarantee their success in secondary school, lower the dropout rate, and prevent the corresponding loss of human resources.

5.5 Recommendations for Further Studies

The recommendation is that a similar study be conducted based on other sub-counties in Murang'a County or in Kenya as this study was restricted to Kandara Sub County in order to ascertain the impact of social-economic determinants on students' transition rates to public secondary school education.

The researcher also urges further study into how factors related to the home and school environments affect students' rates of transition to public secondary schools. Other research can concentrate on local cultural customs and their effects on how many students transfer to public secondary schools.

REFERENCES

Daftary, A. (2020). Critical race theory: An effective framework for social work research. *Journal of Ethnic & Cultural Diversity in Social Work*, *29*(6), 439-454.

Dźwigoł, H. (2018). Scientific research methodology in management sciences.*Фінансово-кредитнадіяльність: проблемитеоріїтапрактики*, (2), 424-437.

Fukuda-Parr, S. (2017). Millennium development goals: ideas, interests and influence. Taylor & Francis.

http://unesdoc.unesco.org/images/0024/002482/248254e.pdf

https://www.unicef.org/publications/files/Investment_Case_for_Education_and_Equity_FNAL.pdf

Human Rights Watch. (2017). *Africa: Make Girls' Access to Education a Reality. End Exclusion from School for Married, Pregnant Students*. Retrieved from https://www.hrw.org/news/2017/06/16/africa-make-girls-access-education-reality

Imbova, M. (2018).Pupils' completion rates: implications for teaching and learning Resources in Secondary Schools in Kenya. *Journal of Education and Practice*, *9*(24).

İra, N., Yıldız, M., Yıldız, G., Yalçınkaya-Önder, E., &Aksu, A. (2021).Access to information technology of households and secondary school students in Turkey.*Information Development*, 02666669211008949.

Iyamuremye, A., Mukiza, J., Nsabayezu, E., Ukobizaba, F., &Ndihokubwayo, K. (2021). Web-based discussions in teaching and learning: Secondary school teachers' and pupils' perception and potentiality to enhance pupils' performance in organic chemistry. *Education and Information Technologies*, 1-21.

Kahu, E. R., & Nelson, K. (2018). Student engagement in the educational interface: understanding the mechanisms of student success. *Higher education research & development*, *37*(1), 58-71.

Kieti, J. M. (2018). An investigation into factors influencing pupils' academic performance in public secondary schools in Matungulu sub-county, Machakos County (Doctoral dissertation).

Mlachila, M. M., &Moeletsi, T. (2019).Struggling to make the grade: A review of the causes and consequences of the weak outcomes of South Africa's education system.

Mohajan, H. K. (2018). Qualitative research methodology in social sciences and related subjects.*Journal of Economic Development, Environment and People*, *7*(1), 23-48.

Momanyi, J. M., &Muchimuti, E. W. (2020). Towards Achieving Quality Education in Kenya: Safeguarding Sustainable Free Day Secondary Education.

Moore, G. F., Anthony, R. E., Hawkins, J., Van Godwin, J., Murphy, S., Hewitt, G., & Melendez-Torres, G. J. (2020). Socioeconomic status, mental wellbeing and transition to secondary school: Analysis of the School Health Research Network/Health Behaviour in School-aged Children survey in Wales. *British Educational Research Journal*, *46*(5), 1111-1130.

Mukonyi, P. W., &Iteyo, C. (2020).Social and Economic Conflicts Influencing Pupils' Participation in Secondary School Education in Kakamega County, Kenya.*Children*, *11*(14).

Mukonyi, P. W., &Onkware, K. (2020). Strategies Used to Improve Participation of Students in Secondary School Education in Kakamega County, Kenya. *International Journal of Education and Research*, *8*(5), 1-18.

Murang'a County Government, T. N. (2020).MURANG'A COUNTY GOVERNMENT.

Mwangi, M. P. M., Kanjogu, J., &Ngunjiri, M. (2018). EXTENT FAMILY'S SOCIO-ECONOMIC FACTORS INFLUENCE PUPILS TRANSITION FROM PRIMARY TO SECONDARY SCHOOLS IN LAIKIPIA WEST SUB-COUNTY KENYA.

Mwikya, V. N. (2019). *Influence of socio-economic factors on pupils' transition from primary to secondary schools in Machakos Sub-county* (Doctoral dissertation).

Ngwacho, A. G. (2020). COVID-19 pandemic impact on Kenyan education sector: Learner challenges and mitigations. *Journal of Research Innovation and Implications in Education*, *4*(2), 128-139.

Njagi, S. N., &Mwania, J. M. (2017). Parenting styles as predictors of dropout rate among selected public secondary school students in Embu County, Kenya. *International Journal of Education and Research*, *5*(12), 15-30.

Nnorom, S. U., Ezenwagu, S. &Nwankwo, B. C. (2020).Home Environmental Factors Influence on Academic Performance of Secondary School Students inOwerri Zone Ii, Imo State, Nigeria.*Asian Journal of Advances in Research*, 34-41.

Noddings, N. (2019). Must we motivate? In *Teaching and its predicaments* (pp. 29-44).Routledge.

Okul, S. B. (2019). *Influence of forgone earnings on primary to secondary education transition in Mbita sub-county, Kenya* (Doctoral dissertation, Maseno University).

Okul, S., Sika, J. O., &Olel, M. (2019). The sources and proportion of pupils transiting from primary to secondary education level from 2013 to 2017 in Mbita sub-county, Kenya. *European Journal of Education Studies*.

Oranga, J., Obuba, E., &Nyakundi, E. (2020). Education as an Instrument of Poverty Eradication in Kenya: Successes and Challenges. *Open Journal of Social Sciences*, *8*(09), 410.

Ozer, M., &Perc, M. (2020).Dreams and realities of school tracking and vocational education.*Palgrave Communications*, *6*(1), 1-7.

Pandey, P., &Pandey, M. M. (2021).Research Methodology Tools and Techniques.

Robson, K., Anisef, P., Brown, R. S., & George, R. (2018). Underrepresented students and the transition to postsecondary education: Comparing two Toronto cohorts. *Canadian Journal of Higher Education/Revue canadienned'enseignementsupérieur*, *48*(1), 39-59.

Tabwara, B. J., &Maina, R. N. (2019). PARENTAL FACTORS INFLUENCING TRANSITION RATE FROM PRIMARY TO SECONDARY SCHOOLS IN MATUGA SUB-COUNTY, KENYA.*African Journal of Emerging Issues*, *1*(2), 1-19.

Thomson, S. (2018). Achievement at school and socioeconomic background—an educational perspective.

Tomasik, M. J., Helbling, L. A., & Moser, U. (2021). Educational gains of in-person vs. distance learning in primary and secondary schools: A natural experiment during the COVID-19 pandemic school closures in Switzerland. *International Journal of Psychology*, *56*(4), 566-576.

UNESCO. (2017). A guide for ensuring inclusion and equity in education.

UNESCO. (2018). *Handbook on Measuring Equity in Education* (Montreal: UNESCO-UIS).

UNICEF. (2015). "*The Investment Case for Education and Equity*." New York: UNICEF.

UNICEF. (2019). An unfair start: Inequality in children's education in rich countries. United Nations.

Virtanen, T. E., Vasalampi, K., Torppa, M., Lerkkanen, M. K., & Nurmi, J. E. (2019). Changes in pupils' psychological well-being during transition from primary school

to lower secondary school: A person-centered approach. *Learning and Individual Differences*, *69*, 138-149.

Viluti, O. A. M. (2019). *Influence of Socio-Economic Factors on Pupils' Transition Rate to Secondary Schools inKibraSubcounty, Nairobi City County, Kenya* (Doctoral dissertation).

Wakwabubi, S., &Ababu, M. G. (2018).Pupils' Social-Economic Status and Equity in Form One Admission in National Secondary School Clusters in Kenya.*IJASSH*.

Wang, K. T. (2015). *Research design in counseling*. Scarborough: Nelson Education.

Yin, R. K. (2017). *Case study research and applications: Design and methods*. Thousand Oaks: Sage publications.

APPENDICES

Appendix 1: Letter of Introduction

Alego Christine Mwange

Nairobi,

Kenya.

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AND RESPONSE TO QUESTIONNAIRE

I am a University of Nairobi masters student undertaking a research on the topic **"INFLUENCE OF SOCIAL ECONOMIC FACTORS ON PUPILS' TRANSITIONRATE TOPUBLIC SECONDARY SCHOOLSIN KANDARA SUB COUNTY, MURANG'A COUNTY, KENYA''**. I would like to request for your permission in your school to do research. You are welcome to help in the genuine opinion or answer to the questions in this questionnaire. The supplied information is treated exclusively as confidential and exclusively for academic purposes. I look forward to your positive reply.

Yours Sincerely,

Alego Christine Mwange

Reg: E55/31986/2019

Appendix 2: Research Questionnaire to school Principals

Kindly answer the following questions by writing a brief answer or ticking in the boxes provided.

Section A: BACKGROUND INFORMATION

1. Please indicate your gender: Female [ ] Male [ ]
2. Which is your highest level of education?

   Post Graduate [ ] Undergraduate [ ]

   Diploma [ ] Certificate [ ]

   Any other (specify)……

3. What is the enrollment of the school?

   More than 700 students [ ] Between 400-700 students [ ]

   Between 200-400 students [ ] Between 100-200 students [ ]

   Less than 100 students [ ]

Section B: INFLUENCE OF SOCIAL ECONOMIC FACTORS ON PUPILS' TRANSITION RATE TO PUBLIC SECONDARY SCHOOLS IN KANDARA SUB COUNTY, MURANG'A COUNTY, KENYA.

Child labour

4. Please indicate the extent to which Child labour influence pupils' transition rate to public secondary school education in Kandara Sub County, Murang'a County, Kenya? Use the 5-point Likert scale where: 5 is strongly agree, 4 is agree, 3 is neutral, 2 is disagree and 1 is strongly disagree.

	1	2	3	4	5
Children who work for long hours especially in the evenings suffer fatigue and tiredness and have poor class concentration the following day					
Long hours of child labor/work deny the children time to study and do their assignments or homework.					
Child labor causes high class repetitions					

Poor class concentration, failing to do or complete class assignments, and absenteeism, cause these children to perform poorly in their academics.					
Consistent poor academic performance may finally prompt these children to drop out of school.					

5. In your opinion, what other aspects of Child labourshould secondary school education in Kandara Sub County adopt to improve on their pupils' transition rate?

……
……
……

Cost of Schooling

6. Please indicate the extent to which cost of schooling influence pupils' transition rate to public secondary school education in Kandara Sub County, Murang'a County, Kenya? Use the 5-point Likert scale where: 5 is strongly agree, 4 is agree, 3 is neutral, 2 is disagree and 1 is strongly disagree.

	1	**2**	**3**	**4**	**5**
Parents mostly complain of the amount charged for school levies such as uniforms, food etc					
There is lack or inadequate of educational subsidies by the government e.g FSE					
There is an increase in cost of learning materials such as books					
The cost sharing of secondary tuition by parents and government has favoured the pupils' transition					

7. In your opinion, what other aspects of cost of schooling should secondary school education in Kandara Sub County adopt to improve on their pupils' transition rate?

……
……
……
……

Household's Income

5. Please indicate the extent to which household's income influence pupils' transition rate to public secondary school education in Kandara Sub County, Murang'a County, Kenya? Use the 5-point Likert scale where: 5 is strongly agree, 4 is agree, 3 is neutral, 2 is disagree and 1 is strongly disagree.

	1	2	3	4	5
Lack of fees may lead students not to proceed to secondary school					
Lack of personal effects may lead students not to proceed to secondary school					
Economic activities may lead students not to proceed to secondary school					

6. In your opinion, what other aspects of household's income should secondary school education in Kandara Sub County adopt to improve on their pupils' transition rate?

……
……
……
……

Parental occupation

7. Please indicate the extent to which parental occupation influence pupils' transition rate to public secondary school education in Kandara Sub County, Murang'a County, Kenya? Use the 5-point Likert scale where: 5 is strongly agree, 4 is agree, 3 is neutral, 2 is disagree and 1 is strongly disagree.

	1	2	3	4	5
Students' career choice is influenced by the occupation of the parents					
Some students have access to employment in their family business					
Parents' working hours have direct correlation with their involvement in their children's education.					
Parents in informal employment struggle to cater for their children's educational needs than those in formal employment.					

Students whose parents are in formal employment exhibit better academic performance than those whose parents are in informal employment					

8. In your opinion, what other aspects of parental occupation should secondary school education in Kandara Sub County adopt to improve on their pupils' transition rate?

……

……

Pupils' transition rate to Secondary School Education

9. What is the trend of the following aspects of pupils' transition rate to public secondary school education in Kandara Sub County for the last 5 years? Where, 5 = greatly improved, 4= improved, 3= constant, 2= decreased, 1 = greatly decreased.

	1	**2**	**3**	**4**	**5**
Grade transition rate for students					
Dropout rates for students					
Completion rates for students					

THANK YOU FOR YOUR PARTICIPATION

Appendix 3: Interview guide for BOM chairpersons, and principals

1. What has your experience been like with regard to the transition rate to secondary school education in the Kandara Sub County?
2. Have the government subsidy programmes helped the situation of parents with regards to affording to put their children through secondary school education?
3. Has it had any impact on the transition rate from primary to secondary school in the Kandara Sub County?
4. Are you aware of instances of learners failing to proceed to secondary school owing to parents not affording to pay for their school fees?
5. Have there been any initiative by the local community to check the situation of learners failing to proceed to secondary schools due to the costs involved?
6. What are the general economic activities of the people resident in Kandara Sub County?
7. Are there policies that aid discussion of the transition rate to secondary school education?
8. Are there any social practices within the confines of Kandara Sub County that deter learners from proceeding to secondary school from primary school?
9. Do you have enough schools in Kandara Sub County to cater for the population of learners willing to join secondary school?
10. In your opinion, what do you think should be done to encourage more learners to proceed to secondary school from primary school within Kandara Sub County?

Appendix 4: County Commissioner Authorization

REPUBLIC OF KENYA

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telephone: 060-2030467
Email: cc.muranga@interior.go.ke

COUNTY COMMISSIONER
MURANG'A COUNTY
P. O. BOX 7-10200
MURANG'A

When replying please quote

REF.NO.PUB.24/11/VOL.IV/129

5TH MAY,2022.

DEPUTY COUNTY COMMISSIONER
KANDARA SUB-COUNTY .

RE: RESEARCH AUTHORIZATION

In reference to the letter **NACOSTI/P/22/16940** dated **12TH April 2022,** on the above subject.

Ms. Christine Alego Mwange is hereby authorized to undertake research on **Influence of Social Economic Factors on Pupils`Transition Rate to Public Secondary Schools in Kandara Sub-County, Murang`a County** for the period ending **12TH April 2023**.

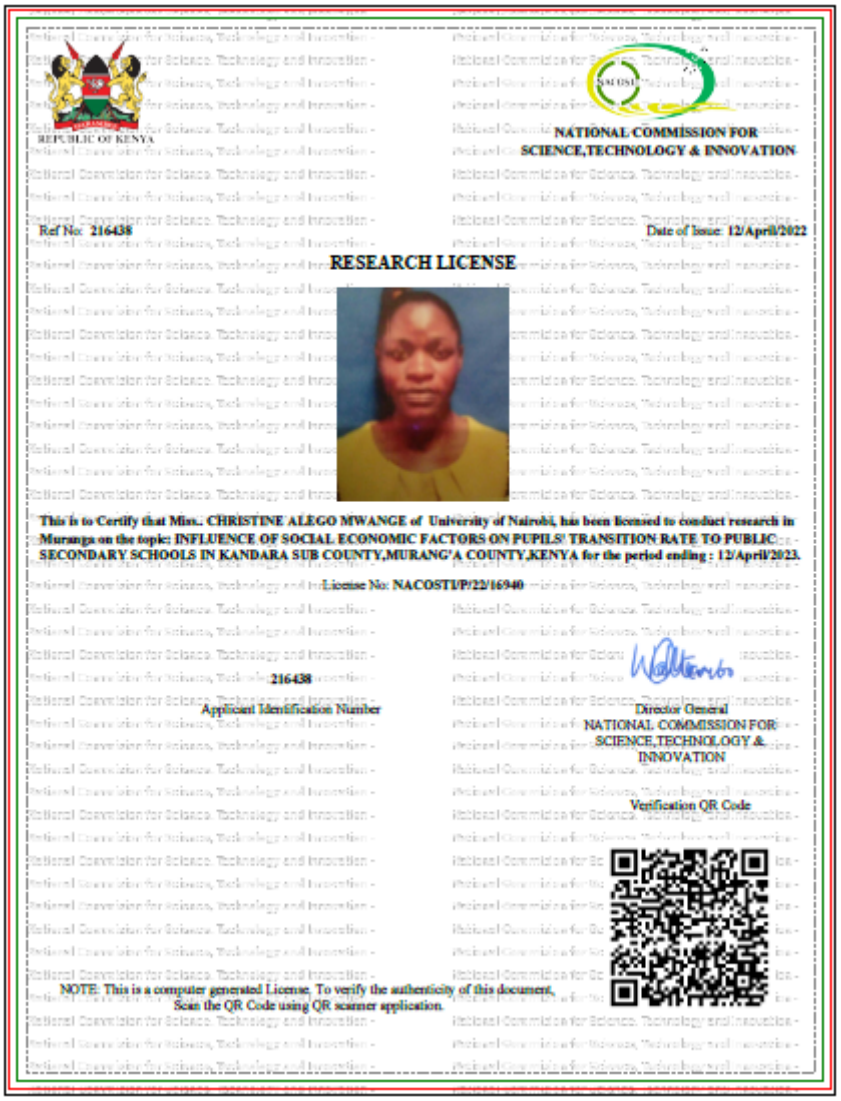
Please accord her the necessary support.

COUNTY COMMISSIONER
MURANG'A COUNTY

DAVID K. KASYOKA
FOR:**COUNTY COMMISSIONER**
MURANG'A COUNTY.

CC: Christine Alego Mwange

Appendix 5: NACOSTI RESEARCH PERMIT



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 216438

Date of Issue: 12/April/2022

RESEARCH LICENSE

This is to Certify that Miss.. CHRISTINE ALEGO MWANGE of University of Nairobi, has been licensed to conduct research in Murang'a on the topic: INFLUENCE OF SOCIAL ECONOMIC FACTORS ON PUPILS' TRANSITION RATE TO PUBLIC SECONDARY SCHOOLS IN KANDARA SUB COUNTY,MURANG'A COUNTY,KENYA for the period ending : 12/April/2023.

License No: NACOSTI/P/22/16940

216438

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

Appendix 6: County Government Authorization

MURANG'A COUNTY GOVERNMENT

OFFICE OF THE COUNTY SECRETARY/HEAD OF PUBLIC SERVICE

ALL CORRESPONDENCE TO BE ADDRESSED:
THE COUNTY SECRETARY

P.O Box 52—10200,
Murang'a,
Kenya
Telephone 060-2030271

E-mail: countysecretary@muranga.go.ke
Web: muranga.go.ke

Ref: **MCG/CS/ADM/1 (113)**

6th May 2022

Miss. Christine Alego Mwange
NACOSTI/P/22/16940

RE: AUTHORITY TO CONDUCT RESEARCH IN MURANG'A COUNTY

Reference is made to your request to conduct research on Influence of Social Economic Factors on Pupils Transition Rate to Public Secondary Schools in Kandara Sub County Murang'a County.

The County Government of Murang`a authorizes you to conduct the research. Ensure you visit respective Sub-County Administrators to inform them of your presence.

J.M MUTHAMIA
For: COUNTY SECRETARY /HEAD OF PUBLIC SERVICE

Copy to: Sub County Administrator
KANDARA

Appendix 7: County Director of Education Authorization

REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Email: cdemuranga@gmail.com
Telephone: 060 2030227
When replying please quote

COUNTY DIRECTOR OF EDUCATION
P.O BOX 118 – 10200
MURANG'A

REF: MGA/CTY/EDU/RESEARCH/GEN/64/VOL.III/65 5th May, 2022

ALEGO CHRISTINE MWANGE
REGNO. E55/31986/2019 – NAIROBI UNIVERSITY, FACULTY OF EDUCATION
P.O. BOX 283-50310
VIHIGA

RE: RESEARCH AUTHORIZATION

The County Education office is in receipt of your request letter dated 5th May, 2022, and authority from NACOSTI Ref No.216438 and license number NACOSTI/P/22/16940 dated 12th April,2022 to carry out research on ***"Influence of Social Economic Factors on Pupils' Transition Rate to Public Secondary Schools in Kandara Sub County, Murang'a County Kenya."***

Permission is hereby granted to carry out research in **Kandara Sub County of Murang'a County** for a period ending, **12th April, 2023.**

You are kindly advised to deposit a copy of the final research report to this office.

Anne Kiilu
County Director of Education
MURANG'A

Appendix 8: Time Schedule

	February				**March**				**April**				**May**			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Topic selection and approval																
Supervisor appointment																
Produce draft proposal																
Incorporate supervisors' reviews																
Proposal ready for presentation																
Incorporation of panel comments																
Pilot testing of questionnaire																
Data collection																
Data processing and analysis																
Review of draft by supervisor																
Addressing comments																
Submit project to board of postgraduate studies																

Appendix 9: Budget

ITEM	**COST (Kshs)**
Printing of proposal and binding	3,230
Traveling Expenses	7,200
Books and reading material	7,500
Research assistants	9,000
Data analysis and computer runtime	8,500
Printing project and Binding	9,400
Telephone, e-mails, internet search etc	3,500
Miscellaneous expenses	5,000
GRAND TOTAL	**53,330**

Appendix 10: List of Public Secondary Schools in Kandara Sub-County

1. Gacharage secondary school
2. Gaichanjiru high school
3. Gaichanjiru mixed secondary school
4. Gakui secondary school
5. Gathage secondary school
6. Gatitu secondary school
7. Gichagiini secondary school
8. Githigia secondary school
9. Githumu high school
10. Githumu mixed secondary school
11. Githungurigirls' high school
12. Githunguri mixed secondary school
13. Gituru secondary school
14. Kabati secondary school
15. Kagira secondary school
16. Kaguthi secondary school
17. Kangui secondary school
18. Kariguini secondary school
19. Kariti secondary school
20. Kariua secondary school
21. Karugia secondary school
22. Kenyoho secondary school
23. Kiangari secondary school
24. Kiawambutu secondary school
25. Kibage secondary school
26. Kiguoya secondary school
27. Kihuruini secondary school
28. Kirigithu secondary school
29. Kirirwa secondary school
30. Kirunguru secondary school
31. Mahutia secondary school
32. Manjuu secondary school
33. Mugecha secondary school
34. Mukerenju secondary school
35. Mukuria secondary school
36. Mung'aria secondary school
37. Muruka secondary school
38. Mutheru secondary school
39. Mutitu secondary school
40. Naaro high school
41. Naaro mixed day school
42. Ng'arariagirls' high school
43. Ng'araria mixed secondary school
44. Ngurweini secondary school
45. Nguthuru secondary school
46. Ruchugirls' secondary school
47. St charleslwanga school
48. St peters kandara secondary school
49. Wangai secondary school
50. Kandara mixed secondary school
51. Kiiri secondary school
52. Kiranga secondary school

Source: Kandara Sub-County Education Office, 2021.