

**FACTORS INFLUENCING REFUGEE LEARNERS TRANSITION FROM PRIMARY
TO SECONDARY SCHOOLS IN DADAAB REFUGEE CAMPS, KENYA.**

BY

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DECLARATION

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

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DEDICATION

First and foremost I dedicate this research project to the Almighty God the most beneficent the most merciful for the gift of life and ability. Secondly to my late father Haji Dahir Dagane Aden and most importantly my first teacher who imparted the initial impetus of education and mentor my mother Saadiya Ali Abdi for trust, encouragement, spiritual support and emotional support throughout the research project. Finally I dedicate this research project to my family, my beloved wife Nimo Ibrahim Shurie and my beautiful children, Suheyla, Salwa and Dahir for their support and sacrifice that cannot be measured.

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ACRONYMS AND ABBREVIATIONS

UNCRC	United Nations Convention for Rights of the Child
UNESCO	United Nations Educational Scientific Cultural Organisation
UPE	Universal Primary Education
MDG	Millennium Development Goals
UNICEF	United Nations Children's' Fund
EFA	Education For All
WCEFA	World Charter on Education For All
WCRWC	Women's Commission for Refugee Women and Children
UNHCR	United Nations High Commission for Refugees
IDP	Internally Displaced Person
GER	Gross Enrollment Rate
APHRC	The African Population and Health Research Center
KCPE	Kenya Certificate of Primary Education
MOEST	Ministry of Education Science and Technology
FPE	Free Primary Education
ISCED	International Standard Classification of Education
ESO	Elder Scrolls Online Classes
GED	General Educational Development
OECD	Organization for Economic Cooperation and Development
DRC	Democratic Republic of Congo
IPEC	International Programme on the Elimination of Child Labour
ILO	International Labour Office
NRCIM	National Research Council and Institute of Medicine

GPA	Grade Point Average
FAWE	Forum for African Women Educationalists:
UN	United Nation
US	United State

ABSTRACT

The purpose of the study was to investigate the factors influencing learner's transition from primary schools to secondary schools in Dadaab refugee camps. Five research questions were formulated to guide the study. The study employed descriptive survey research design. The research was carried out in the Daadab refugee camps. The target population comprised of 34 head teachers and 2500 teachers. The sample was 34 headteachers and 250 teachers. The researcher relied on self-administered questionnaires. Data were analysed by use of qualitative and quantitative techniques. Findings revealed that pupil performance, pupil characteristics, pupil drop out, family characteristics and school based factors influence learner transition from primary to secondary school respectively. Based on the findings, the study concluded that pupil performance influenced learner transition from primary schools to secondary schools. Pupils who got low grades are likely not to transit to secondary school. Learners who failed to achieve good grades in examinations could not transit to secondary school. After discussing how performance affected pupils' transition, attention was focused on how learner characteristics influenced transition from primary to secondary schools. The study also concluded that pupil characteristics influenced learner transition from primary to secondary. For example, most of the students failed to join secondary schools in order to assist in household chores and work to subsidize family income.. Parents influenced their children's education. It was also concluded that family characteristics influenced learner transition from primary to secondary. For example, poverty at family level contributed to drop out of learners and reduce transition from primary to secondary school. Household chores took up children's time and hinder them from attending school, family problems prevented learners from attending classes regularly hence score low grades that would deny them opportunity to transit to secondary school. Home based problems/ challenges reduce transition rate of children from primary to secondary education. The headteachers indicated that learners left primary school to go and look for incentive jobs in the camp, pupils from poor background lacked learning materials and uniforms for secondary school education. It was also revealed that socio-cultural factors such as FGM affected transition of children from primary to secondary education. It was also concluded that school based factors such as class attendance, inadequate syllabus coverage and teachers' qualification influenced learner transition from primary to secondary. Based on the findings, the study recommended that there is need to create conducive school environment to enhance students' performance enabling their transition to secondary schools. . There is need to address issues that cause pupil drop out so as to enhance learner transition from primary to secondary. There is need to involve parents in the education of their children so as to minimize the family factors that hinder pupil transitions from primary to secondary. Taking the limitations and delimitations of the study, the study suggested that a study on the implementation of government policy on refugee education should be conducted. A study on factors affecting refugee pupil participation in primary schools should be conducted and lastly a study on the influence of NGO in enhancing refugee pupil participation in education.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education as a human right is guaranteed under the United Nations Convention on the Rights of the Child (UNCRC) (United Nations Educational Scientific Cultural Organisation [UNESCO], 2005). This convention is the most ratified international treaty in the world today. According to Woodall (1970), education is a form of investment in human capital which yields economic benefits by increasing the productivity of its people. Through education people acquire knowledge, skills and attitudes necessary for sustainable economic growth and general development. In addition, education develops skills and a sense of aspiration, facilitates good planning and in most cases it is associated with high private and social returns particularly for women as noted by Abagi (1994). Furthermore, World Bank (2003) sees education for women and girls as "... the sort of investment a country can make for its future welfare." In fact many writers have identified and agreed that female education is a critical pathway in promoting social and economic development.

Education is the process of acquiring and developing desired knowledge, skills and attitudes in order to enable the learner to fit in the society and be a useful member of the society. Education is a fundamental human right for all people. It is vital for the tens of millions of children and youth affected by conflict and disasters. In the absence of

education the development process can be slow (Florio & Wolf, 2000). Universal Primary Education (UPE) and gender equality are both central to the 2000 United Nations (UN) Millennium Development Goals (MDGs) to ensure that all children have access to and complete a full course of primary schooling, and to eliminate gender disparity in education by 2015. Other global goals echoing these commitments include the World Education Forum's Dakar platform, which stresses the rights of girls, ethnic minorities and children in difficult circumstances; and A World Fit for Children's emphasis on ensuring girls' equal access to and achievement in basic education of good quality (UNICEF, 2007). This demonstrates the international community's recognition that girls' education is central to poverty reduction (Herz and Gene, 2004).

The declaration on Education For All (EFA) Article 3 reiterates that basic education should be provided to all children and as such rural and remote populations should not suffer any discrimination accessing learning opportunities. Basic education must be provided equitably so that all children can attain a necessary level of learning achievement. Additionally, an active commitment must be made to disadvantaged populations, for whom basic education is a means of reducing social, cultural and economic disparities (Article VIII: World Charter on Education For All [WCEFA]). In particular, the EFA goal 2 states that by 2015 all children particularly girls, should have access to and complete, free and compulsory primary education of good quality. Goal number 5 stresses on the elimination of gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus to

ensuring girls' full and equal access to and achievement in basic education of good quality (RoK 2006).

Participants of the WCEFA in Jomtien, Thailand, in 1990 recognised, among other realities, that more than 100 million children had no access to primary education. Majority of these are among the marginalized groups such as the nomadic pastoralists. Despite this realization made about two decades ago an estimated 93 million children are still not in school out of which 48.4 million are girls (United Nations Children's' Fund [UNICEF], 2007). Such children are therefore denied their basic human right to education and this has far-reaching consequences: where their future opportunities are dramatically limited. If schooling unlocks the gate to a bright and successful future, a childhood bereft of education erects nearly insurmountable barriers (UNICEF, 2007).

Displaced Persons who have left their homes but remain within their county are entitled to receive free and compulsory primary education. Education should respect their cultural identity, language and religion. Special efforts should be made to ensure the full and equal participation of internally displaced people specifically youth and women, whether or not living in camps as soon as conditions permit (Women's Commission for Refugee Women and Children).

All people have the right to education, including refugees. The 1951 Convention Relating to the Status of Refugees establishes the right to primary education for refugees. Host governments are compelled to carry out the provisions of Article 22 of this Convention, in that they "shall accord to refugees the same treatment that is accorded to nationals with

respect to elementary education ...[and] ... treatment as favourable as possible ... with respect to education other than elementary education” (United Nations High Commission for Refugees [UNHCR], 2010b) In the case of IDPs, responsibility lies with national authorities, as outlined in the 1998 *Guiding Principles on Internal Displacement*. However, within the framework of the Convention on the Rights of the Child, in a situation where there is lack of capacity and/or resources, the international community has a duty to ensure that this right is universally fulfilled. The UNHCR is mandated with the protection of refugees, for example, including the provision of education.

Transition of students between primary and secondary schooling is an important international educational issue, not least because of international research that suggests there is often a decline in students’ academic achievement following the move to secondary schooling. The majority of children in sub-Saharan Africa do not make it to secondary school. Analysis of Gross Enrollment Rate (GER) shows that two-thirds of all countries with secondary GER of 40% and below are in Africa. Current statistics demonstrate that in SSA, only a small minority participates in and finishes secondary schooling. This brief identifies major reasons that prevent children in sub-Saharan Africa from effectively transitioning to secondary school. It goes further to discuss possible options for policy and programs that could see more children in Africa attain secondary education.

Perceptions of curricular inadequacies and low quality of education across many nations has given rise to apathy, school disaffection, and antisocial behavior on the part of

students, often leading to low transition. Such students tend to focus on other forms of economic investments that are likely to give them and their families immediate economic returns. Mugisha points out that one of the reasons why the 'urban advantage' does not seem to work for slum children include the perceived low quality of primary education being offered. Many studies have observed the existence of uneven distribution of educational opportunities between poor and non-poor regions, both in urban and rural areas. These studies have shown that the poor tend to have more limited access to educational opportunities than the non-poor.

Transition from primary to secondary school is acknowledged as a key issue in educational policy in Kenya and elsewhere. The primary to secondary school transition refers to the period during which students move from the final year of primary school to embark on their secondary schooling career. The transition into secondary school is a critical juncture for students, a time when they move from often smaller and more supportive middle schools to larger high schools, where the academic and social demands are higher. The cost of failing to make this transition successfully is high for students and for the schools that serve them. Unsuccessful high school transitions contribute to high dropout rates, low on-time graduation rates, and low achievement in American high schools (Herlihy, 2007). Over time exams have become mandatory for students in many countries. Passing these exams is necessary to receive a certificate or to transit to the next level ie primary to secondary. Exit exams affect nearly 70 percent of students in public high schools in the U.S. (Center on Education Policy, 2008). According to APHRC Policy Brief in 2007, majority of children in sub-Saharan Africa do not make it to

secondary school. Analysis of Gross Enrollment Rate (GER) shows that two-thirds of all countries with secondary GER of 40% and below are in Africa. One of the key contributing factors being elitist secondary school entry policies.

The Kenya Certificate of Primary Education (KCPE) is the exit exam from primary to secondary schools. It regulates recruitment of primary leavers into the secondary schools, in a process controlled by the Ministry of Education. During the early years of independence a place at secondary school was a privilege accessible only to a favored minority of primary leavers: the transition rate was less than 20%. But over the next two decades there was steady progress towards wider access. By 1972-73 the rate had reached 30%, and by the late 1980s had risen further to between 45% and 48%. Subsequently, however, progress stalled during the first five years of the new millennium, transition rates ranged between 41% and 46% - marginally lower than they had been during the late 1980s. There was little change until 2007 – a year prior to the introduction of free secondary education in 2008. Since then the rate has risen dramatically, to an estimated 70% by 2010.

Nevertheless the KCPE remains a high-stakes examination, with profound consequences for candidates' life chances. Kenya's secondary schools are formally stratified into a three-tier hierarchy on the basis of their catchment areas - and KCPE results determine which tier candidates are entitled to enter. National schools, currently just 114 in number, form the top tier. They are highly selective: only about 15% of KCPE candidates, recruited from all over the country on a quota basis, secure places. The KCPE

performance level needed to qualify for a national school varies from district to district, and some national schools are more selective than others. In general, however, a total score of at least 380 (out of a theoretical maximum of 500) is required; often 400 or higher for the most prestigious schools. Provincial schools form the middle tier. They recruit from within the province where the school is located, again on a district quota basis about 20% of KCPE candidates qualify and a KCPE total score of at least 320 is likely to be needed. District schools constitute the broad base of the secondary education pyramid: at the bottom of the status hierarchy, they make up about 70% of all public secondary schools in Kenya. Most are relatively young and many originally set up through local community initiatives as self-help Harambee schools. Some district schools set a minimum KCPE score for entry; others are virtually non-selective. Hence many students who attend these school associate themselves with failures while others opt not to enroll in them

It is clear, then, that for primary-school leavers with aspirations to continue their education not only to secondary school, but ultimately to university level, performance in the KCPE examination is crucial because of the cutoff marks. For the tiny minority who perform well enough to gain entry to a national secondary school, the prospects of a publicly-funded university education are excellent; whereas for the majority who qualify for a district secondary school only, the prospects are slim indeed. It is against this background that this study is interested in investigating the effects of cut-off marks on learner's transition from primary to secondary schools in Garissa County.

A key form of student level accountability is the requirement for primary school students to pass the KCPE exams in order to enroll in either the national, provincial or district secondary schools. While these exams are done in every part of the country, the evidence on their impact on those who do qualify to join these three institutions is not settled. Drop out in education is a big loss to individuals and societies in Kenya. There is a clear indication that many pupils are dropping out of school after the KCPE exams.

Table 1.1 Pupil transition from primary to secondary schools 2004 -2011

Year	FPE Infusion	No of Candidates	Secondary School	%
			Absorption	transition
2004	1,300, 000	572,883	286,441	49.99
2005	1235,000	607,225	303,627	50.00
2006	1,173,250	643,690	321,845	50.00
2007	1,114,598	682,311	341,155	49.99
2008	1,058,869	727,249	361,624	49.72
2009	1,005,926	766,643	383,321	49.99
2010	955,630	812,641	406,320	49.99
2011	907,849	861,399	734,624	85.28

Source: MOEST and Economic Surveys

The table above shows clearly that since the inception of the FPE there were many candidates who sat for the KCPE. Since 2004 to 2010, half of the students who took their KCPE were absorbed into secondary schools. This is alarming as it is not clear whether the other half continued with their education or not.

1.2 Statement of the Problem

Primary to secondary school transition has been identified as a significant and stressful event for young adolescent students. The importance of effective and appropriate arrangements for the transfer of pupils from primary to secondary schools as a means of

ensuring curriculum continuity and progression in pupils' education is now widely recognized as a crucial factor in school improvement. In the past years, many advocates of education reform have sought to extend and enhance the role of accountability. In part, this has increased focus on the ability of schools to generate and sustain learning gains on the part of their students. The MoE has imposed expectations on students, and sanctions for failing to meet them.

The government has endeavored to enhance the participation and access in education in Kenya. However, drop out across has continued to persist. Garissa County like many other parts of Kenya has been experiencing low transition of learners from primary to secondary schools. However, factors that influence learner's transition in refugee camps have not been investigated. This study therefore aims at establishing the factors influencing learner's transition from primary schools to secondary schools in Dadaab refugee camps.

1.3 Purpose of the Study

The purpose of the study was to investigate the factors influencing learner's transition from primary school to secondary schools in Dadaab refugee camps.

1.4 Objectives of the Study

The following were the key objectives

- i. To establish how pupil performance influence learner transition from primary to secondary schools in Dadaab refugee camps

- ii. To establish how learner characteristics influence learner transition from primary to secondary schools in Dadaab refugee camps
- iii. To determine how learner drop out influence learner transition from primary to secondary schools in Dadaab refugee camps
- iv. To assess how family characteristics influence learner transition from primary to secondary schools in Dadaab refugee camps
- v. To find out how school based factors influence learner transition from primary to secondary schools in Dadaab refugee camps

1.5 Research Questions

This research examined the following questions.

- i. In what ways does pupil performance influence learner transition from primary to secondary schools in Dadaab refugee camps?
- ii. How do learner characteristics influence learner transition from primary to secondary schools in Dadaab refugee camps?
- iii. How does learner drop out influence learner transition from primary to secondary schools in Dadaab refugee camps?
- iv. To what extent do family characteristics influence learner transition from primary to secondary schools in Dadaab refugee camps?

- v. How does school based factors influence learner transition from primary to secondary schools in Dadaab refugee camps?

1.6 Significance of the Study

The research findings on the factors influencing learners transition from primary to secondary schools is hoped to provide useful information to the education stakeholders in the Dadaab refugee camps. The study pays attention to factors limiting learner's progression with education. Such information may be useful for stakeholders and education planners in designing customized and more effective strategies or interventions to address the problem. Study findings will contribute to the existing pool of knowledge on factors limiting learner transition from primary to secondary schools. This would help identify specific mobilization campaigns and strategies by UNHCR and the international organizations in charge of refugee education to address the situation. The study findings will identify ways for education stakeholders to engage learners in identifying strategies to ensure completion of education by learners and identify solutions for those who miss opportunities in secondary schools.

1.7 Limitation of the study

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. The major limitation of this study was that it was not possible to control the attitudes of the respondents which may affect the validity of the responses. This is because respondents may give socially acceptable answers to please the researcher.

1.8 Delimitations of the study

The research was conducted only in Dadaab refugee camps due to the fact that the refugees face challenge in transition to secondary schools. The findings were therefore limited to area under study although a general conclusion was made in schools that were not sampled. The study was conducted in Dadaab refugees' camp as a case study because it has both poor and economically stable population as indicated in Kenya Bureau of Statistics.

1.9 Assumption of the Study

The following were assumptions of the study:-

- i. All respondents would give honest responses.
- ii. That all respondents are capable of stating the factors influencing learners transition from primary to secondary schools

- iii. Dealing with the issues that are related with dropouts will improve retention and ensure smooth transition to secondary school.

1.10 Definition of significant terms

Completion rate refers to the rate at which pupils are able to finish the primary and secondary education cycle.

Effects refer to impacts, results or changes experienced as a result of hidden costs of primary and secondary education.

Foregone earnings refer to income that could have been earned when not in school.

Grade refers to the level of study in the primary and secondary school cycle.

Repetition refers to a year spent by a student doing the same work in the same grade as his or her previous year in school.

School uniform is unique clothes recommended for students by the school to instill a sense of belonging in the learners.

Student refers to a learner in a secondary school.

Transition rate is the rate at which students move from one grade to another in the primary and secondary school.

Transport costs are fare charged or paid by students to school.

Wastage rate refers to the rate at which the system loses students enrolled or do not move with a given cohort.

1.11 Organizations of the study

The research project has been organized into five chapters. Chapter one is the introduction which consist of the background of the study, statement of the problem, purpose of the study, objectives of the study, hypotheses of study, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of the significant terms and organization of the study. Chapter two is the literature review. Chapter three is research methodology which contains research design, target population, area of study, sample size and sampling procedures, research instruments, validity of the instruments, reliability of the research instruments, data collection procedures and data analysis techniques. Chapter four is data analysis and interpretation. Chapter five is the summary, conclusion, recommendations and suggestions of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter represents a critical review of the literature on the factors influencing learner transition from primary to secondary schools. The chapter covers the concept of learner transition from primary to secondary, influence of pupil performance on pupil transition from primary to secondary, influence of learner characteristics on pupil transition from primary to secondary schools, influence of pupil drop out on learner transition from primary to secondary schools, influence of family characteristics on learner transition from primary to secondary schools and the influence of school-based factors on learner transition from primary to secondary schools. The chapter also presents the conceptual framework of the study.

2.2 Concept of learner transition from primary to secondary

The importance of effective and appropriate arrangements for the transfer of pupils from primary to secondary schools as a means of ensuring curriculum continuity and progression in pupils' education is now widely recognized as a crucial factor in school improvement. The transition from primary to secondary school is a milestone in educational life, however about half of children who are enrolled in primary schools (and their parents) make the transition without appreciable problems. Others find the move stressful and challenging, exhibiting their responses in many differing ways (Griebel &

Niesel, 2004). There are positive as well as negative effects attached to the transition to secondary school with respect to the awareness of one's individuality, self ability and the mental health of the child (Griebel & Niesel, 2004). As stated often, the emotional relationship between the parent and child, and the support given by the parents, determines how easily the transition will be achieved.

In Germany, school children spend four years in primary education (six years in Berlin and Brandenburg), prior to advancing to secondary education. Parents make the choice, based on advice from the teaching staff, whether the child should continue his/her school career in junior high school, secondary school, grammar school, or continue on to a comprehensive school. This choice is seen by both parents and children as serious and irrevocable as it has long term repercussions upon the child's further education and future career options. The school types offer specific vocational curricula, for this reason they each have a very different sociological prestige, with the grammar school taking pride of place. Transferring between school types after the initial move from primary school is uncommon. Nationally, one sixth of the children in fifth year education change from one school type to another and of this number almost 90% transfer to a lower school type than that originally chosen (Baumert Trautwein & Artelt, 2003).

2.3 Influence of pupil performance on pupil transition from primary to secondary

Schools in which students have limited opportunities for academic success appear to have higher dropout rates. One of the strongest correlates of early school leaving in studies of students is poor academic performance. Students who more often get low grades, fail

subjects, and are retained in grade are more likely to leave school prior to graduation. Students experiencing difficulty meeting the academic demands of the school tend to leave rather than continue in the face of the frustration of failing to achieve good grades. The lack of opportunities for success can be viewed as an imbalance between the academic demands of the school and the resources students have to meet those demands. The availability of such resources appears to be related to the structure and organization of schools. In 2000 Rumberger and Thomas found that public, urban, and large schools and those with higher student–teacher ratios tended to have higher dropout rates.

Educational performance is seen as the highest predictor for dropout or completion by most of the research (Rumberger and Lim, 2008; Markussen, 2010). Rumberger and Lim (2008) identify academic achievement as having an effect on the odds of early school leaving or upper secondary completion, and grades are found to be a more certain predictor than test scores. This is supported by studies conducted in the Nordic countries and the Netherlands. Grades at the end of lower secondary are a solid predictor of dropout but grades from primary school have the absolute highest significance for completion (Byrhagen et al., 2006; Markussen et al., 2008; Markussen, 2010). The correlation between educational performance and dropout from upper secondary shows two processes at work. Firstly, good grades are a measure of solid competencies and students with good grades are better prepared for upper secondary education. Secondly, grades are strongly influenced by social background, gender, minority language, parents' education and connection to labour market and cultural capital. Thus the student's social

background has an indirect effect on school completion through educational performance (Markussen, 2010)

In Spain for instance any student who, not having obtained the mentioned post-compulsory diplomas or certificates, withdraws from ISCED levels 1, 2 or 3 A and 3 B (from Compulsory Secondary Education/ESO, the baccalaureate or intermediate vocational training) is considered to have dropped out. Therefore, included in this category are those students who finish ESO, even successfully, but who do not enroll in the baccalaureate or intermediate vocational training; it cannot be said that they have dropped out of a stage in which they were never enrolled, but they are considered to have dropped out of the educational system. Also included are those who continue in the educational system in programs classified as ISCED 3c; that is to say, employment preparation programmes, even in cases in which they remain in said programmes beyond the age of compulsory education and for the same amount of time that they would have, had they been in the second cycle of secondary education.

2.4 Influence of learner characteristics on pupil transition from primary to secondary school

Hansel (1981) suggests that a child's self image, self-concept or expectations are critical for academic development because they forecast on the self and even determine the child's experience. If the child thinks that he/she will do poorly, he/she opts to hang back and avoid doing the very things that will help him/her to learn. Low expectations are infectious and persons who hold low expectations for themselves encourage others to

hold low expectations also. A good curriculum or syllabus is its relevance to the individual needs and capacities of the learners to their lives. There is need to identify what motivates learners so that they attend educational programmes. If pupils are bored and fail to see the connection between their personal lives and what they are taught in schools, they become candidates of “academic failure” and eventually this leads to poor performance in examination (UNESCO, 2008).

2.5 Influence of pupil drop out on learner transition from primary to secondary schools

When students drop out of school, the course of their lives may be totally reset. Dropouts typically earn less than their peers with more education, and they are more likely than high school graduates to end up in prison. According to the U.S. Census Bureau’s American Community Survey, the population of U.S. 14- through 24-year-olds not enrolled in school and without a high school diploma or General Educational Development, or GED, credential was 16.4 percent in 2009.

Dropping out of high school has its costs around the globe, but nowhere steeper than in the United States. Adults who don't finish high school in the U.S. earn 65% of what people who have high school degrees made, according to a new report comparing industrialized nations around the world. No other country had such a severe income gap. Adults without a high school diploma typically make about 80% of the salaries earned by high school graduates in nations across Asia, Europe, and elsewhere. Countries such as Finland, Belgium, Germany, and Sweden have the smallest gaps in earnings between

dropouts and graduates. The figures come from "Education At A Glance", an annual study by the Paris-based *Organization for Economic Cooperation and Development* (OECD). The report (released 9/14/06) aims to help leaders see how their nations stack up. The findings underscore the cost of a persistent dropout problem in the United States. It is rising as a national concern as politicians see the risks for the economy and for millions of kids. The report says 44 percent of adults without high school degrees in the United States have low incomes -- that is, they make half of the country's median income or less. Only Denmark had a higher proportion of dropouts with low incomes.

In an influential study, Lance Lochner and Enrico Moretti find that education does causally affect individuals' propensities to engage in criminal activities, though with racial differences. Black male high school graduates are more than 3 percentage points less likely to be incarcerated than black dropouts; the share for white males is less than 1 percentage point. Lochner and Moretti also estimate the effect of schooling on different types of crime. They find that, on average, one additional year of schooling will reduce the murder and assault rate by close to 30 percent, motor vehicle theft by 20 percent, arson by 13 percent, and burglary and larceny by about 6 percent. They find no significant negative effect on robbery and rape. Their findings indicate that a 1 percent increase in male high school graduation rates could save as much as \$1.4 billion a year, or up to \$2,100 for each additional male high school graduate.

There are alternative measures which are offered to deter the pupils who drop out of school. These include activities aimed at energizing and engaging the youth through high profile activities like sports, competitions, concerts or conferences and through the engagement of the available youth groups for instance the Youth Project for Common Ground's Youth Group in Burundi. The project features sponsoring peace concerts and football matches with building a youth center, conflict resolution training schools an activity engaging the youth to work for peace in their communities.

The concept of the right to education has long been enshrined and established in the Convention on the Rights of the Child, the Universal Declaration of Human Rights of the UN and in subsequent watershed summits (UN, 1948; 1989; UNICEF, 1990) According to UNESCO (2010), the protective environment that is provided by quality education can help prevent: adolescent military recruitment of gang behavior; deter girls from prostitution; protect children from exploitation, forced labor, abduction and abuse (UNESCO, 2010). Vocational training has great potential to alleviate the trauma caused by conflict or natural disasters to address what is arguably the core need of most war-affected youth survival. IPEC (2007) report highlights the provision of vocational skills training as a key component of economic reintegration process. However, the report emphasizes the need for the training to be based on a sound assessment of the local market and followed by post training support to ensure that the youth will access work. (Barath 2003) strongly supports the concept of vocational training as a strategy to address psychological stress. Drawing from research in former Yugoslavia, Barath (2003) argues that such programs are both therapeutically valid and socially acceptable (Ibid:).

Kirk, (2008) states that “education offers a much-needed psychological support to children affected by emergencies, even if only by providing stability and return to normalcy.” A study in South Kivu in the Eastern Democratic Republic of Congo (DRC) where there has been massive recruitment of the youth by rebel armed groups and pro-governmental Mai Mai militia, between 2003 and 2009, ILO-IPEC implemented projects in South Kivu aimed at supporting the economic integration of several hundred youths release from armed forces and groups preventing recruitment of vulnerable children. It is stated that most beneficiaries were trained in non-formal vocational training centres or through informal apprenticeships. Studies indicate that a lot of young people in civil wars such as Sierra Leone and Mozambique were not abducted or forced to fight but elected to do so for reasons that they imply are fairly reasonable (IPEC, 2010).

Newman (2002) asserts that the effective protection strategies that the youth have developed for themselves (in Uganda, Palestine and Kosovo) need to be understood.

2.6 Influence of family characteristics on learner transition from primary to secondary schools

According to Soares (2002), the determinants of pupils’ transition to higher level of education can be classified into three groups of variables: those related to students’ individual and family characteristics, those related to the socioeconomic context of the school, and those related to the processes and pedagogical practices of schools. As the relationship between work and school involves decisions about the child’s time allocation, the possibility exists that the low quality of schools, aligned with the

disinterest in school of children and their parents, explains weak academic performance and induces poor families to prefer work to school. The low levels of educational achievement can result in two problems: the existence of a strong conflict between work and school and the perception that the benefits to schooling are low.

The role of parents in a student's life cannot be over emphasized. Parents are both the foundation and pillars on which a successful student life can begin. Nyongesa (2007) continues to say that although formal learning starts at school, actual education starts within the surrounding of a home. Homes shape our character, behaviour and our perceptions. Your home background will determine whether you grow up self confident, hardworking and responsible or angry and inadequate (Republic of Kenya 2005).

As the level of poverty rises child labour has become crucial for family survival. More children are increasingly employed in domestic activities and petty trade in rural-urban Kenya in order to subsidize the family income. This has greatly affected girl-child as most girls are removed from schools and taken to do odd jobs like house girls, barmaids, to supplement the family income. Most parents influence their children's education in this manner and this leads to poor performance.

Christenson et al. (1989) assert that attitude is acquired through experiences in the environment. They noted that students learn more when the school and class environment are positive and supportive. They argue that an academic focus with humanistic orientation increases students' achievement. The children who are neglected, abused, exploited and last to receive basic education work in harmful conditions, live in

overcrowded and unsanitary conditions and have no access to health services (UNICEF, 1998).

Davison and Kanyuka (1990) argue that children involvement in gender domestic roles affect is in most cases for family income. Boys become cow and goat herders in rural areas where farmers keep cattle, girls spent their time child minding their siblings, both boys and girls spend their time working on estate farms, or in family fields. Along the lakeshore absenteeism from class and eventually dropout is caused by demands for income generation through fishing. Children are also used for agricultural labour where people are farmers. Bryant (1990) notes that many children began work at very early stages and were not enrolled in school at all or are involved in such roles which hinder proper participation in schools which ultimately leads to poor academic performance (Davison and Kanyuka 1990).

There is indirect evidence that child labour limits a child's human capital development. Child labour has been linked to greater grade retardation (Sedlacek et al., 2003; Rosati and Rossi, 2001); lower years of attained schooling (Psacharopoulos, 1997); and lower returns to schooling and a greater incidence of poverty as an adult (Ilahi et al, 2003). On the other hand, some studies have found that child labour and schooling may be complementary activities (Patrinos and Psacharopoulos, 1997). A definitive answer on whether child labour lowers cognitive attainment requires direct estimation of the educational production function.

The National Research Council and Institute of Medicine (NRCIM) (1998), found no effects of working part-time on time spent on homework for U.S. tenth graders, in part because time spent on homework by United States (U.S) students is already relatively modest. Consequently, neither type of work nor hours of work per week are likely to influence the amount of time spent on homework. Work was not completely innocuous, however. Students who worked while in school experienced higher rates of behavioral problems such as alcohol and drug use and minor delinquency. Furthermore, the study found that students who worked in tenth grade selected undemanding classes to maintain their Grade Point Average (GPA).

Some studies have found stronger evidence of adverse consequences of child labour on pupil transition. Singh (1998) reported that working long hours while in school did hurt standardized test scores and grades, although the effect was quite small. Stern (1997) found that working more than 15 hours per week while in secondary school led to lower grades, less time spent on homework, increased likelihood of dropout and a lower likelihood of entering post-secondary education. Similar findings are reported by Cheng (1995) and StatsCan (1994). Singh and Ozturk (2000) explored the linkage between working hours and reported that an increase in hours of part-time work lowered the number of mathematics and science classes taken, which in turn led to lower achievement in mathematics and science. Barone (1993) found that younger students working long hours performed more poorly than did working older students.

Rosati and Rossi (2001) take into account the endogeneity of domestic roles in their study of grade retardation in Pakistan and Nicaragua. They found that increasing the probability of working raises the likelihood that the child has fallen behind the correct grade for age. The study suffers from missing information on school attributes, and also from rather arbitrary exclusion restrictions used to identify gender domestic roles. Unfortunately, most of the variation in child labour is within country and not across countries, so this means of identification is somewhat crude. She found that the estimated impact of child labour on test scores becomes more negative when controls for endogeneity are used.

2.7 Influence of school-based factors on learner transition from primary to secondary

School based factors further reinforce low transition of students in schools. General school characteristics have been cited as being responsible for transition. These include curriculum, physical facilities and teacher resources, teacher-student relationships, discipline and school type. Fry, (2003) noted that the student's previous success in academics and commitment to school are determinants of transition. According to Yes Pakistan Newspaper (2004), the main in-school factor contributing to dropping out is low learning achievement. Some children repeatedly fail and so stay in the same grade year after year. Such repetition reduces the benefits of schooling and the lengthening of the time spent in schools increases the costs of education. (Yes Pakistan, Newspaper, 2004).

Odaga and Henereld (1995) also mentioned that pupils sit on bare earth floor and this is uncomfortable for girls in a learning environment. This may discourage them and cause a

drop out. The dropout rate is caused by teenage pregnancy, early marriages and low enrolment of girls by parents who view their daughters as naturally destined for domestic chores (Action Aid International, 2004). Substantial challenges to access remain, such as the availability of schools within safe walking distances and the quality of infrastructure, from toilets for girls, to proper buildings within which to learn and adequate teaching and learning materials. Interactive, child- friendly strategies using gender sensitive techniques and teaching materials can provide people with the awareness and tools to fight discrimination and gender bias. The presence of female teachers has been a motivation to send girls to school, not only because they provide positive role models, but also for reasons of safety. The high teacher/pupil ratio makes it difficult to teach all children and to use interactive, participatory techniques. In addition, low teacher salaries (many times below liveable wages) force many teachers out of the profession or to take up additional employment (Tomasevski, 2005).

Smock (1977) provides a useful theoretical framework for examining the social and historical practices and dynamics which operate within schools to produce particular forms of educational disadvantage. Monly (2003) reiterates that even where girls achieve the same level as boys they are underrepresented in those non-traditional subjects such as physics. In Kenyan schools, girls drop out earlier and obtain lower test scores than boys due to gender inequality. They include teachers describe girls as stupid and lazy, teachers ignore outright harassment upon girl, for example boys grabbing girls' breasts, teachers assign menial chores to girls while allowing boys to help with teaching tasks and male teachers sometimes have sexual relations with female pupils.

The school environment influences the pupil's ability to learn heavily and according to Wamahiu (1995) learning occurs when there is order, good facilities and availability of teachers. Odaga and Heneveld (1995) also observe that girl participation in education is influenced by availability of place, proximity of the school to home, appropriate physical facilities, for example toilets, the school climate and the presence of female teachers. The closer the school, the less fear parents have for their daughters' safety and reputations.

A study in Nigeria revealed that girls don't ask questions, are not asked questions by their teachers and generally sit in the back of the class away from boys (Lock head 1991). In Cote d'ivoire, girls are less likely to participate in class activities or to ask questions if they don't understand a given topic (Klassen, 1999). The school climate, depicted by the relationship between girls, peers, teachers and the school administration, may influence girl participation. Sexual harassment by male teachers and peers lower girl participation (Wamahiu, 1995).

Old fashioned teaching methodologies, inadequate teaching and learning materials, a lack of teacher support system and gender insensitive classroom dynamics work against girl education. In addition, stereotypes in the textbooks and other educational materials may discourage girl active participation. This is because images of females are fewer and unattractive than those of males in the textbooks (Murard 1998). According to Odaga and Heneveld (1995) textbooks portray women as passive and powerless thus reinforcing negative stereotypes. This becomes the schools promotion and reflection of women's low status.

Kasenter (1996) also observes that gender bias messages are transmitted through gender based distribution of duties and in the administrative hierarchy dominating attitudes of boys towards girls, much restrictions on girls' potentials and both teachers and male pupils often use insulting language and act unfairly towards girls. In summary, while girls grow together with boys at home and in the community, they are forced to grow up differently and don't receive the same opportunities and facilities as boys (FAWE, 1996).

Many strategies have been formulated, from working with the government to enacting law against violence, to training teachers and identifying those that commit the crimes, and working with communities to address the underlying gendered causes of violence (Action aid International, 2004). For many girls throughout the world, there is still a shortage of schools within safe walking distances from their homes. Many schools continue to operate in disrepair, with crumbling toilets (if they exist for girls) and overcrowded classrooms. There are inadequate numbers of teachers, desks, chairs, learning and teaching materials.

2.8 Conceptual framework

The conceptual framework of the study is presented in Figure 2.1. The framework presents the interrelationships between the variables in the study.

2.8 Conceptual framework

Independent variables

Dependent variable

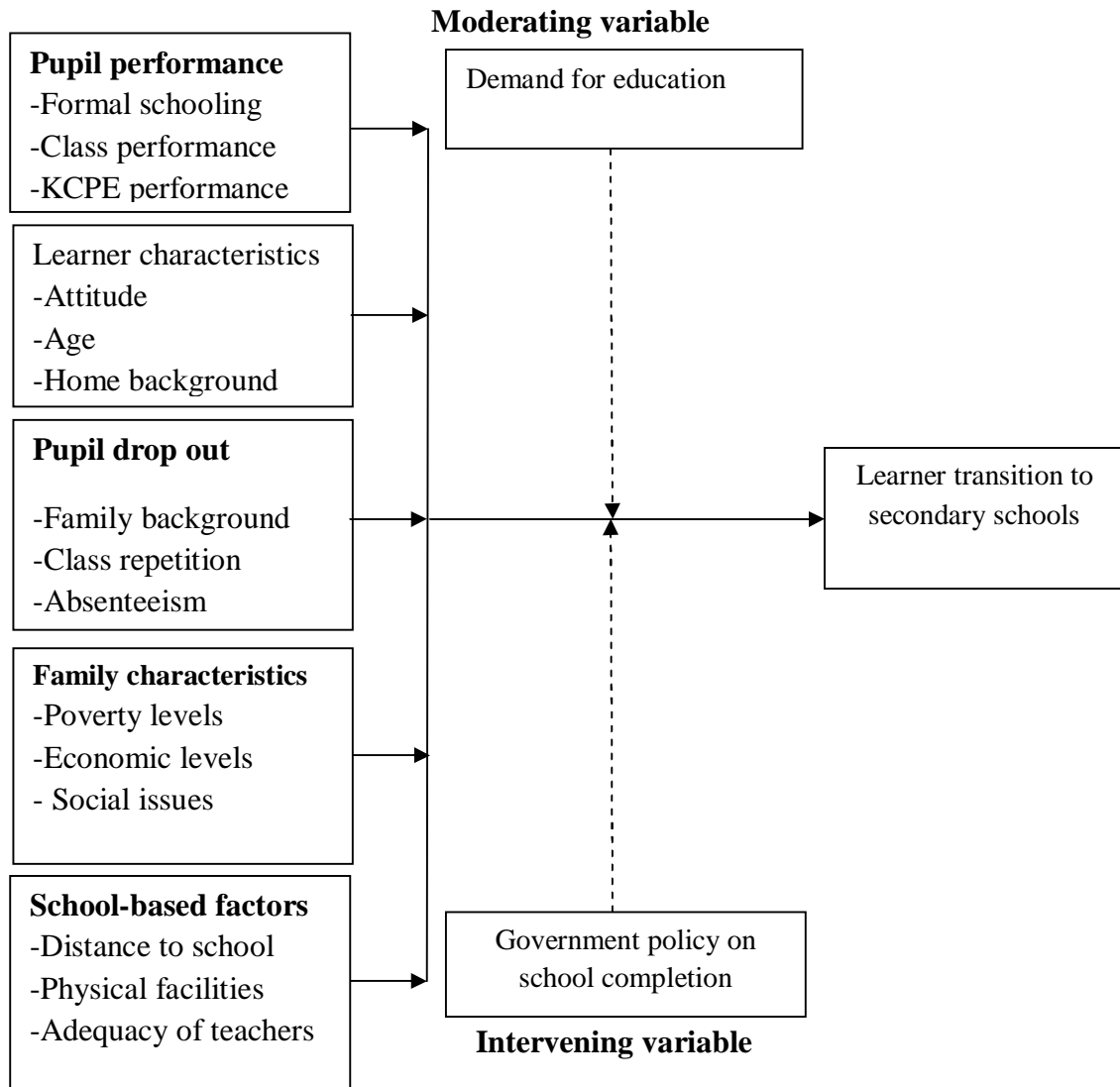


Figure 2.1 Conceptual framework

The conceptual framework shows the relationship between the variables in the study. The framework shows that there are several factors that influence learner transition to secondary schools. The framework shows that pupil performance which is indicated by

formal schooling, class performance, KCPE performance; learner characteristics which includes their attitude, age and home background all have an effect on how learner transits to secondary school. Likewise, Learner transition is influenced by pupil drop out, family characteristics and school based factors. The process in the framework is the government policy on education which is also the intervening variable.

2.9 Summary of literature review and research gaps

The literature review has focused on the factors influencing learner's transition from primary school to secondary schools in Dadaab refugee camps. The review has revealed that there are several factors that affect learner transition to secondary school. Christenson et al. (1989) assert that attitude is acquired through experiences in the environment. Davison and Kanyuka (1990) argue that children involvement in gender domestic roles affect is in most cases for family income. Sedlacek (2003); Rosati and Rossi, (2001) have established that there is indirect evidence that child labour limits a child's human capital development. Child labour has been linked to greater grade retardation; lower years of attained schooling (Psacharopoulos, 1997); and lower returns to schooling and a greater incidence of poverty as an adult (Ilahi et al, 2003). Singh (1998) reported that working long hours while in school did hurt standardized test scores and grades, although the effect was quite small. Similar findings are reported by Cheng (1995) and StatsCan (1994). Singh and Ozturk (2000) explored the linkage between working hours and reported that an increase in hours of part-time work lowered the number of mathematics and science classes taken, which in turn led to lower achievement

in mathematics and science. Barone (1993) found that younger students working long hours performed poorly than working older students. Monly (2003) reiterates that even where girls achieve the same level as boys they are underrepresented in those non-traditional subjects. Odaga and Heneveld (1995) also observe that girl participation in education is influenced by availability of place, proximity of the school to home, appropriate physical facilities, for example toilets, the school climate and the presence of female teachers. These studies have however not established the factors that affect learner transition to secondary school in the refugee camps hence the study filled in this gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the site selection, the research design which includes; the research design, study location, sampling procedure and sample selection, the types and sources of data, the data collection methods and tools, the data collection procedures and finally data analysis.

3.2 Research Design

This study employed descriptive survey research design which is qualitative in nature. Gay (1992) defines descriptive research as a process of collecting data in order to answer questions concerning the current status of the subjects in the study. Descriptive survey also can be used to investigate a population by collecting samples to analyze and discover occurrences. The study aimed at collecting information from respondents about the factors influencing learner transition from primary to secondary schools. This design is important in that it helped bring out different opinions on the factors influencing learner transition from primary to secondary schools

3.2 Study Location

The research was carried out in the Daadab refugee camps which lies in the town of Dadaab located about 100 kilometers from the Kenya- Somalia border in the North

eastern part. It is believed by the United Nations to be the world's largest refugee camp. There are actually five camps around Dadaab; Dagahaley, Ifo, Ifo extensions, Kambioos and Hagadera. According to UNHCR statistics, the Dadaab refugee camps are hosting over 460,000 refugees which are far from the planned provisions for a population of 270,000. The camps are a mass of shelters that are made of twigs, reeds and scraps and that serve as home to the refugees, a good number of them being of Somali origin. The researcher specifically chose the Dadaab camp because it encompassed the following characteristics, being the largest refugee camp in the world the camp is faced with low transition rate and infiltration of groups that might misuse the idle youth if adequate interventions are not put in place.

3.3 Target population

Orodho (2004) defines population as all the items or people under consideration. The target population for the study was the head teachers and teachers of primary schools in the camp. There are 34 primary schools in the camps. The target population comprised of 34 head teachers and 2500 teachers.

3.4 Sample size and sampling procedure

Sampling as defined by Orodho (2004) is the process of selecting a subset of cases in order to draw conclusions about the entire set. This study used purposive sampling to select 2500 refugee teachers and from each of the chosen primary schools in the camps. This sampling technique allowed the use of cases that have the required information with respect to the objectives of the study. Subjects were selected in such a way that the

existing groups in the population were proportionately represented in the sample. Simple stratified random sampling was used to select schools where the sample size came from. In this study all the headteachers were sampled for the study while to sample the teachers, the researchers used 10% of the population. According to Kothari (2009) a sample of 10% to 30% is appropriate for descriptive studies. The sample was therefore 34 head teachers and 250 teachers. The teachers were selected using simple random sampling.

Target population	Sample size	Percentage
34 Head teachers	34	100%
2500 Teachers	250	10%
Totals	284	110%

3.5 Data collection Tools

The researcher relied on self-administered questionnaires. A questionnaire is a research instrument that gathers data over a large sample (Kombo & Tromp, 2006). The advantages of using questionnaires are: the person administering the instrument has an opportunity to establish rapport, explain the purpose of the study and explain the meaning of items that may not be clear. One questionnaire was designed for the teachers and one for head teachers. Each questionnaire contained two sections: section one was the

demographic data while section two contained items that sought respondents' opinions on the factors influencing learner transition from primary to secondary schools.

3.6 Validity of the instruments

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research result (Mugenda and Mugenda, 1999) Validity according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. The pilot study helped to improve face validity and content of the instruments. The researcher used face validity to review and develop an informal opinion as to whether or not the test is measuring what it is supposed to measure. Content validity on the other hand was used by the researcher to check whether the items in the questionnaire answer the research objectives. The supervisors who are experts in the area of study validated the instruments. The internal validity which involved controlling the extraneous variables in the structure. As such, the researcher sought assistance from the supervisor in order to help improve content validity of the instrument.

3.7 Reliability of the instruments

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests when administered a number of times. To enhance the reliability of the instrument, a pre test was conducted in schools in one refugee camp which was not included in the main study. The aim of pre-testing was to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables were either discarded or

modified to improve the quality of the research instruments. The procedure for extracting an estimate of reliability was obtained from the administration of test-retest reliability method which involved administering the same instrument twice to the same group of subject with a 2 weeks time lapse between the first and second test. A Pearson's product moment correlation coefficient formula was used.

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma(x)^2 - (\Sigma x)^2][N\Sigma(y)^2 - (\Sigma y)^2]}}$$

Where ΣX = sum of the X scores

ΣY = sum of Y row scores

ΣX^2 = sum of the squared X row scores

ΣY^2 = sum of the squared Y row scores

ΣXY = sum of the products of paired X and Y row scores

N = number of paired scores (Best and Kahn 1998 p. 366)

According to Mugenda and Mugenda (1999) a coefficient of 0.70 or more simply show that there is high reliability of data. The questionnaire yielded a reliability of 0.79

3.8 Data collection methods

Subject to gaining permission to conduct the research from the University of Nairobi through the academic supervisor, the researcher proceeded to the field to administer the research instruments. The researcher booked appointments with the relevant authorities and administered the instruments to them. The researcher also made arrangements with the headteachers and teachers for administering and collection of the questionnaire.

3.9 Data analysis

Data obtained from all the field were analysed using the Statistical Package for Social Sciences (SPSS) software for windows (Version-11.5). The data were analysed using appropriate descriptive statistics and inferential statistics. The responses were then summarized and presented in frequency distribution tables while frequencies (f), percentages (%) were used to present the findings.

3.10 Ethical issues

The researcher assured the respondents on the confidentiality of information given by them. Respondents were informed of the purpose of the study. The researcher also observed ethics relating to academic paper writing. The researcher maintained a high degree of confidentiality where the identities of the respondent were not revealed. Information were collected from respondents with their consent and voluntarily. Permission was also sought from the relevant authorities to allow collection of information from respondents.

3.11 Operational Definition of Variables

Indicators were denoted by the main variables under the study in order to render them measurable.

OBJECTIVE	INDEPENDENT VARIABLE	INDICATORS	MEASURE	SCALE OF MEASUREMENT	TOOL OF ANALYSIS
To establish how pupil performance influence learner transition from primary to secondary in Dadaab refugee camps	Pupil performance	-Formal schooling -Class performance -KCPE performance	Dimension of success	Nominal	Descriptive
To establish how learner characteristics influence learner transition from primary to secondary in Dadaab refugee camps	Learner characteristics	-Attitude -Age -Home background	Pupils factors	Ordinal	Descriptive
To determine how learner drop out influence learner transition from primary to secondary in Dadaab refugee camps	Learner drop out	-Family background -Class repetition -Absenteeism	Family factors	Nominal Ordinal	Descriptive
To assess how family characteristics influence	Family characteristics	-Poverty levels -Economic levels	Family social economic factors	Nominal ordinal	Descriptive

learner transition from primary to secondary in Dadaab refugee camps		- Social issues			
To find out school based factors influence learner transition from primary to secondary in Dadaab refugee camps	School based factors	-Distance to school -Physical facilities -Adequacy of teachers			

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the data analysis interpretations of findings. The data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS) programme for widows. All themes discussing the same research questions were presented and analyzed together. Presentations were done using frequency distribution tables and figures. The analysis of data was presented in both narrative and tabular forms.

4.2 Response rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. Out of the 34 head teachers and 250 teachers sampled during the study, all of them filled and returned the questionnaires. The return rates were 100% and hence were deemed very adequate for data analysis. The following section presents the demographic data of the respondents.

4.3: Demographic data of the respondents

This section presents the demographic data of the headteachers, and class teachers that were involved in the study. The demographic data of the headteachers is presented first and then presents that of teachers.

4.3.1: Demographic data of the headteachers

The demographic data of the headteachers was based on their gender, age, level of education and duration they had been in the current School. To establish the gender of the headteachers, they were asked to indicate their gender.

Table 4.1: Distribution of the headteachers by gender

Gender	F	%
Male	30	88.2
Female	4	11.8
Total	34	100.0

Data presented in table 4.1 shows show that majority 30 (88.2%) of head teachers were male while 4 (11.8%) were female. The data shows that there were more school headed by male headteachers hence the government's policy of one third representation in leadership position is not adhered to. The head teachers were further asked to indicate their age. Their responses are responded as Table 4.2

Table 4.2: Age of the headteachers

Age	F	%
Less than 25	1	2.9
25-29	2	5.8
30-34	4	11.7
35-39	10	29.4
Above 40	17	50.0
Total	34	100.0

Data presented in table 4.2 shows that majority 17 (50.0%) of the headteacher were above 40 years, 10 (29.4%) of head teachers were between 35 and 39 years, 4 (11.75%) of head teachers were aged between 30 and 34 years while 2 (5.8%) of the head teachers were aged between 25 and 29 years. Table 4.3 shows head teachers' academic qualification.

Table 4.3: Distribution of the headteachers according to academic qualification

Qualification	F	%
PI education	20	58.8
Diploma	8	23.5
Graduate teacher	5	14.8
Long serving with no P1 and or Diploma	1	2.9
Totals	34	100%

Data presented in table 4.3 shows that majority 20 (58.8%) of the headteachers had PI education, 23.5% of head teachers had diploma, 14.8% of head teachers had degree while 2.9% of the headteachers were in long serving with no P1 and or Diploma.

The researchers sought to establish the duration that the headteachers had been teaching.

Data is presented in Table 4.4

Table 4.4: Distribution of the headteachers according to years they had been teaching.

Duration	F	%
Less than 5 years	8	23.5
Between 5-9 years	13	38.3
Between 10-14 years	8	23.5
Between 15-19 years	4	11.8
Above 20 years	1	2.9
Total	34	100.0

Data presented in table 4.4 shows that 13 (38.3%) of head teachers had been teaching for between 5 and 9 years, 8 (23.5%) of the head teachers had been teaching for between 10 and 14 years, the same number for less than 5 years while a significant number 1 (2.9%) of head teachers had been teaching for above 20 years. The data shows that majority of the headteachers had taught for a considerable long time and hence are able to provide

reliable information on the factors influencing pupil transition from primary to secondary schools in the area.

To establish the number of years that the headteachers had been in their present school, they were asked to indicate the same. Table 4.5 presents the findings.

Table 4.5 Distribution of the headteachers according to years in the present school

Duration	F	%
Less than 5 years	26	76.5
Between 5-9 years	8	23.5
Total	34	100.0

Findings presented in Table 4.5 shows that majority 26 (76.5%) of the headteachers had been in the present school for less than 5 years while 8 (23.5%) of headteachers for between 5 and 9 years. The head teachers had stayed for a considerable time in the respective schools and therefore may have been able to provide information on the factors influencing pupil transition from primary to secondary schools. After presenting the demographic information of the headteachers, attention was focused on the demographic information of the teachers. The demographic information of teachers is presented in the following section.

4.2.2 Demographic data of the teachers

The demographic data of teachers was based on their gender, age, level of education and duration they had been in the current School. The teacher respondents were asked to respond to various items that sought to establish their demographic data. To establish the gender of the teachers, they were asked to indicate their gender.

Table 4.6 Distribution of teachers by gender

Gender	F	%
Male	236	94.4
Female	14	5.6
Total	250	100.0

Findings presented in Table 4.6 on teachers gender as shown above show that majority 236 (94.4%) of the teachers were male while 14 (5.6%) of teachers were female. Data implies that most of the schools had male teachers. This could be attributed to the fact that the cultural orientation of the area has high preference for the education of boys than that to girls hence the high representation of boys in the teaching profession than girls.

The teachers were further asked to indicate their age. Table 4.7 shows age of the teachers.

Table 4.7: Distribution of teachers by age

Age	F	%
25-30	16	6.0
31 -35	199	78.0
35- 45 years	1	2.0
Above 45 years	35	14.0
Total	250	100.0

Data on the age of teachers as indicated in table 4.7 shows that majority 199 (78.0%) of teachers were between 31 and 35 years, 16 (6.0%) of teachers were aged between 25 and 30 years while 35 (14.0%) of teachers were above 45 years. Teacher under this age category may have been teachers for a long time and hence have the information regarding the factors that influence pupil transition from primary to secondary levels of education.

Asked to indicate their highest professional qualification, they responded as Table 4.8

Table 4.8: Distribution of teachers by highest professional qualifications

Qualification	F	%
bachelors degree	6	2.4
Diploma	28	11.2
P1 certificate	102	40.8
High school certificate	114	45.6
Total	250	100.0

Table 4.8 shows that 6 (2.4%) of teachers had bachelor's degree, 28 (11.2%) of teachers had diploma while 102 (40.8%) of teachers had P1 certificate. The data shows that most of the teachers are untrained teachers. Lack of training among the teachers may affect pupils' performance and hence minimize the pupils' chances of transiting from primary to secondary education.

The teachers were asked to indicate the duration they had been teaching. Their responses are presented in Table 4.9

Table 4.9: Distribution of the teachers according to the duration they had been teaching

Duration	F	%
Less than 5 years	195	78.0
Between 5-9 years	49	19.6
Between 10-14 years	5	2.0
Between 15-19 years	1	0.4
Total	250	100.0

As indicated in table 4.9, majority 195 (78.0%) of teachers had been teaching for less than 5 years, 49 (19.6%) of teachers for between 5 and 9 years while 5 (2.0%) had been teaching for between 10 and 14 years. The data implies that teachers may not have been teachers for a long time which could be attributed to the fact that most of them are not qualified and hence may have been hired recently.

To establish the number of years that the teachers had been in their present school, they were asked to indicate the same. Table 4.10 presents the findings.

Table 4.10 Distribution of the teachers according to years in the present school

Duration	F	%
Less than 5 years	196	78.4
Between 5-9 years	38	15.2
Between 10-14 years	16	6.4
Total	250	100.0

Table 4.10 shows that majority 196 (78.4%) had been in the present school for less than 5 years, 38 (15.2%) of teachers for between 5 and 9 years while 16 (6.4%) of teachers had been in the present school for between 10 and 14 years. The data confirms the above findings that most of the teachers may have been hired recently as majority are not trained.

The study further sought to establish whether the school had more male or female students. Data from teachers indicated that there were more male students as indicated by majority 232 (92.8%) of teachers. To establish whether there were more male teachers than female teachers in the school, teachers were asked to indicate the same. Table 4.11 shows their responses

Table 4.11: Teachers responses on whether there were more male teachers than female teachers in the school

Response	F	%
More male teachers	230	92.0
More female teachers	20	8.0
Total	250	100.0

As indicated in table 4.9 majority 230 (92.0%) of teachers indicated that there were more male teachers than female teachers in their school. The data confirms the previous findings that the culture of the area prefers education of boys hence female teachers were less as they remain less in other sectors. After presentation of the demographic data of the teachers, the researcher focused attention on the presentation of data based on the research questions. The following section presents the findings collected from the research questions.

4.4 Influence of pupil performance on learner transition from primary to secondary

Pupils transiting to secondary schools are required to have a minimum requirement in the examinations which enabled them transit to secondary schools. The study therefore sought to investigate the influence of pupil performance on learner transition from

primary to secondary. Headteachers were asked to respond to the same. Table 4.12 tabulates the findings.

Table 4.12: Head teachers responses on influence of pupil performance on learner transition from primary to secondary

Statement	Strongly Agree		Agree		Disagree		Undecided		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
Pupils who get low grades are likely to leave school.	7	20.6	20	58.8			4	11.8	3	8.8
Students experiencing difficulty in meeting the academic demands of the school tend to leave school	11	32.4	16	47.1	7	20.6				
Students with good grades are better prepared for upper secondary education	24	70.6	6	17.6	4	11.8				

Data presented in table 4.12 revealed that majority 20 (58.8%) of head teachers agreed that pupils who got low grades are likely to leave school, 16 (47.1%) of head teachers agreed that students who experienced difficulty in meeting the academic demands of the school tend to leave school while majority 27 (70.6%) of head teachers strongly agreed that students with good grades are better prepared for upper secondary education. The data shows that academic performance of the pupils in the primary school influenced

their transition to secondary schools. Majority 151 (60.4%) of teachers indicated that learners in their school feared failing to achieve high goods grades in examinations.

When asked to indicate what mostly influenced learners' grades, they responded as Table 4.13

Table 4.13: Teachers responses on what mostly influenced learners' grades

Response	F	%
Students' social background	151	60.4
Gender	27	10.8
Parents' education	48	19.2
Cultural beliefs	24	9.6
Total	250	100.0

Table 4.13 shows that majority 151 (60.4%) of teachers reported that pupils social background mostly influenced learners' grades, 27 (10.8%) of teachers indicated gender, 48 (19.2%) of teachers indicate parents education while 24 (9.6%) of teachers indicated cultural beliefs influenced pupils transition from primary to secondary schools. The study further sought to investigate whether there were cases where parents had withdrawn their children from school due to poor performance. Table 4.14 presents the findings.

Table 4.14 Teachers responses on whether there were cases where parents had withdrawn their children from school due to poor performance

Response	F	%
Yes	55	22.0
No	195	78.0
Total	250	100

As indicated in table 4.14 majority 195 (78.0%) of teachers said that there were no cases where parents had withdrawn their children from school due to poor performance while 55 (22.0%) of teachers said that there were such cases. The above data has established that pupils performance was a factor that influenced pupils transition from primary to secondary schools. After discussing how performance affected pupils' transition, attention was focused on how learner characteristics influenced transition from primary to secondary schools. The following section presents that.

4.5 Influence of pupil characteristics on learner transition from primary to secondary

To establish the influence of pupil characteristics on transition from primary to secondary, the headteachers were asked to indicate the frequency at which they identified what motivated learners so that they attend educational programmes. Data is presented in Table 4.15

Table 4.15: Headteachers responses on the frequency at which they identified what motivated learners so that they attend educational programmes

Frequency	F	%
Always	19	55.9
Frequently	4	11.8
Sometimes	11	32.4
Total	34	100.0

Data presented in table 4.15 shows that majority 19 (55.9%) of head teachers indicated that they always identified what motivated learners so that they attend educational programme, 4 (11.8%) of the headteachers identified frequently while 11 (32.4%) of head teachers identified sometimes. The data shows that headteachers were aware of the motivational needs of the pupils in the schools. On the other majority 148 (59.2%) of teachers were in congruency that their head teachers always identified what motivated learners so that they attend educational programme.

The researcher sought to establish what shaped the behaviour and the perceptions of the students. Data from headteachers indicated that motivation and role model, discipline cases. Influence of teachers and parents, school feeding programmed, social background and implementation of school regulations shaped the behavior.

When teachers were asked to indicate the factors that determined the behaviour and the perceptions of their students towards school attendance, they said that class attendance and participation, motivating factors of headteachers, parents and teachers and discipline level in the school determined the child behavior.

Table 4.16: Headteachers responses on influence of pupil learner characteristics on transition from primary to secondary

Statement	Strongly Agree		Agree		Disagree		Undecided		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
Most of the students fail to join secondary schools for domestic activities and in order to subsidize the family income	9	26.5	18	52.9	4	11.8	3	8.8		
Students self image influence learner transition from primary to secondary	21	61.8	13	38.2						
Students with low expectations for themselves encourage others to hold low expectations also	16	47.1	9	26.5	6	17.6			3	8.8

Table 4.16 shows that majority 18 (52.9%) of head teachers agreed that most of the students failed to join secondary schools for domestic activities and in order to subsidize the family income, majority 21 (61.8%) of head teachers strongly agreed that students

self image influenced learner transition from primary to secondary while 16 (47.1%) of head teachers strongly agreed that students with low expectations for themselves also encouraged others to hold low expectations

Table 4.17: Teachers responses on the influence of pupil learner characteristics on transition from primary to secondary

Statement	Strongly Agree		Agree		Disagree		Undecided		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
Most of the pupils fail to join secondary school because of domestic work and in order to generate some money to supplement their parent's income	96	38.4	90	36.0	38	15.2	17	6.8	9	3.6
Students self image(confidence/ personality/conduct/ discipline/ character) influence their ability to proceed with their basic education	134	53.6	108	43.2	1	0.4	6	2.4	1	0.4
Learners with low expectations for themselves in school discourage their fellow learners	78	31.2	99	39.6	12	4.8	51	20.4	10	4.0

Table 4.17 shows that 96 (38.4%) of teachers strongly agreed that most of the pupils failed to join secondary school because of domestic work and in order to generate some money to supplement their parent's income, majority 134 (53.6%) of teachers strongly agreed that students self image(confidence/ personality/ conduct/ discipline/ character) influenced their ability to proceed with their basic education while 99 (39.6%) of teachers agreed that learners with low expectations for themselves in school discouraged their

fellow learners. The findings therefore indicated that domestic work and in order to generate some money to supplement their parent's income, students self image in terms of self confidence/ personality/conduct/ discipline/ character) their ability to proceed with their basic education, learners low expectations for themselves in school were some of the factors that affected their transition to secondary school.

The study also sought to establish whether the parents influenced their children's education. Table 4.18 shows headteachers responses.

Table 4.18 Headteachers responses on whether parents influenced their children's education

Response	F	%
Yes	30	88.2
No	4	11.8
Total	34	100

As indicated in figure 4.8, majority 30 (88.2%) of the head teachers indicated that parents influenced their children's education. When teachers were asked to respond to the same item majority 215 (86.0%) of teachers said that parents influenced their children's education.

Table: 4.19: Headteachers responses on pupil learner characteristics on transition from primary to secondary

Statement	Yes		No	
	F	%	F	%
Children who have at any time been abused, exploited fails to complete basic education	30	88.2	4	11.8
Are there learners that were with you in lower levels of school but then dropped out	22	64.7	12	35.3

Data shows that majority 30 (88.2%) of head teachers said that children who had at any time been abused, exploited failed to complete basic education, majority 22 (64.7%) of head teachers indicated that there were learners that were with them in lower levels of school but then dropped out. Table 4.20 shows teachers responses on the same item.

Table 4.20: Teachers responses on pupil learner characteristics on transition from primary to secondary

Statement	Yes		No	
	F	%	F	%
Children who have at any time been abused/ exploited fail to complete basic education	159	63.6	91	36.4
Have you had cases where certain children in lower primary school drops out in upper primary school	169	67.6	81	32.4

Table 4.20 shows that majority 159 (63.6%) of teachers said that children who had at any time been abused/ exploited failed to complete basic education while majority 169 (67.6%) of indicated that they had cases where certain children in lower primary school dropped out in upper primary school. The data shows that pupil's home background influenced pupil's transition to secondary school.

Teachers were asked to indicate the rate of learner drop out in their schools Table 4.21 presents the findings.

Table 4.21 Teachers rate of learner drop out in the schools

Response	F	%
High	26	10.4
Low	47	18.8
Average	177	70.8
Total	250	100

As indicated in table 4.21 majority 177 (70.8%) of teachers said that their rate of drop out was average, 26 (10.4%) of teachers said it was high while 47 (18.8%) of teachers said it was low. The study further sought to establish the reasons why they were drop out cases in the schools. Headteachers indicated that it was due to lack of parental care, insecurity of the camp and resettlement of the society, social beliefs like FGM, poverty and domestic work at home.

Table 4.22: Headteachers responses on reasons contributing to dropping out of school

Statement	Most likely		Likely		Rarely		Not at all	
	F	%	F	%	F	%	F	%
Parental disinterest in education	1	2.9	11	32.4	16	47.1	6	17.6
Early marriage	19	55.9	8	23.5	4	11.8	3	8.8
Poverty at home	21	61.8	9	26.5	4	11.8		
Distance from school	14	41.2	10	29.4	10	29.4		
Lack of role models at home	2	5.9	15	44.1	13	38.2	4	11.8
Lack of parental support	13	38.2	15	44.1	4	11.8	2	5.9
Female Genital Mutilation (FGM)	4	11.8	8	23.5	7	20.6	15	44.1
Lack of teachers	13	38.2	10	29.4	6	17.6	5	14.7
Lack of toilets for girls at school	14	41.2	10	29.4			10	29.4
Few spaces available for secondary	7	20.6	2	5.9	22	64.7	3	8.8

Table 4.22 shows that majority 19 (55.9%) of head teachers said that early marriages most likely contributed to dropping out of school, 21 (61.8%) of head teachers indicates that poverty at home most likely contributed, 14 (41.2%) of head teachers indicated that distance from school mostly contributed, 15 (44.1%) of head teachers indicated that lack of role models at home and lack of parental support was likely to contribute while 10

(29.4%) of head teachers indicated that Lack of teachers and Lack of toilets for girls at school was likely to contribute to dropping out of school of the learners.

Table 4.23 Teachers responses on reasons contributing to dropping out of school

Statement	Most likely		Likely		Rarely		Not at all	
	F	%	F	%	F	%	F	%
Negative attitude to education	32	12.8	65	26.0	90	36.0	63	25.2
Lack of school uniform	37	14.8	50	20.0	74	29.6	89	35.6
Taking care of other family members	67	26.8	65	26.0	76	30.4	42	16.8
Lack of physical facilities in school	44	17.6	53	21.2	76	30.4	77	30.8
Drug and substance abuse	45	18.0	47	18.8	82	32.8	76	30.4
Poor academic performance	30	12.0	61	24.4	105	42.0	54	21.6
Conflict with teachers	30	12.0	52	20.8	72	28.8	96	38.4
Few spaces available for secondary education	83	33.2	68	27.2	46	18.4	53	21.2

Table 4.23 shows that 90 (36.0%) of teachers indicated that negative attitude to education rarely contributed to school dropout, 89 (35.6%) of teachers said that lack of school uniform did not at all contribute, 76 (30.4%) of teachers indicated that taking care of other family members and lack of physical facilities in school contributed rarely, 105 (42.0%) of teachers said that poor academic performance rarely contributed to school

dropout while 83 (33.2%) of teachers said that few spaces available for secondary education was mostly likely to contribute to learners drop out in schools.

When the respondents were asked to indicate the measures that could be taken to deter the pupils who drop out of school, headteachers said that the government should curb the dropout by establishing more high school institutions, introducing school feeding programme , supporting tuitions for pupils fully and introducing supplementary books to learners. Headteachers further added that the community should encourage FGM, drug abuse and the stakeholders to be provided with training on how to curb the dropout. They also said that teamwork among the stakeholders could curb the dropout of the primary learners. The above responses show that learner characteristics influenced pupil transition from primary to secondary schools.

4.6 Influence of family characteristics on learner transition from primary to secondary

To investigate the influence of family characteristics on learner transition from primary to secondary, the respondents were asked to respond to the items that established the same. Table 4.24 shows teachers responses.

Table 4.24: Teachers responses on influence of family characteristics on learner transition from primary to secondary

Statement	Yes		No	
	F	%	F	%
Poverty at family level contribute to drop out of learners and reduce transition from primary to secondary school	186	74.4	64	25.6
Household chores take up children' time and hinder them from attending school	188	75.2	62	24.8
Family problems prevent learners score low grades that would deny them opportunity to transit to secondary school	174	69.6	76	30.4
Family economic status affect transition of a learner from primary to secondary school	207	82.8	43	17.2

Table 4.24 shows that majority 186 (74.4%) of teachers said that poverty at family level contributed to drop out of learners and reduce transition from primary to secondary school, 188 (75.2%) of teachers said that household chores took up children' time and hinder them from attending school, 174 (69.6%) of teachers said that family problems prevented learners score low grades that would deny them opportunity to transit to secondary school while majority 207 (82.8%) of teachers said that family economic status affected transition of a learner from primary to secondary school. Table 4.16 shows headteachers responses on the same item.

Table 4.25: Headteachers’ responses on influence of family characteristics on learner transition from primary to secondary

Statement	Yes		No	
	F	%	F	%
Student’s performance is influenced by their involvement in gender domestic roles	34	100.0		
Home based problems/ challenges reduce transition rate of children from primary to secondary education	26	76.5	8	23.5

As indicated in table 4.25 findings shows that head teachers viewed that student’s performance was influenced by their involvement in gender domestic roles while majority 26 (76.5%) of head teachers reported that home based problems/ challenges reduce transition rate of children from primary to secondary education.

The study sought to establish how the family economic status background contributed to learner transition from primary to secondary. The headteachers indicated that learners left primary school to go and look for incentive jobs in the camp, pupils from poor background lacked learning materials and uniforms for secondary school education.

The study sought to investigate how socio-cultural factors affected transition of children from primary to secondary education, the respondents indicated that their culture

encouraged FGM and most girls got married after primary education as the society belief that it was not important for girls to attend higher education

4.7 Influence of school based factors on learner transition from primary to secondary

To investigate the influence of school based factors on learner transition from primary to secondary, the headteachers were asked to rate the learner attendance in their school on monthly basis. Table 4.26 presents the findings.

Table 4.26 Headteachers rate of the learner attendance in their school on monthly basis.

Reponses	F	%
41 %- 60%	10	29.4
61%- 80%	15	44.1
Above 81%.	9	26.5
Total	34	100.0

As indicated in table 4.26 data shows that 15 (44.1%) of head teachers said that the attendance in their school was 61%- 80% per month, 10 (29.4%) of head teachers said it was 41 %- 60% per month while 9 (26.5%) of head teachers said it was above 81%. When the head teachers were asked whether school and class attendance influenced learner transition from primary to high school, they responded as Table 4.27

Table 4.27: Headteachers responses on whether school and class attendance influenced learner transition from primary to high school

Reponses	F	%
Strongly Agree	16	47.1
Agree	14	41.1
Undecided	2	5.9
Strongly Disagree	2	5.9
Total	34	100.0

Table 4.27 shows that 16 (47.1%) of head teachers strongly agreed that school and class attendance influenced learner transition from primary to high school, 14 (41.1%) of head teachers agreed while 2(5.9%) of the head teachers strongly disagreed with the statement.

Table 4.28: Teachers responses on influence of school based factors on learner transition from primary to secondary

Statement	Strongly Agree		Agree		Disagree		Undecided		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
School and class attendance influence learner transition from primary to high school	147	58.8	79	31.6	17	6.7	7	2.8		
All teachers cover the syllabus in all subjects in all classes on time	178	71.2	71	28.4					1	0.4
Inadequate syllabus coverage influence progression to secondary school	112	44.8	103	41.2	11	4.4	9	3.6	15	6.0

Teacher qualification influence learner progression to secondary school	128	51.2	92	36.8	3	1.2	22	8.8	5	2.0
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Findings as tabulated in table 4.28 shows that majority 147 (58.8%) of teachers strongly agreed that school and class attendance influenced learner transition from primary to high school, 178 (71.2%) of teachers strongly agreed that all teachers covered the syllabus in all subjects in all classes on time, 128 (51.2%) of teachers strongly agreed that teacher qualification influenced learner progression to secondary school while 112 (44.8%) of teachers strongly agreed that inadequate syllabus coverage influenced progression to secondary school.

Table 4.29 shows headteachers responses on the same item.

Table 4.29: Headteachers responses on influence of school based factors on learner transition from primary to secondary

Statement	Strongly Agree		Agree		Disagree		Undecided		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
Inadequate syllabus coverage influence progression to secondary school	12	35.3	18	52.9	4	11.8				
Teacher qualification influence learner progression to secondary school	18	52.9	12	35.3	2	5.9	2	5.9		

As indicated in table 4.29 majority 18 (52.9%) of head teachers agreed that inadequate syllabus coverage influenced progression to secondary school, the same number of headteachers indicated that teachers qualification influence learner progression to secondary school.

Table 4.30: Headteachers responses on whether school based factors influenced learner transition from primary to secondary

Statement	Yes		No	
	F	%	F	%
All teachers cover the syllabus in all subjects in all classes on time	23	67.6	11	32.4
My school have adequate teaching resources from all learners	10	29.4	24	70.6
My school have a public discipline policy	27	79.4	7	20.6

Findings indicated in table 4.30 above shows that majority 23 (67.6%) of head teachers said that their teachers covered the syllabus in all subjects in all classes on time, 24 (70.6%) of head teachers said that their school lacked adequate teaching resources from all learners while majority 27 (79.4%) of head teachers indicated that their school had a public discipline policy. Table 4.31 tabulates the teachers' responses on the same item.

Table 4.31: Teachers responses on whether school based factors influenced learner transition from primary to secondary

Statement	Yes		No	
	F	%	F	%
My school have adequate teaching resources from all learners	77	30.8	173	69.2
My school have a school discipline policy	199	79.6	51	20.4

As indicated in table 4.31 findings shows that majority 173 (69.2%) of teachers said that their school lacked adequate teaching resources from all learners while majority 199 (79.6%) of head teachers indicated that their school had a public discipline policy. The study further sought to establish whether the number of teachers who were trained from recognized teacher training colleges. Data shows that majority 145 (58.0%) of teachers indicated that there were less than 5% teachers in their current school who were trained from recognized teacher training colleges as indicated by Table 4.32

Table 4.32 Headteachers responses on the number of teachers who were trained from recognized teacher training colleges

Reponses	F	%
Less than 5%	19	58.0
6 -10%	10	29.2
11 -20%	4	10.0
Above 21%	1	2.8
Total	34	100.0

Data from the headteachers agreed with teachers responses as majority 19 (55.9%) of head teachers said that the teachers who were trained from recognized teacher training colleges were less than 5 % in their current school.

To establish how the public discipline policy influenced learners' progression to secondary school, the respondents were asked to indicate the same. Findings shows that the policy maintained learners in classroom and made them be committed in case of absence of teacher, learners were given guidance and counselling that boosts their discipline by the policy and also improved attendance and punctuality of learners hence the learning was effective. The respondents further indicated that discipline policy helped the learners focus on high performance hence acquiring high chances of joining secondary schools.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on summary of findings, discussions, conclusions, recommendations and suggestions for further research.

5.2 Summary of the findings

Findings revealed that pupil performance influenced learner transition from primary to secondary. For example majority 20 (58.8%) of head teachers agreed that pupils who got low grades are likely not to transit to secondary school. It was also revealed that majority 27 (70.6%) of head teachers strongly agreed that students with good grades are better prepared for upper secondary education. Majority 151 (60.4%) of teachers indicated that learners in their school failed to achieve high goods grades in examinations hence could not transit to secondary school. Majority 151 (60.4%) of teachers reported that pupils social background mostly influenced learners' grades. It was also revealed that majority 195 (78.0%) of teachers said that there were no cases where parents had withdrawn their children from school due to poor performance hence could not transit to secondary school.

The above data has established that pupils' performance was a factor that influenced pupils transition from primary to secondary schools. After discussing how performance affected pupils' transition, attention was focuses on how learner characteristics influenced transition from primary to secondary schools.

Findings also revealed that pupil characteristics influenced learner transition from primary to secondary. For example majority 18 (52.9%) of head teachers agreed that most of the students failed to join secondary schools for domestic activities and in order to subsidize the family income. Majority 134 (53.6%) of teachers strongly agreed that students self-image (confidence/ personality/ conduct/ discipline/ character) influenced their ability to proceed with their basic education. Majority 30 (88.2%) of the headteachers indicated that parents influenced their children's education. Majority 30 (88.2%) of head teachers and 159 (63.6%) teachers said that children who had at any time been abused, exploited failed to complete basic education hence limiting them from joining secondary school. It was also reported that early marriages most likely contributed to dropping out of school hence making pupils not transit to secondary school.

Findings revealed that family characteristics influenced learner transition from primary to secondary. For example, 186 (74.4%) of teachers said that poverty at family level contributed to drop out of learners and reduce transition from primary to secondary school, 188 (75.2%) of teachers said that household chores took up children' time and hinder them from attending school, 174 (69.6%) of teachers said that family problems

prevented learners score low grades that would deny them opportunity to transit to secondary school while majority 207 (82.8%) of teachers said that family economic status affected transition of a learner from primary to secondary school. The headteachers viewed that student's performance was influenced by their involvement in gender domestic roles while majority 26 (76.5%) of head teachers reported that home based problems/ challenges reduce transition rate of children from primary to secondary education. The headteachers indicated that learners left primary school to go and look for incentive jobs in the camp, pupils from poor background lacked learning materials and uniforms for secondary school education. It was also revealed that socio-cultural factors such as FGM affected transition of children from primary to secondary education.

Findings also revealed that school based factors influenced learner transition from primary to secondary. For example, 16 (47.1%) of head teachers strongly agreed that school and class attendance influenced learner transition from primary to high school while 14 (41.2%) of head teachers agreed. Majority 147 (58.8%) of teachers strongly agreed that school and class attendance influenced learner transition from primary to secondary school while 112 (44.8%) of teachers strongly agreed that inadequate syllabus coverage influenced progression to secondary school. Majority 18 (52.9%) of head teachers agreed that inadequate syllabus coverage influenced progression to secondary school, the same number of headteachers indicated that teachers qualification influence learner progression to secondary school. Majority 19 (55.9%) of head teachers said that the teachers who were trained from recognized teacher training colleges were less than 5 % in their current school.

5.3 Discussions of the findings

Based on the findings, the study concluded that pupil performance influenced learner transition from primary to secondary. Pupils who got low grades are likely not to transit to secondary school. Learners who failed to achieve high goods grades in examinations hence could not transit to secondary school. The study concluded that pupils performance was a factor that influenced pupils transition from primary to secondary schools. After discussing how performance affected pupils' transition, attention was focuses on how learner characteristics influenced transition from primary to secondary schools. The following section presents that.

The study also concluded that pupil characteristics influenced learner transition from primary to secondary. For example, most of the students failed to join secondary schools for domestic activities and in order to subsidize the family income. Pupils self image (confidence/ personality/ conduct/ discipline/ character) influenced their ability to proceed with their secondary education. Parents influenced their children's education. Children, who had at any time been abused, exploited failed to complete basic education hence limiting them from joining secondary school. It was also reported that early marriages most likely contributed to dropping out of school hence making pupils not transit to secondary school.

It was also concluded that family characteristics influenced learner transition from primary to secondary. For example, poverty at family level contributed to drop out of learners and reduce transition from primary to secondary school. Household chores took

up children' time and hinder them from attending school, family problems prevented learners score low grades that would deny them opportunity to transit to secondary school. Home based problems/ challenges reduce transition rate of children from primary to secondary education. The headteachers indicated that learners left primary school to go and look for incentive jobs in the camp, pupils from poor background lacked learning materials and uniforms for secondary school education. It was also revealed that socio-cultural factors such as FGM affected transition of children from primary to secondary education. It was also concluded that school based factors such as class attendance, inadequate syllabus coverage and teachers' qualification influenced learner transition from primary to secondary.

5.4 Recommendations

The following were the recommendations based on the findings of this study

- i. There is need to create conducive school environment to enhancing students performance so that as many pupils are able to transition from primary to secondary.
- ii. There is need to address issues that cause pupil drop out so as to enhance learner transition from primary to secondary.
- iii. There is need to involve parents in the education of their children so as to minimize the family factors that hinder pupil transitions from primary to secondary.

5.5 Suggestions for further research

Taking the limitations and delimitations of the study, the following are the suggestions for further research

- i. A study on the implementation of government policy on refugee education
- ii. A study on factors affecting refugee pupil participation in primary school
- iii. A study on the influence of NGO in enhancing refugee pupil participation in education.

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APPENDICES

Appendix A

Transmittal letter

University of Nairobi
Department of Extra Mural
Studies
P.O Box 120
Nairobi

Dear Sir/Madam,

I am a postgraduate student of University of Nairobi undertaking a research project on the factors influencing learner's transition from primary to secondary schools in Dadaab Refugee Complex.

You have been selected to participate in this study. I therefore seek your permission to be allowed to visit your school and collect the necessary information. The information collected will be treated with outmost confidentiality and it will be used for educational research only.

Your participation in the study will be highly appreciated.

Thank you in advance.

Musa Dahir

Cellphone 0721246777

APPENDIX B:

QUESTIONNAIRE FOR HEADTEACHERS

SECTION A: Demographic information

1. Indicate your gender?

Male [] Female []

2. Indicate your age bracket in years?

Less than 25 [] 25-29 [] 30-34 []

35-39 [] Above 40 []

3. Indicate your highest academic qualification?

Masters Degree []

Bachelors Degree []

Diploma []

4. For how long have you been teaching?

Less than 5 years []

Between 5-9 years []

Between 10-14 years []

Between 15-19 years []

Above 20 years []

5. For how many years have you been in the present school?

- Less than 5 years []
- Between 5-9 years []
- Between 10-14 years []
- Between 15-19 years []
- Above 20 years []

SECTION B: Influence of pupil performance on learner transition from primary to secondary

6. Students who get low grades are likely to leave school

- Strongly Agree []
- Agree []
- Undecided []
- Disagree []
- Strongly Disagree []

7. Students experiencing difficulty in meeting the academic demands of the school tend to leave school

- Strongly Agree []
- Agree []
- Undecided []

Disagree []

Strongly Disagree []

8. Students with good grades are better prepared for upper secondary education

Strongly Agree []

Agree []

Undecided []

Disagree []

Strongly Disagree []

SECTION C: Influence of pupil learner characteristics on transition from primary to secondary

9. How often do you identify what motivates learners so that they attend educational programmes?

Always []

Frequently []

Sometimes []

Never []

10. What shapes the behaviour and the perceptions of your students

11. Most of the students fail to join secondary schools for domestic activities and in order to subsidize the family income

Strongly Agree []

Agree []

Undecided []

Disagree []

Strongly Disagree []

12. Students self image influence learner transition from primary to secondary

Strongly Agree []

Agree []

Undecided []

Disagree []

Strongly Disagree []

13. Students with low expectations for themselves encourage others to hold low expectations also.

Strongly Agree []

Agree []

Undecided []

Disagree []

Strongly Disagree []

14. Do most parents influence their children's education?

Yes []

No []

15. Children who are abused, exploited fails to join secondary schools

Yes []

No []

SECTION D: Influence of learner drop out on learner transition from primary to secondary

16. How can you rate students drop out in your school

High []

Low []

Average []

17. Are there students that were with you in lower levels of school but then dropped out?

Yes () No ()

(b) If yes what were the reasons?

18. The following are some of the reasons contributing to dropping out of school. Give your opinion by ticking the appropriate column in the table below.

Reasons	Most likely	Likely	Rarely	Not at all
Parental disinterest in education				
Early marriage				
Poverty at home				
Distance from school				
Lack of role models at home				

Lack of parental support				
Female Genital Mutilation (FGM)				
Lack of teachers				
Lack of toilets for girls at school				

19. What are the measures that can be taken to deter the pupils who drop out of school?

SECTION E: Influence of family characteristics on learner transition from primary to secondary

20. Student's performance is influenced by their involvement in gender domestic roles

Yes () No ()

21. Domestic problems contribute to learner transition from primary to secondary?

Yes () No ()

22. How does low socio-cultural and economic background contribute to learner transition from primary to secondary?

SECTION F: Influence of school-based factors on learner transition from primary to secondary

23. (a) How will you rate learner attendance in your school on monthly basis

(i) Less than 40% per month []

(ii) 41% - 60% per month []

(iii) 61% - 80% per month []

(iv) Above 81% []

(b) School and class attendance influence learner transition from primary to High School?

Strongly Agree []

Agree []

Undecided []

Disagree []

Strongly Disagree []

24. (a) In your school do all teachers cover the syllabus in all subjects in all classes on time

Yes () No ()

(b) Inadequate syllabus coverage influence progression to secondary school?

Strongly Agree []

Agree []

Undecided []

Disagree []

Strongly Disagree []

25. Does the school have adequate teaching resources for all learners?

Yes () No ()

26. (a) In your current school, how any teachers are trained from recognized teacher training colleges

(i) Less than 5%. []

(ii) (ii) 6% -10% []

(iii) (iii) 11% - 20% []

(iv) (iv) Above 21% []

27. (b) From (a) above, does the teacher qualification influence learner progression to secondary school

Strongly Agree []

Agree []

Undecided []

Disagree []

Strongly Disagree []

28. (a) Does your school have a pupil discipline policy?

Yes () No ()

(b) If yes or no, how has the policy or absence of policy influenced learners' progression to secondary school?

29. _____

APPENDIX C:
QUESTIONNAIRE FOR TEACHERS

Section A: Demographic Information

1. Indicate your gender

Male [] Female []

2. Indicate your age

25 – 30 years []

31 – 35 years []

36 – 40 years []

41 – 45 years []

46 – 50 years []

51 and above []

3. What is your highest professional qualification

Graduate teacher []

Diploma teacher []

P1 teacher []

4. For how long have you been teaching?

Less than 5 years []

Between 5-9 years []

Between 10-14 years []

Between 15-19 years []

Above 20 years []

30. For how many years have you been in the present school?

a) Less than 5 years []

b) Between 5-9 years []

c) Between 10-14 years []

d) Between 15-19 years []

e) Above 20 years []

4. How many streams are there in your school?

1 stream []

2 streams []

3 streams []

4 streams []

5 streams []

5. How many students are there is your school? _____

6. Do you have more male or female students?

More male students []

More female students []

7. Are there more male teachers or female teachers?

More male teachers []

More female teachers []

SECTION B: Influence of pupil performance on learner transition from primary to secondary

8. Students in my school have frustration of failing to achieve good grades

Yes [] No []

9. Do you have cases where students are with you in lower levels of school but then dropped out?

Yes [] No []

10. Which of the following mostly influence learners' grades?

Students' social background []

Gender []

Parents' education []

Cultural beliefs []

11. Have you experienced cases where parents have withdrawn their children from school due to poor performance?

Yes []

No []

SECTION C: Influence of pupil learner characteristics on transition from primary to secondary

12. How often do you identify what motivates learners so that they attend educational programmes?

Always []

Frequently []

Sometimes []

Never []

13. What shapes the behaviour and the perceptions of your students

14. Most of the students fail to join secondary schools for domestic activities and in order to subsidize the family income

Strongly Agree []

Agree []

Undecided []

Disagree []

Strongly Disagree []

15. Students self-image influence learner transition from primary to secondary

Strongly Agree []

Agree []

Undecided []

Disagree []

Strongly Disagree []

16. Students with low expectations for themselves encourage others to hold low expectations also.

Strongly Agree []

Agree []

Undecided []

Disagree []

Strongly Disagree []

17. Do most parents influence their children's education?

Yes []

No []

18. Children who are abused, exploited fails to join secondary schools

Yes []

No []

SECTION D: Influence of learner drop out on learner transition from primary to secondary

19. Poverty among families contribute to learner drop out of learner transition from primary to secondary

Yes []

No []

20. How is the learner drop out affecting transition in your schools?

High []

Average []

Low []

21. The following are some of the reasons contributing to dropping out of school. Give your opinion by ticking the appropriate column in the table below.

Reasons	Most likely	Likely	Rarely	Not at all
Negative attitude to education				
Lack of school uniform				
Taking care of other family members				
Lack of physical facilities in school				
Drug and substance abuse				
Poor academic performance				
Conflict with teachers				
Lack of school fees				

22. Suggest ways that could be used to retain students in schools.

SECTION E: Influence of family characteristics on learner transition from primary to secondary

23. Home chores consume child's time hence are not able to attend secondary education

Yes () No ()

24. Domestic problems contribute to learner transition from primary to secondary?

Yes () No ()

25. How does low socio-cultural and economic background contribute to learner transition from primary to secondary?

26. _____

SECTION F: Influence of school-based factors on learner transition from primary to secondary

27. (a) How will you rate learner attendance in your school on monthly basis

Less than 40% per month []

41% - 60% per month []

61% - 80% per month []

Above 81% []

(b) School and class attendance influence learner transition from primary to High School?

Strongly Agree []

Agree []

Undecided []

Disagree []

Strongly Disagree []

28. (a) In your school do all teachers cover the syllabus in all subjects in all classes on time

Yes () No ()

(b) Inadequate syllabus coverage influence progression to secondary school?

Strongly Agree []

Agree []

Undecided []

Disagree []

Strongly Disagree []

29. Does the school have adequate teaching resources for all learners?

Yes () No ()

30. (a) In your current school, how any teachers are trained from recognized teacher training colleges

Less than 5%. []

6% -10% []

11% - 20% []

Above 21% []

31. (b) From (a) above, does the teacher qualification influence learner progression to secondary school

Strongly Agree []

Agree []

Undecided []

Disagree []

Strongly Disagree []

32. (a) Does your school have a pupil discipline policy?

Yes () No ()

(b) If yes or no, how has the policy or absence of policy influenced learners' progression to secondary school?
