

**FACTORS INFLUENCING PUPILS' TRANSITION RATES FROM
PRIMARY TO SECONDARY SCHOOL IN KIAMBU SUB-
COUNTY, KENYA**

Anncarol Mathia

**A Research Project Submitted in Partial Fulfillment of the
Requirements for the Award of Degree of Master of Education in
Educational Planning,
University of Nairobi.**

2015

DECLARATION

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

Anncarol Mathia

E55/63542/2013

This research project has been submitted for examination with our approval as a University Supervisors.

Dr. Rose Obae

Lecturer

Department of Educational Administration and Planning,

University of Nairobi

Mr. Fedinand Mbeche

Lecturer

Department of Educational Administration and Planning,

University of Nairobi

DEDICATION

This work is dedicated to my loving husband Julius Mathia Wambiri and my children Felix Wambiri Mathia, Liz Maragi Mathia and Walter Wamatu Mathia. To you all thank you very much.

ACKNOWLEDGEMENT

I am grateful to God the Almighty from where I draw my strength, intellect and inspiration. I wish to acknowledge the following people for their unwavering and inspiring efforts and support in ensuring my completion of the project. This study would not have been accomplished were it not to the advice, consideration, counsel and patience accorded to me by my supervisors; Dr. Rose Obae and Mr. Ferdinand Mbeeche of the University of Nairobi. The requisite special thanks to go to my brother Peter, my sisters Faith, Irene, Joyce, purity, Mercy, Jane, Charity and my friend Mary Kimani for providing a helpful sounding wall for an exchange of ideas and lifting me up whenever necessary. Joyce, Mary and Purity in particular have always provided all that I required for my struggle.

My sincere heartfelt gratitude goes to my three children Felix, Liz, Walter and my husband Julius. Again appreciation to the National Commissions for Science, Technology and Innovations for granting permission to undertake research, DEO Kiambu Sub County and his team who gave me information needed to accomplish my research. I cannot forget to thank all head teachers, teachers and pupils of the school under study for cooperation during my study. Last but not least I salute the entire staff of Kasarini School led by Mrs. Mary Alice Njoki Muchiri for their unrivalled care and consideration which has culminated into this great accomplishment.

TABLE OF CONTENTS

Content	Page
Title page	i
Declaration	ii
Dedication.....	iii
Acknowledgement.....	iv
Table of contents	v
List of tables.....	ix
List of figures.....	xiv
Abbreviations and acronyms.....	xv
Abstract.....	xvi

CHAPTER ONE

INTRODUCTION

1.1 Background to the study.....	1
1.2 Statement of the problem.....	6
1.3 Purpose of the study.....	7
1.4 Objectives of the study	7
1.5 Research questions	7
1.6 Significance of the study	8
1.7 Limitations of the study.....	8
1.8 Delimitation of the study.....	9
1.9 Basic assumption of the study.....	9
1.10 Definition of significant terms	9

1.11 Organization of the study.....	10
-------------------------------------	----

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	12
2.2 Transition rates globally.....	12
2.3 Parental level of education and pupils' transition rates.....	14
2.4 Cost of education and pupils' transition rates.....	15
2.5 Pupils home background and pupils` transition rates	16
2.6 Summary of reviewed literature.....	17
2.7 Theoretical framework.....	18
2.7 Conceptual framework.....	19

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	21
3.2 Research design.....	21
3.3 Target population.....	21
3.4 Sample size and sampling procedures.....	22
3.5 Research instruments	23

3.6 Validity of the instrument	23
3.7 Reliability of the instruments	24
3.8 Data collection procedures	25
3.9 Data analysis techniques	25
3.10 Ethical considerations	25

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION S

4.1 Introduction.....	27
4.2 Response rate.....	27
4.2.1 Demographic data of head teachers.....	28
4.2.2 Demographic data of teachers	31
4.2.3 Demographic data of pupils	34
4.3 Parental level of education and pupils’ transition rates from primary to secondary school	36
4.4 Pupils home background and pupils’ transition rates from primary to secondary school	45
4.5 Cost of education and pupils’ transition rates from primary to secondary school.....	56

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	66
5.2 Summary of the study.....	66
5.3 Findings of the study.....	67
5.4 Conclusions.....	68

5.5 Recommendations.....	69
5.6 Suggestions for further studies.....	69
REFERENCE.....	71

APPENDICES

Appendix I: Letter of Introduction.....	74
Appendix II: Questionnaire for the Head Teachers.....	75
Appendix III: Questionnaire for the Teachers.....	79
Appendix IV: Questionnaire for the Pupils.....	83
Appendix V: Letter of Authority.....	86
Appendix VI: Research Permit.....	87

LIST OF TABLES

Table	Page
Table 1.1 Transition from primary to secondary in Kiambu Sub-County	5
Table 3.1 Sample Size.....	23
Table 4.1 Response rate.....	27
Table 4.2 Head teachers' gender	28
Table 4.3 Head teachers' age	28
Table 4.4 Head teachers' highest academic qualification.....	29
Table 4.5 Head teachers' professional experience in years.....	30
Table 4.6 Head teachers' years in current school.....	30
Table 4.7 Teachers' gender	31
Table 4.8 Teachers' age	32
Table 4.9 Teachers' highest academic qualification.....	32
Table 4.10 Teachers' professional experience in years.....	33
Table 4.11 Teachers' years in current school.....	34
Table 4.12 Pupils' gender	34
Table 4.13 Pupils' age	35
Table 4.14 Pupils' responses on their parents academic qualification	35
Table 4.15 Head teachers' responses on uneducated parents and pupils transition to post Primary school.....	36
Table 4.16 Teachers' responses on whether pupils from uneducated parents do not make a successful transition to post-primary school.....	37

Table 4.17 Head teachers’ responses on whether parental level of education influence pupils’ transition rates from primary to secondary school.....	38
Table 4.18 Teachers’ responses on whether parental level of education influence pupils’ transition rates from primary to secondary school.....	39
Table 4.19 Head teachers’ responses on parental level of education and pupils’ transition rates from primary to secondary school.....	40
Table 4.20 Pupils’ responses on whether high academic attainment of parents significantly reduce chances of primary school dropout.....	41
Table 4.21 Pupils’ rating on the economic background of the parents.....	42
Table 4.22 Pupils’ responses on whether lower income families make to secondary school.....	42
Table 4.23 Pupils’ responses on the most likely parents to enroll their children to secondary school.....	43
Table 4.24 Teachers’ responses on parental level of education and pupils’ transition rates from primary to secondary school.....	44
Table 4.25 Head teachers’ responses on whether pupils from lower income background do not make a successful transition to post-primary school.....	46
Table 4.26 Teachers’ responses on whether pupils from lower income background do not make a successful transition to post-primary school.....	46
Table 4.27 Head teachers’ responses on whether pupils home background influence pupils’ transition rates from primary to secondary school.....	47
Table 4.28 Teachers’ responses on whether pupils home background influence pupils’ transition rates from primary to secondary school.....	48

Table 4.29 Head teachers' responses on whether parents from well up background support their child's adjustment to the new school.....	49
Table 4.30 Teachers' responses on whether parents from well up background support their child's adjustment to the new school.....	49
Table 4.31 Head teachers' responses on whether socio-cultural and economic background contribute to learner transition to post-primary school.....	50
Table 4.32 Teachers' responses on whether socio-cultural and economic background contribute to learner transition to post-primary school.....	51
Table 4.33 Head teachers' responses on whether parents from good economic background are able to mobilize resources to support children during challenging time.....	51
Table 4.34 Teachers responses on whether parents from good economic background are able to mobilize resources to support children during challenging time.....	52
Table 4.35 Head teachers' responses on whether pupils from good background have got higher self-esteem.....	52
Table 4.36 Teachers' responses on whether pupils from good background have got higher self-esteem.....	53
Table 4.37 Head teachers' responses on whether parents from good economic background motivates their children to attend educational programs.....	54
Table 4.38 Teachers' responses on whether parents from good economic background motivates their children to attend educational programs.....	54
Table 4.39 Pupils response on the cost of secondary education.....	55

Table 4.40 Pupils responses on whether parents were able to meet operational costs for secondary education.....	56
Table 4.41 Pupils responses on whether cost of education for joining secondary school influences transition from primary to secondary schools.....	57
Table 4.42 Head Teachers’ responses on whether affordability is the major challenge to access of secondary education.....	57
Table 4.43 Teachers’ responses on whether affordability is the major challenge to access of secondary education.....	58
Table 4.44 Head Teachers’ responses on whether parents are not able to meet some operational costs for secondary education.....	58
Table 4.45 Teachers’ responses on whether parents are not able to meet some operational costs for secondary education.....	59
Table 4.46 Head Teachers’ responses on whether children from poor households are less likely to participate in secondary education.....	59
Table 4.47 Teachers’ responses on whether children from poor households are less likely to participate in secondary education.....	60
Table 4.48 Head Teachers’ responses on whether direct cost is too high for parents.....	61
Table 4.49 Teachers’ responses on whether direct cost is too high for parents.....	61
Table 4.50 Head Teachers’ responses on whether inability of the poor to meet education costs for all their children is a barrier to education.....	62
Table 4.51 Teachers’ responses on whether inability of the poor to meet education costs for all their children is a barrier to education.....	62

Table 4.52 Head Teachers' responses on whether the cost of education for joining secondary school influences transition from primary to secondary schools.....	63
Table 4.53 Teachers' responses on whether the cost of education for joining secondary school influences transition from primary to secondary schools.....	63
Table 4.54 Head Teachers' responses on whether the direct and indirect costs of education are high for secondary education.....	64
Table 4.55 Teachers' responses on whether the direct and indirect costs of education are high for secondary education.....	64

LIST OF FIGURES

Figure	Page
Figure 2.1 Relationship between pupils' transition from primary and secondary schools in Kiambu Sub County	19

LIST OF ABBREVIATIONS

CEO	County Education Officer
EFA	Education For All
FDSE	Free Day Secondary Education
FPE	Free Primary Education
GER	Gross Enrollment Rate
GPI	Gender Parity Index
NACOSTI	National Commissions for Science, Technology and Innovations
NER	Net Enrolment Ratios
SPSS	Statistical Package for Social Science
UNESCO	United Nations Scientific and Cultural Organization

ABSTRACT

The purpose of the study was to establish factors influencing pupils' transition rates from primary to secondary school in Kiambu Sub-County, Kenya. The study was guided by three research objectives. Research objective one sought to assess whether parental level of education influence pupils' transition rates from primary to secondary school, research objective two sought to establish whether cost of education influence pupils' transition rates from primary to secondary school while research objective three sought to assess whether pupils' home background influence pupils' transition rates from primary to secondary school in Kiambu Sub-County. Descriptive survey design was used because it enabled the researcher to gather information concerning factors influencing pupils' transition rates from primary to secondary school in Kiambu Sub-County. The study was based on systems theory (1968). The questionnaire were issued to a size of 13 head teachers, 28 class teachers, 649 pupils from 13 public primary schools while quantitative data was analyzed through descriptive statistics. The findings revealed that parental level of education influence pupils' transition rates from primary to secondary school which shows that parent's level of education had a lot of impact on schooling of children because the more educated parents were the more they were likely to enroll their children and push them through school. The study also revealed that high academic attainment of parents significantly reduce chances of primary school dropout. The cost of secondary education was very high. This was because parents were required to meet some operational costs such as maintenance and may be required to pay for many other things including food, uniforms, learning materials, boarding fee, medical care and special equipment. Direct cost was too high for parents as indicated by eight(61.5%) of head teachers and inability of the poor to meet education costs for all their children was a barrier to education as indicated by eight(61.5%) of head teachers. The study concluded that parental level of education influenced pupils' transition rates from primary to secondary school. It was also concluded that high academic attainment of parents significantly reduced chances of primary school dropout. It was also concluded that pupils from lower income background do not make a successful transition to post-primary school, and that parents from good economic background motivates their children to attend educational programs. It was also concluded that the major challenge to access of secondary education was that parents were not able to meet some operational costs for secondary education. The study lastly concluded that direct cost was too high for parents and inability of the poor to meet education costs for all their children was a barrier to education. In the light of the research findings, the researcher recommended that the government should make proper decisions on measures required for maximum pupils' transition rates in the secondary school. The head teachers should involve all the stakeholders in addressing the issues of non-access to secondary schools and come up with ways of addressing the issue of transition. The researcher suggests that since the study was based on one area, similar studies to be conducted in larger areas to compare the results.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without a substantial investment in human capital. The right to education has been reaffirmed internationally (Abagi,2009). Article 28 of the United Nations Convention on the rights of the child states that every child has a right to education no matter what his or her circumstances and the Government of Kenya has stated its commitment to making this a reality (Republic of Kenya, 2005).According to UNESCO (2008), equity in education should ensure provision of appropriate, relevant and viable learning opportunities to all children without distinction of location.

The importance of effective and appropriate arrangements for the transition 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. Abagi and Sheila, (2011), examined the issue of continuity and progression in the context of the National Curriculum and its emphasis on curriculum continuity.

In Asian countries, public investments were made in primary and secondary education after the Second World War. For instance, Singapore and South Korea adopted policies aimed at increasing quality and access to secondary education through enhancing transitions rates. Yet such policies did not guarantee increased access to secondary

education as participation rates in vocational secondary education remained below 50 per cent (Dunlop, 2002; World Bank, 2005). However, countries such as Japan that took urgent measures to increase transition to secondary education through increased public investment are now enjoying economic benefits.

In Chile, the principal barrier in transiting from primary to secondary education is in institutional funding, the admissions process and the quality of education at secondary level. In Latin America, for instance, the playing field on which individuals and groups compete for their share of limited resources is far from level. The inequalities of education are related to children's' home background status, cost of education, house hold vulnerability and low levels of parental education often resulting in early desertion and high rates of repetition at school thus affecting transition rates (Ali, C.2007).

Many countries have not yet abandoned the practice of selection in favor of certification and transition though academic performance. The form of selecting primary graduates based on norms rather than on academic performance has taken place in Asia and Latin America. Majority of Africa youth fail their junior examinations while their counterparts elsewhere succeed at the rate of 60 – 70%. Most of these failures therefore fail to transit to secondary school cycle. The situation is similar in West and South Asia where high population countries such as Bangladesh, India and Pakistan have Net Enrolment Ratios (NER) ranging from 20% and 24% respectively (ADEA 2004).

Education in most parts of Africa receives only 15% of total public spending on education. With a Gross Enrollment Rate (GER) of 26.8% compared to 56.6% for developing countries as a whole, Africa secondary education lags behind. If expected

progress towards Universal Primary Education is to be achieved and if efforts on the same scale are not invested in lower secondary, education from primary to Secondary transition rates on Africa will plummet (ADEA, 2004). Many African countries are undertaking important economic reforms, improving. Macroeconomic management, liberalizing markets and trade, and widening the space for private sector activity. Where such reforms have been sustained they produced economic growth and reduced poverty. However, Africa still faces serious development challenges in human development, notably in post-primary education.

Since their independence, the nations of Sub-Saharan Africa have invested heavily in education. In many African countries, however, enrollments have stagnated recently, and the quality of education has apparently declined (World Bank Policy Study, 1988) .The reversals have occurred in an environment of unprecedented population growth, mounting fiscal austerity, and often tenuous political and administrative institutions. Each of these factors have hurt education in the region, and the ensuing deterioration in educational services has made it difficult to solve the region's economic and social problems .To break this cycle of eroding prospects for the people of this region, policies need to be identified that will renew progress in Africa's education in response to international commitments to Education for All (EFA) goals and Millennium Development Goals.

In many developing countries only a minority of children ever complete their secondary education. In Africa today, just one child in five completes junior secondary school. The advances made by African nations since their independence are now seriously threatened- in part by factors outside education. Africa's explosive population growth greatly

increases the number of children seeking access to schools and increases the number of potential illiterates and reduces the number of students transiting to secondary schools. Kenya is not exceptional.

Studies on transition from primary to secondary education in Ghana show that although the FCUBE made an overall enrolments increase; children from poor households continue to be underrepresented in enrolments (Akyeampong, 2009; Rolleston, 2009). Akyeampong (2009) and Rolleston (2009) made it explicit that not only indirect costs hinder access of the poor but also opportunity costs substantially affect the chances of poor children to enroll in and complete basic education. A study of transition patterns in Malawi also concludes that access to secondary education in the country continues to reflect household wealth (Chimombo, 2009). Thus, despite direct fees being abolished, these studies clarify that the abolition of fees has not been enough to ensure transition from primary to secondary education.

Access to education in Kenya has not been evenly distributed across sexes, regions and social groups (Ali, C. 2007). According to EFA monitoring Report (2012), Kenya is one of the countries where the secondary enrollment has significantly increased together with Burkina Faso, Burundi, Chad, Congo, Niger, Tanzania among others. The government of Kenya, in 2003, launched Free Primary Education (FPE) which was followed by Free Day Secondary Education (FDSE) in 2008. The developments resulting in the implementation of free basic education began in 2003, during the National Conference on Education and Training. However, regional disparities have continued to prevail in transition with some regions showing drastic drops in their transition rates. The World Bank policy on education has been on primary education completion, equality of access

and improved learning outcomes, leading to improved access to secondary school education. The bank further endorsed the MDG calling for universal completion of primary education by the year 2015 hence increase transition to secondary education.

Given that those children who reach the last grade of primary school are more likely to be from better -off households, children from poorer households are less likely to be able to access secondary education.

Table 1.1 presents data on transition from primary to secondary in Kiambu Sub-County

Table 1.1 Transition from primary to secondary in Kiambu Sub-County

Year	Percentage transition (National)	Kiambu Sub-County
2010	70.42	49.22%
2011	71.01	49.02%
2012	72.32	49.01%
2013	72.21	48.22%

Source: Kiambu County Education Office, 2015

Data on Table 1.1 shows that transition from primary to secondary schools in Kiambu County has been below that of the National transition. It has also remained at more or less at 48.2% despite the increase in national transition. This suggests that there are persistent determinants in access to secondary education in the country, despite rapid increases in form 1 enrolments in recent years. There are still concerns about who accesses secondary school in Kenya, despite increases in overall numbers. This study

therefore sought to investigate the factors that influence pupils' transition rates from primary to secondary school.

1.2 Statement of the problem

The transition from primary to post-primary school has been recognized as a crucial stage in young people's educational journey. It marks a break in the continuity of schooling and can be a time of opportunity for young people. However, it is also a time of vulnerability. Students are required to leave the familiar surroundings, relationships and expectations of their primary school and enter into a new social, cultural and educational setting. Such changes make transfer from first to second-level a significant life event.

Kiambu Sub-County falls in the former Kiambu County. The sub-county's primary to secondary transition rate is lower than that of the national and central region transition rates of 59.60 and 49.4 percent respectively in 2000 to 2014 (Kiambu county, education office, 2015). The sub-county's transition rate at that period stood at 48.2 per cent. The low transition rates that have been repeated over the years in the Sub County goes against the government's efforts to increase the primary to secondary transition rates in the country to 70 per cent. This worrying scenario of low transitions from primary to secondary in this sub county called for an investigation so that solutions to this trend could be effected. This therefore prompts the researcher to conduct a research in the sub county to establish the underlying factors influencing pupil transitions from primary to secondary schools in the region and fill the existing knowledge gap.

1.3 Purpose of the study

The purpose of the study was to establish factors influencing pupils' transition rates from primary to secondary school in Kiambu Sub-County, Kenya

1.4 Objectives of the study

The study was guided by the following objectives

- i. To assess the extent to which parental level of education influences pupils' transition rates from primary to secondary school in Kiambu Sub-County
- ii. To establish the extent to which the cost of education influences pupils' transition rates from primary to secondary school in Kiambu Sub-County
- iii. To examine the extent to which the pupils' home background influences pupils' transition rates from primary to secondary school in Kiambu Sub-County

1.5 Research questions

The study was guided by the following questions

- i. To what extent did parental level of education influenced pupils' transition rates from primary to secondary school in Kiambu Sub-County?
- ii. To what extent did the cost of education influenced pupils' transition rates from primary to secondary school in Kiambu Sub-County?
- iii. To what extent did pupils' home background influenced pupils' transition rates from primary to secondary school in Kiambu Sub-County?

1.6 Significance of the study

It is anticipated that this study may bring the factors influencing pupils' transition rates from primary to secondary school in Kiambu Sub-County, Kenya. It is also anticipated that the outcome of the study may assist the government in making decisions on measures required for maximum pupils' transition rates in the county. The study findings may be important to school head teachers in establishing how they can involve all the stakeholders in addressing the issues of non-access to secondary schools. School head teachers may benefit from the findings of the study in that they may be equipped with knowledge on how they can increase head teachers ways of addressing the issue of transition. Lastly, the study would facilitate individual researchers and academicians in education planning identify gaps on factors influencing pupils` transition rates from primary to secondary school in Kiambu Sub County and carry out research in those areas.

1.7 Limitations of the study

Limitation is an aspect of research that may influence the results negatively, but over which, the researcher has no control (Mugenda & Mugenda, 2003). There would have been a possibility of some respondents giving minimal cooperation, fearing that the study detected their administrative incompetence. This was mitigated by ensuring that the information given was kept confidential. It was also possible that some teachers would not give honest information for fear that they were exposing negative qualities of their schools. The researcher however assured respondent that findings were used for academic purpose but not for policy decisions.

1.8 Delimitation of the study

The study was confined within Kiambu Sub-County which is a peri-urban area. The area was chosen because with its high economic rated county and its proximity to the city of Nairobi, it was supposed to have its children transiting to secondary schools unlike other counties. The study targeted public primary school head teachers, teachers and pupils only as the respondents. Hence the findings were generalized to other counties with caution.

1.9 Basic assumption of the study

The study was based on the assumptions that:

- i. The respondents were willing to cooperate and give accurate information.
- ii. That the sample in the study were a measurable representation of the factors influencing pupils' transition from primary to secondary schools in in the county.

1.10 Definition of significant terms

Completion rates refer to the proportion of pupils who complete the last grade of a school cycle divided by the number of pupils who enrolled in the grade at the beginning of the cycle.

Drop-out rate refers to percentage of pupils pulling out of a school system prematurely from a grade within a year

Grade transition refers to the number of pupils who entered first grade of primary education and who experience promotion and complete particular level or stage of education.

Graduate refers to a person who has completed a given level of education e.g. standard eight.

Net Enrolment Ratio refers to the number of pupils in the official school age group expressed as a percentage of the total population in that group.

Promotion rate refers to the number of pupils promoted to the next grade in the following year.

Repetition rate refers to percentage of pupils repeating a grade in a subsequent year as a percentage of total enrolment in the same grade as the previous year.

1.11 Organization of the study

The study is organized into five chapters; Chapter one highlights the backgrounds to the study, statement of the problem, purpose of the study, objectives of the study, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definitions of significant terms and organization of the study. Chapter two deals with related literature reviewed. The chapter covers parental level of education and pupils' transition rates, cost of education and pupils' transition rates and pupils' home background and transition rates, the theoretical and conceptual framework. Chapter three covers research methodology under the following sub headings: research design, target population, sample size and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four consists of data analysis, presentations and discussions. Chapter five focuses on the summary, conclusions, and recommendations.

CHAPTER TWO

RELATED LITERATURE REVIEWED

2.1 Introduction

This chapter presents the related literature reviewed of the study. The chapter presents the Transition rates globally, cost of education and pupils` transition rates, parental level of education and pupils` transition and pupils` home background and pupils` transition. The section will also present the theoretical and conceptual framework of the study.

2.2 Transition rates globally

Several international studies refer to school transitions as a time when pupils are particularly vulnerable and may easily become disengaged and at a risk of early school leaving. Early school leaving is generally seen to jeopardize young peoples` future as possible career opportunities and life chances are largely determined by their educational attainment in school. There is inadequacy of interventions, gender specific factors, long distance to schools and the disconnect between research and policy. Transition from primary to lower secondary is of great importance because lower secondary is part of the compulsory schooling (ADEA ,2004).

United Nations Scientific and Cultural Organization (UNESCO, 2008) states that basic education includes both the primary and secondary education. The transition to secondary is important because it can be argued that this is the time when major changes take place in the pupil`s schooling careers in terms of changed learning environment. There is a general consensus among authors that the success in which pupils adapt to new

circumstances have a long life effect, reinforcing their dispositions towards learning and shaping the choices available to them in future. Abundance of research literature show that early leavers and those who fail to transit to secondary life find themselves in lower paid jobs. The inability of the formal school system to respond to the diverse pupil needs is some of the reasons why pupils fail to transit to secondary schools or disengage at schools and subsequently drop out (Smyth, McCoy & Dermody, 2011).

For the most part of the world, compulsory education in economically developed countries is split into two phases: primary, which generally begins at age five or six and lasts until age 11/12, and secondary which ends at 15/16, the official leaving age in many countries, but students usually continue to the age of 18. While second-level education used to be seen as the sole preserve of the elite, global economic interests and demands for an educated work force have seen an increase in this provision of second-level education to the point where, in 2004, there were around half a billion children in second-level schools worldwide (UNESCO 2008).

The transition from primary to post-primary education has been noted as a critical educational step for many children (Smyth, McCoy & Dermody, 2011). Hargreaves, Earl and Ryan (1996) transfer is a time of triple transition as students negotiate the move from childhood to adolescence, from one institutional context to another with different regulations, teacher demands, and teacher expectations and the journey from established social groups into new social relations. Therefore, it would appear that the impact of social, emotional, academic and institutional issues should be considered a priority for educators when examining a transfer process in the educational context.

Effects of transition from primary to post-primary school have been of particular interest to educationists due to reports that many children in the first year of secondary school regressed in major parts of their education. Galton, (2000) reported that up to 40% of pupils experience interruptions in academic progress during the first couple of months after school transfer. A number of causes for this regression have been identified. These causes include belonging to a poor family, onset of puberty, the effects of bullying by older pupils, separation from friends, excessive travel to the new school, the unfamiliarity of moving from room to room, adjusting to having more than one teacher a day, the inability to adjust to a variety of teaching styles and the lack of curricular continuity across the primary/secondary divide, (Galton, 2000).

2.3 Parental level of education and pupils' transition rates

The parent's level of education has a lot of impact on schooling of children because the more educated parents are, the more likely they are to enroll their children and push them through school (Juma, 2010). Parental decisions affect children retention in a school system such that students whose parents monitor and regulate their activities, provide emotional support, encourage independent decision making and are generally more involved in their schooling are less likely to drop out of school (Kasente, 2011).

As suggested by Leclercq (2011), educated parents are more aware of the possible returns to their children's education and they are more likely to have access to information and social networks necessary for their children to engage into relatively human capital intensive activities yielding high returns to education. This also goes a long way in motivating their children to aim higher in education because they can look at their parents

as role models. Educated parents are likely to hire private tuition and offer rewards for their children so that they can do well in school. The academic attainment of parents enhances positive attitudinal change towards children's education. In Kenya, parents who are not educated or have just the basic education, do not see the benefits of education hence do not encourage their children to transit to high school (Kerlinger, 2013).

High academic attainment of a mother and father significantly reduce chances of primary school dropout for both girls and boys in rural and urban areas. For a mother, this phenomenon could perhaps be attributed to the fact that educated mothers reduce the time spent doing household chores while increasing the time spent with their children than their uneducated counterparts. Also, educated mothers are more effective in helping their children in academic work and also monitor and supervise their children's academic progress (Krystall, 2080). While for fathers, it's attributed to the fact that educated fathers are also interested in the academic progress of their children thus they would be willing to spend more time helping their children in academic problems.

2.4 Cost of education and pupils' transition rates

One of the greatest challenges of gaining access to secondary education in Sub-Saharan Africa (SSA) is affordability. This is because secondary education in the majority of the countries is part of a fee-paying sector. This means that parents, guardians and sponsors are required to meet some operational costs such as maintenance and may be required to pay for many other things including food, uniforms, learning materials, boarding fee, medical care and special equipment. Consequently, children from poor households whose parents cannot meet the cost are less likely to participate in secondary education. Some

estimates suggests that few outside the top two quintiles of household expenditure could afford unsubsidized secondary schooling in SSA at prevailing rates for teacher salaries and other costs (Lewin, 2007).

The cost of education for joining secondary school influences transition from primary to secondary schools and are one of the greatest challenges of access to secondary education in SSA. This is because secondary education in majority of the countries is part of a fee paying sector. State investment in secondary education tends to be most neglected of the education sector, receiving on average between 15% and 20% of total education resources from the government (World Bank, 2007).such a low investment in secondary education has direct implication on transition to secondary schools which is a challenge to many individuals particularly in rural regions of Africa, with many children unable to attend due to the remoteness of location of secondary schools.

Poverty is widespread in Kenya in over 15% of the population leaving below poverty line. Consequently, the inability of the poor to meet education cost for all their children is a barrier to education resulting to drop-out therefore inability to transit to secondary school levels. A World Bank study (1990) supported this view and noted that in all countries, children from poor families are less apt to enroll in school and more apt to drop out than children from better of families. Parents in developing countries are less likely to send their daughters to school than their sons. The direct and indirect cost of education are higher for girls than for boys and the benefits to parents are remote and uncertain.

2.6 Pupils home background and pupils` transition rates

Pupils' home background became magnified at the time of transfer. In schools designated as disadvantaged they were structures in the place whereby more formal transfer programs were implemented at both primary and second-level. However transfer programs were limited to focusing on more tangible or universal concerns and not on supporting the needs of individual students or ongoing academic or social difficulties.

Although allocations of students on the basis of academic ability to particular schools is not legitimate practice in the Irish education system, evidence suggests that students showing lower academic performance and those from lower social class groupings are over-represented in the vocational sector (Drudy & Lynch,1993). The numbers of subjects taken tend to be fewer in schools which are designated as disadvantaged and/or have a significant intake of students with literacy difficulties arise a pattern which appears to be related to a broader inability to cope with the academic demands of first year (Smyth et al., 2004).

The relationship between socio-economic background and educational outcomes has been well documented internationally. Pupils from lower income and minority ethnic groups have been found to be potentially more at risk of not making a successful transition to post-primary school (Gutman and Ridgley,2000) .Apart from socioeconomic characteristics parental support has been found to be a crucial factor in facilitating children`s` transition into post-primary education (Anderson et al.,2000) .The nature of authority structures within the family also influences the transition process. According to Eccles et al. (2013) and Lord et al. (2014) young people who report to democratic family

environment tend to have higher self - esteem and more successful adjustment to the new school: the quality of the affective relationship in providing opportunities for their children outside of the home. Parents felt that transfer was a time of significance for their children but differed in their ability to mobilize resources to support children through this challenging time.

2.7 Summary of related Literature reviewed

This chapter reviewed literature on the determinants of transition rate from primary to secondary school. The literature has shown that the parent`s level of education determines schooling of children because the more educated parents are, the more likely they are to enroll their children and push them through school. Cost of education is also a major factor influencing transition rate from primary to secondary school. The inability of the poor to meet educational cost for their children becomes a barrier to the attainment of education. Besides, the literature has highlighted the determinants of transition among pupils. Studies that have been carried out include: The determinants of transition rate to secondary education among primary school in Kenya: a case of Keiyo district(Kimitei,2010);Factors hampering the continuity of education of standard eight leavers in Kenya: Survey of Juja division in Thika District in Kenya (Kimando,Sakwa and Kihoro,2012).The only study that is close to the current study is Gacheru(2013) who did factors affecting transition rates from public, primary to secondary school in Murang`a East district. The objectives that guided the study were cost of education, economic activities of the parents, family background, social cultural activities and school`s physical facilities. A gap in literature has however been noted it is against this

background that this study embarks to establish factors influencing pupils' transition rates from primary to secondary school in Kiambu Sub-County, Kenya.

2.8 Theoretical framework

This study was based on systems theory that originally proposed by a biologist Ludwig von Bertalanffy in 1968. Systems theory investigates both the principles common to all complex entities and the models which can be used to describe them. Though a system is a self-contained unit, it is part of a wider higher order, and is organized in a series such that the output of one is the input for another subsystem, therefore, alteration of part requires alterations in other sub-subsystems. A system must be strongly goal directed, governed by feedback and have the ability to adapt to changing circumstances. This means that the output of primary school level is the input of the secondary school level because a school is a system. A system has some predictability and this is also similar to a school since those who enter standard one are expected to exit after standard eight.

The functioning of a system is affected by its environment. Parents are key players and form part of the environment of an education system, because they influence or motivate the pupils to continue with school or not to, and they meet the cost of schooling for their children and especially when transiting to form one. A system is governed by feedback. The KCPE performance provides this feedback on how the system is fairing. A system is a self-contained unit, but part of a wider higher order. The primary schools are part of education system in Kenya. Secondary schools form part of the higher order in the system and have rules of admissions to their subsystem based on performance at the primary school level, availability of form one vacancies and charges (tuition fees) levied

as a condition of admission. These are some of the factors that hinder transition of pupils from primary level to secondary school level of education.

2.8 Conceptual framework

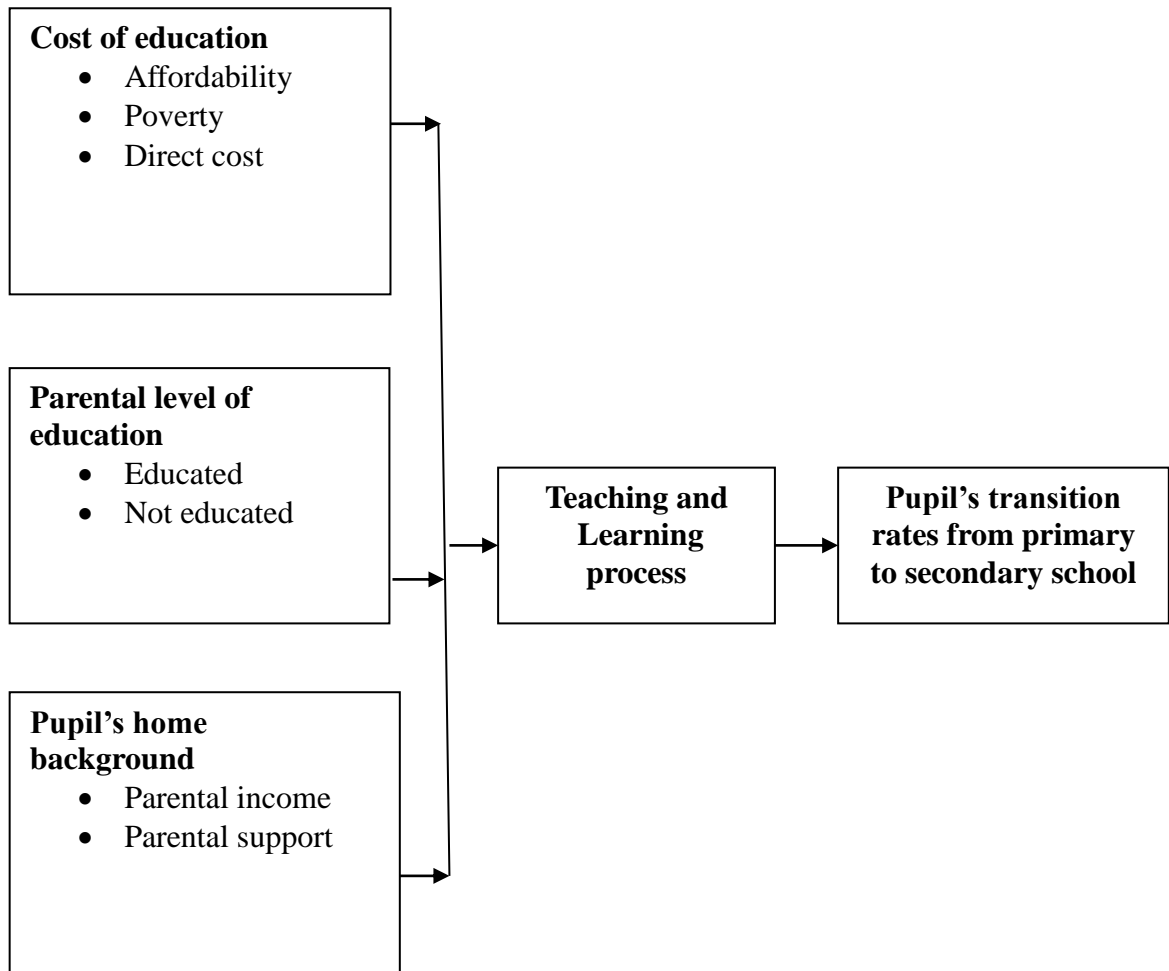


Figure 2.1: Relationship between pupils' transition from primary and secondary schools in Kiambu Sub-County

The conceptual framework shows that context variables such as the cost of education, parental level of education and pupils' home background directly influence pupils' transition rates to secondary schools. The school system relies on inputs for its production purposes. Such as parent support, motivation and teaching and learning process. The

output of these interactions is the transitions of pupils from primary to secondary schools and increased literacy levels in the society at large.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, target population, sample and sampling techniques, research instruments, validity and reliability of research instruments, data collection procedures and data analysis.

3.2 Research design

Kothari (2001), states that research design can be regarded as an arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance with research purpose. It is the conceptual structure within which research is conducted. The choice of the descriptive survey design is made based on the fact that in this study research is interested in the state of affairs already existing in the field and no variable will be manipulated. The specific descriptive design for this study was survey type because the views of head teachers, teachers and pupils were solicited on pupils transition rate relative to its causes and how to deal with the phenomenon in the area under study. Descriptive survey design was therefore appropriate because it enabled the researcher to gather information concerning factors influencing pupils' transition rates from primary to secondary school in Kiambu Sub-County.

3.3 Target population

Mugenda and Mugenda, (2003), define target population as an entire group of individuals, events or objects having common characteristics. It is the sum total of all that conforms to a given specifications. The target population comprised of all the 43 public primary schools in the sub county which comprised of 43 head teachers, 91 class 8 teachers and 3245 class 8 pupils. (See Table 3.1)

3.4 Sample size and sampling techniques

According to Orodho and Kombo (2005), sampling is the process of collecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. In order to obtain a sample for this study, the research used the 20 – 30 percent suggested by Mugenda and Mugenda (2003) though a higher percentage is better. The researcher used 30 percent to select the Head teachers and teachers and 20 percent to select pupils hence the sample was 13 head teachers, 28 class teachers and 649 pupils. To sample the head teachers, a list of all the school was sought, from which the researcher picked out 13 school randomly. These were the schools to be involved in the study. To sample the teachers, the researcher selected 2 teachers from each school and 2 teachers in two schools using simple random sampling. To sample the pupils, 649 pupils were divided by the number of schools (13) which were 50 pupils from each school. The pupils from each school were selected using simple random sampling.

Table 3.1: Sample Size.

Category	Target Population	%	Sample Size
Head teachers	43	30.2	13
Teachers	91	30.8	28
Pupils	3245	20.0	649
Total	3379		690

3.5 Research instruments

This study used questionnaires, to collect data. Orodho, (2005) a questionnaire is a written set of questions that are cheap to administer to respondents scattered over a large area and convenient for collecting information from a large population within a short space of time. In addition the respondents feel free to give frank answers to sensitive or embarrassing questions especially if they are not required to disclose their identity. The questionnaire had 2 sections. Section 1 was on demographic information while section 2 had items seeking be to establish the factors influencing pupils' transition rates from primary to secondary school in Kiambu Sub County.

3.6 Validity of the instrument

According to Kombo and Tromp (2009), validity of a test is a measure of how well a test measures what it is supposed to measure. The study ensured instruments validity by checking on the responses from the questionnaires to see if they would give the intended answers to the research questions. Based on the analysis of the pre-test, the researcher was able to make corrections, adjustments and additions to the research instruments.

Consultations and discussions with the supervisors were done to establish content validity (Kombo & Tromp, 2006).

3.7 Reliability of the instruments

Reliability is the proportion of variance attributable to be the true measurement of a variable and estimates the consistency of such measurement overtime, in other words it is a measure of the degree to which research instruments would yield the same results or after repeated trials. To test the reliability of the items test retest was used. The Test-Retest reliability method involved administering the same instrument twice to the same group of subject with a time lapse between the first and second test. A Pearson's product moment correlation coefficient formula was used.

Formula: $KR20 = [n/(n - 1)] \times [1 - (\sum pq) / \text{Var}]$

Where:

KR20 = estimated reliability of the full-length test

n = number of items

Var = variance of the whole test (standard deviation squared)

$\sum pq$ = sum the product of pq for all n items

p = proportion of people passing the item q = proportion of people failing the item (or 1-p)

The correlation coefficient of the study was 0.78, this means the research instruments could be relied upon for this study. A correlation coefficient of between 0.7 to 1 is considered reliable (Mugenda & Mugenda 2003).

3.8 Data collection procedures

The researcher sought for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) and permissions sought from the Deputy county commissioner and the County Education Officer (CEO) and thereafter wrote letters to the head teachers to be allowed to do the study. The selected schools were visited and the questionnaires administered to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the identities. The completed questionnaires were collected immediately.

3.9 Data analysis techniques

This study generated both qualitative and quantitative data. Quantitative data was arranged and recorded to particular research questions after which tables, bar graphs, and pie charts were used to present the data while frequencies and percentages was used to analyze the data. Qualitative data was edited or cleaned up then arranged into themes and patterns using codes after which it was analyzed and interpreted just like quantitative data. Because of its nature, the data was analyzed using descriptive techniques of data analysis. Data was analyzed using computer program, statistical package for social science (SPSS). Qualitative data was analyzed thematically.

3.10 Ethical considerations

Ethics has become a cornerstone for conducting effective and meaningful research. As such, the ethical behavior of individual researchers is under unprecedented scrutiny (Best & Kahn, 2006; Field & Behrman, 2004; Trimble & Fisher, 2006). Every researcher has a responsibility to protect the participants in an investigation. The first ethical consideration

was to ensure that the respondents consent to the study. Consent involves the procedure by which an individual may choose whether or not to participate in a study. The researcher reassured the respondents' confidentiality of their responses and therefore encouraged them to answer the questionnaire confidently and positively.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATIONS AND DISCUSSION

4.1 Introduction

This chapter dealt with the analysis, presentation and interpretation of the data and discussions based on the objectives as arranged on the questionnaires. The study sought to investigate factors influencing pupils' transition rates from primary to secondary school in Kiambu Sub-County, Kenya.

4.2 Response rate

The respondents involved were the head teachers, teachers and pupils. They returned the questionnaires as tabulated in Table 4.1

Table 4.1 response rate

Respondents	Sample Targeted	No. Collected	Percent
Head teacher	13	13	100.0
Teachers	28	24	85.7
Pupils	649	649	100.0
Total	690	686	99.42

Table 4.1 shows that out of 13 head teachers sampled thirteen(100%) filled and returned the questionnaires, Out of 28 teachers sampled twenty four(85.7%) filled and returned the questionnaire . Out of 649 pupils sampled 100 percent filled and returned the questionnaire. The questionnaire return rate was well above 70% which according to Mugenda & Mugenda(2003) is an acceptable proportion and can be termed adequate

4.2.1 Demographic data of head teachers

The demographic data of head teachers was based on their gender, age, highest academic qualification, professional experience in years and the number of years in the current school.

Table 4.2 tabulates the gender of the head teachers

Table 4.2 Head teachers' gender

Gender	F	%
Male	8	61.5
Female	5	38.5
Total	13	100.0

Table 4.2 shows that majority (61.5%) of head teachers were male while five(38.5%) of head teachers were female. This shows that there were more male head teachers than female heads in the schools.

Asked to indicate their age, head teachers responded as Table 4.2

Table 4.3 Head teachers' age

Age	F	%
20 – 30 years	1	7.7
30 – 40 years	1	7.7
40 – 50 years	7	53.8
50 – 60 years	4	30.8
Total	13	100.0

Table 4.3 shows that one(7.7%) of head teachers in the age bracket between 20 and 30 years, the same number of head teachers were in the age bracket of between 30 and 40 years. The study also shows that seven(53.8%) of head teachers were in the age bracket between 40 and 50 years while four(30.8%) of head teachers were in the age bracket between 50 and 60 years. This shows that the head teachers were relatively old and hence would understand the factors influencing pupils' transition rates from primary to secondary school.

Table 4.4 tabulates highest academic qualification of head teachers

Table 4.4 Head teachers' highest academic qualification

Qualification	F	%
PI	1	7.7
Diploma	4	30.8
Degree	8	61.5
Total	13	100.0

The results on Table 4.4 indicate that majority (61.5%) of head teachers had degree qualification, four(30.8%) of head teachers had diploma qualification while one(7.7%) of head teachers had PI academic qualification. This shows that the head teachers had required qualification to be in primary school.

Table 4.5 presents head teachers professional experience in years

Table 4.5 Head teachers’ professional experience in years

Years	F	%
1 – 5 years	2	15.4
11 – 15 years	1	7.7
16 years and above	10	76.9
Total	13	100.0

The data on Table 4.5 shows that majority (76.9%) of head teachers had been in their profession for above 16 years, one(7.7%) of head teachers for between 11 and 15 years while two(15.4%) of head teachers had been in their profession for between 1 and 5 years. This shows that the head teachers were in a position to understand factors influencing pupils’ transition rates from primary to secondary school in Kiambu Sub-County due to their profession experience.

Asked to indicate the number of years they had served in the current school, they responded as Table 4.6

Table 4.6 Head teachers’ years in current school

Years	F	%
0 – 2 years	1	7.7
2 – 4 years	3	23.1
4 and over	9	69.2
Total	13	100.0

The results on Table 4.6 shows that most (69.2%) of head teachers had been in their current school for more than 4 years, three(23.1%) of head teachers had been in the

current school for between 2 and 4 years while one(7.7%) of head teachers had been in their school for less than 2 years. This shows that head teachers had experience in their current school pupils' transition rates.

4.2.2 Demographic data of teachers

The demographic data of teachers was based on their gender, age, highest academic qualification, professional experience in years and the number of years in the current school.

Table 4.7 tabulates the gender of the teachers

Table 4.7 Teachers' gender

Gender	F	%
Male	7	29.2
Female	17	70.8
Total	24	100.0

The data on Table 4.7 shows that majority (70.8%) of teachers were female while seven(29.2%) of teachers were male. This shows that there were more male teachers than female heads in the schools.

Asked to indicate their age, teachers responded as Table 4.8

Table 4.8 Teachers' age

Age	F	%
20 – 30 years	1	4.2
30 – 40 years	6	25.0
40 – 50 years	12	50.0
50 – 60 years	5	20.8
Total	24	100.0

The findings on Table 4.8 shows that one(4.2%) of teachers were in the age bracket between 20 and 30 years, six(25.0%) of teachers were in the age bracket between 30 and 40 years. Data further shows that fifty percent of teachers were in the age bracket between 40 and 50 years while five(20.8%) of teachers were in the age bracket between 50 and 60 years. This shows that the teachers were relatively old and hence would understand the factors influencing pupils' transition rates from primary to secondary school.

Table 4.9 tabulates highest academic qualification of teachers

Table 4.9 Teachers' highest academic qualification

Qualification	F	%
PI	6	25.0
Diploma	8	33.3
Degree	7	29.2
Masters	3	12.5
Total	24	100.0

The data on Table 4.9 indicate that six(25.0%) of teachers had PI academic qualification, eight(33.3%) of teachers had diploma qualification, seven(29.2%) of teachers had degree qualification while three(12.5%) of teachers had masters qualification. This shows that teachers had required qualification to be in primary school.

Table 4.10 presents teachers professional experience in years

Table 4.10 Teachers’ professional experience in years

Years	F	%
1 – 5 years	4	16.7
11 – 15 years	5	20.8
16 years and above	15	62.5
Total	24	100.0

The results on Table 4.10 indicate that majority (62.5%) of teachers had been in their profession for above 16 years, five(20.8%) of teachers for between 11 and 15 years while four(16.7%) of teachers had been in their profession for between 1 and 5 years. This shows that the teachers were in a position to understand factors influencing pupils’ transition rates from primary to secondary school in Kiambu Sub-County due to their profession experience.

Asked to indicate the number of years they had served in the current school, they responded as Table 4.11

Table 4.11 Teachers' years in current school

Years	F	%
0 – 2 years	2	8.3
2 – 4 years	6	25.0
4 and over	16	66.7
Total	13	100.0

The data on Table 4.11 shows that majority (66.7%) of teachers had been in their current school for more than 4 years, six(25.0%) of teachers had been in the current school for between 2 and 4 years while two(8.3%) of teachers had been in their school for less than 2 years. This shows that teachers had experience in their current school of pupils' transition rates.

4.2.3 Demographic data of pupils

The demographic data of pupils was based on their gender, age, and highest academic qualification of their parents.

Table 4.12 presents gender of the pupils

Table 4.12 Pupils' gender

Gender	F	%
Male	300	51.7
Female	280	48.3
Total	580	100.0

The results on Table 4.12 shows that fifty one point seven percent of pupils were male while forty eight point three percent of students were female. This shows fair distribution of gender of pupils in the study

Table 4.13 tabulates the age of the students

Table 4.13 Pupils' age

Age	F	%
Less than 10 years	1	0.2
10 – 12 years	15	2.6
12 – 14 years	457	78.8
More than 14 years	107	18.4
Total	580	100.0

The findings on Table 4.13 shows that most (78.8%) of pupils were in the age bracket between 12 and 14 years, one(0.2%) of pupils were less than 10 years old. fifteen(2.6%) of pupils were in the age bracket between 10 and 12 years while eighteen point four percent of pupils were aged more than 14 years. This shows that pupils were relative old to understand the factors influencing pupils' transition rates from primary to secondary school.

Table 4.14 tabulates the academic qualification of the parents

Table 4.14 Pupils' responses on their parents' academic qualification

Qualification	Mother		Father	
	F	%	F	%
Uneducated	31	5.3	16	2.8
Primary	209	36.0	142	24.5
Secondary	237	40.9	236	40.7
University/ College	103	17.8	186	32.1

The data on Table 4.14 shows that thirty one(5.3%) of mothers were uneducated compared to sixteen(2.8%) of their fathers. Data also shows that Thirty six percent of mothers had primary education compared to Twenty four point five percent of the fathers. Forty point nine percent of mothers had secondary education compared to forty point seven percent of fathers who had also secondary education. The study also shows that Seventeen point eight percent of mothers had University/ College compared to thirty two point one percent of fathers.

4.3 Parental level of education and pupils' transition rates from primary to secondary school

Table 4.15 presents head teachers responses on whether pupils from uneducated parents do not make a successful transition to post-primary school

Table 4.15 Head teachers' responses on whether pupils from uneducated parents do not make a successful transition to post-primary school

Responses	F	%
Strongly agree	4	30.8
Agree	3	23.1
Disagree	4	30.8
Strongly disagree	2	15.4
Total	13	100.0

The data on Table 4.15 shows that four(30.8%) of head teachers strongly agreed that pupils from uneducated parents do not make a successful transition to post-primary school, the same number of head teachers agreed with the statement, four(30.8%) of

head teachers disagreed that pupils from uneducated parents do not make a successful transition to post-primary school while two(15.4%) of head teachers strongly disagreed with the statement.

When teachers were asked to indicate the same, they responded as Table 4.16

Table 4.16 Teachers’ responses on whether pupils from uneducated parents do not make a successful transition to post-primary school

Responses	F	%
Strongly agree	6	25.0
Agree	11	45.8
Disagree	5	20.8
Strongly disagree	2	8.3
Total	24	100.0

The findings on Table 4.16 shows that six(25.5%) of teachers strongly agreed that pupils from uneducated parents do not make a successful transition to post-primary school, the same number of head teachers disagreed with the statement, eleven(45.8%) of teachers agreed that pupils from uneducated parents do not make a successful transition to post-primary school while two(8.3%) of head teachers strongly disagreed with the statement. This shows that educated parents were more successful in transition to post-primary school of their children

Table 4.17 Head teachers’ responses on whether parental level of education influence pupils’ transition rates from primary to secondary school

Responses	F	%
Strongly agree	8	61.5
Agree	3	23.1
Disagree	1	7.7
Strongly disagree	1	7.7
Total	13	100.0

The results on Table 4.17 indicate that most (61.5%) of head teachers strongly agreed that parental level of education influence pupils’ transition rates from primary to secondary school, three(23.1%) of head teachers agreed with the statement. Data further shows that one(7.7%) of head teachers disagreed that parental level of education influence pupils’ transition rates from primary to secondary school while the same number of head teachers strongly disagreed with the statement. This agrees with Leclercq (2011), who indicated that educated parents are more aware of the possible returns to their children's education

When teachers were asked to indicate the same, they responded as Table 4.18

Table 4.18 Teachers’ responses on whether parental level of education influence pupils’ transition rates from primary to secondary school

Responses	F	%
Strongly agree	11	45.8
Agree	11	45.8
Disagree	2	8.4

Responses	F	%
Strongly agree	11	45.8
Agree	11	45.8
Disagree	2	8.4
Total	24	100.0

The data on Table 4.18 shows that eleven(45.8%) of teachers strongly agreed that parental level of education influence pupils' transition rates from primary to secondary school, the same number of teachers agreed with the statement. Data further shows that two(8.4%) of teachers disagreed that parental level of education influence pupils' transition rates from primary to secondary school. This agrees with (Juma, 2010), who indicated that the parent's level of education has a lot of impact on schooling of children because the more educated parents were, they were more likely they to enroll their children and push them through school

Table 4.19 Head teachers' responses on parental level of education and pupils' transition rates from primary to secondary school

Statement	Strongly agree		Agree		Undecided		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Families with social difficulties do not educate their children to secondary school	3	23.1	3	23.1	1	7.7	4	30.8	2	15.4
Uneducated parents are not represented in secondary school	3	23.1	1	7.7	2	15.4	3	23.1	4	30.8
Students from uneducated parents are unable to cope with the academic demands	2	15.4	3	23.1	2	15.4	4	30.8	2	15.4
Educated parents are, the only one who enroll their children to secondary school	1s	7.7	1	7.7	1	7.7	6	46.2	4	30.8
High academic attainment of parents significantly reduce chances of primary school dropout	10	76.9	1	7.7	0	0.0	0	0.0	2	15.4
Educated parents are more effective in helping their children in academic work	7	53.8	5	38.5	0	0.0	0	0.0	1	7.7
Educated parents are interested in the academic progress of their children	9	69.2	3	23.1	0	0.0	1	7.7	0	0.0
Only educated parents are likely to hire private tuition	3	23.1	3	23.1	1	7.7	4	30.8	2	15.4

The findings on Table 4.19 indicate that four(30.8%) percent of head teachers disagreed that families with social difficulties do not educate their children to secondary school and that students from uneducated parents were unable to cope with the academic demands, the same number of head teachers strongly disagreed that uneducated parents are not represented in secondary school. The study also shows that six(46.2%) of head teachers disagreed that educated parents are, the only one who enroll their children to secondary school. Majority (76.9%) of head teachers strongly agreed that high academic attainment of parents significantly reduce chances of primary school dropout.

Seven(53.8%) of head teachers strongly agreed that educated parents were more effective in helping their children in academic work while most (69.2%) of head teachers strongly agreed that educated parents were interested in the academic progress of their children. This shows that the academic attainment of parents enhances positive attitudinal change towards children’s education. Parents who were not educated or have just the basic education, do not see the benefits of education hence did not encourage their children to transit to high school as indicated by (Kerlinger, 2013).

The researcher further sought to establish whether high academic attainment of parents significantly reduce chances of primary school dropout. When pupils were asked to indicate the same, they responded as Table 4.20

Table 4.20 Pupils’ responses on whether high academic attainment of parents significantly reduce chances of primary school dropout

Responses	F	%
Yes	284	49.0
No	296	51.0
Total	580	100.0

The findings on Table 4.20 shows that fifty one percent of pupils indicated that high academic attainment of parents does not significantly reduce chances of primary school dropout while forty nine percent of pupils indicated that high academic attainment of parents significantly reduce chances of primary school dropout. This shows that high academic attainment of a mother and father significantly reduce chances of primary school dropout for both girls and boys in schools

Asked to rate the economic background of the parents, pupils responded as Table 4.21

Table 4.21 Pupils' responses on the economic background of the parents

Responses	F	%
Very good	106	18.3
Good	408	70.3
Poor	66	11.4
Total	580	100.0

The results on Table 4.21 indicate that majority (70.3%) of pupils indicated that their parents had good economic background, eighteen point three percent of pupils parents had very good economic background while eleven point four percent of pupils indicated that their parents had poor economic background. Parents from good economic background were more effective in helping their children in academic work and also monitor and supervise their children's academic progress.

Asked whether lower income families make to secondary school, pupils responded as Table 4.22

Table 4.22 Pupils responses on whether lower income families make to secondary school

Responses	F	%
Yes	344	59.3
No	236	40.7
Total	580	100.0

The data on Table 4.22 indicate that fifty nine point three percent of pupils indicated that lower income families make to secondary school while forty point seven percent of

pupils indicated that lower income families do not make to secondary school. This shows that families were responsible for their children secondary school education. The study further sought to establish the most likely parents to enroll their children to secondary school. Pupils responded as Table 4.23

Table 4.23 Pupils’ responses on the most likely parents to enroll their children to secondary school

Responses	F	%
Educated	488	84.1
Not educated	92	15.9
Total	580	100.0

Table 4.23 shows that majority (84.1%) of pupils indicated that educated parents were most likely to enroll their children to secondary school. This shows that educated parents were interested in the academic progress of their children.

Table 4.24 tabulates teachers’ responses on parental level of education and pupils’ transition rates from primary to secondary school

Table 4.24 Teachers' responses on parental level of education and pupils' transition rates from primary to secondary school

Statement	Strongly agree		Agree		Undecided		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Families with social difficulties do not educate their children to secondary school	3	12.5	10	41.7	10	41.7	1	0.4	0	0.0
Uneducated parents are not represented in secondary school	4	16.7	2	8.3	3	12.5	12	50.0	0	0.0
Students from uneducated parents are unable to cope with the academic demands	6	25.0	6	25.0	2	8.3	7	29.2	3	12.5
Educated parents are, the only one who enroll their children to secondary school	2	8.3	5	20.8	2	8.3	9	37.5	6	25.0
High academic attainment of parents significantly reduce chances of primary school dropout	13	54.2	7	29.2	0	0.0	3	12.5	1	4.2
Educated parents are more effective in helping their children in academic work	16	66.7	5	20.8	0	0.0	3	12.5	0	0.0
Educated parents are interested in the academic progress of their children	14	58.3	7	29.2	2	8.3	1	4.2	0	0.0
Only educated parents are likely to hire private tuition	3	12.5	4	16.7	4	16.7	9	37.5	4	16.7

The data on Table 4.24 indicate that ten(41.7%) of teachers agreed that families with social difficulties do not educate their children to secondary school. Majority (50.0%) of teachers disagreed that uneducated parents were not represented in secondary school. The study further shows that six(25.0%) of teachers strongly agreed that students from uneducated parents were unable to cope with the academic demands, nine(37.5%) of teachers disagreed that educated parents were the only one who enroll their children to secondary school.

Fifty four point two percent of teachers strongly agreed that high academic attainment of parents significantly reduce chances of primary school dropout, majority (66.7%) of teachers strongly agreed that educated parents were more effective in helping their children in academic work while fourteen(58.3%) of teachers strongly agreed that educated parents were interested in the academic progress of their children. This shows that educated parent provide emotional support, encourage independent decision making of their children.

As suggested by Leclercq (2011), educated parents are more aware of the possible returns to their children's education and they are more likely to have access to information and social networks necessary for their children to engage into relatively human capital intensive activities yielding high returns to education.

4.4 Pupils home background and pupils' transition rates from primary to secondary school

The study further sought to examine the influence of pupils' home background to pupils' transition rates from primary to secondary school. The researcher posed items to head teachers, teachers and pupils to establish the same. Data is presented in the following section:

Table 4.25 Head teachers’ responses on whether pupils from lower income background do not make a successful transition to post-primary school

Responses	F	%
Strongly agree	3	23.1
Agree	4	30.8
Disagree	5	38.5
Strongly disagree	1	7.7
Total	13	100.0

The findings on Table 4.25 shows that three(23.1%) of head teachers strongly agreed that pupils from lower income background do not make a successful transition to post-primary school, the same number of head teachers agreed with the statement. Data further shows that five(38.5%) of head teachers disagreed that pupils from lower income background do not make a successful transition to post-primary school while one(7.7%) of head teachers strongly disagreed with the statement.

When teachers were asked to indicate the same, they responded as Table 4.26

Table 4.26 Teachers’ responses on whether pupils from lower income background do not make a successful transition to post-primary school

Responses	F	%
Strongly agree	10	41.7
Agree	7	29.2
Disagree	5	20.8
Strongly disagree	2	8.3

The findings on Table 4.26 indicates that ten(41.7%) of teachers strongly agreed that pupils from lower income background do not make a successful transition to post-primary school, seven(29.2%) of teachers agreed with the statement. Data further shows that five(20.8%) of teachers disagreed that pupils from lower income background do not make a successful transition to post-primary school while two(8.3%) of teachers strongly disagreed with the statement. This was because the cost of education for joining secondary school was costly.

Table 4.27 Head teachers’ responses on whether pupils home background influence pupils’ transition rates from primary to secondary school

Responses	F	%
Strongly agree	7	53.8
Agree	5	38.5
Disagree	1	7.7
Total	13	100.0

The results on Table 4.27 shows that seven(53.8%) of head teachers strongly agreed that pupils home background influence pupils’ transition rates from primary to secondary school, five(38.5%) of head teachers agreed with the statement while one(7.7%) of head teachers disagreed that pupils home background influence pupils’ transition rates from primary to secondary school. Pupils from lower income and minority ethnic groups have been found to be potentially more at risk of not making a successful transition to post-primary school (Gutman and Ridgley, 2000) .Apart from socioeconomic characteristics

parental support has been found to be a crucial factor in facilitating children`s` transition into post-primary education (Anderson et al.,2000) .

When teachers were asked to indicate the same, they responded as Table 4.28

Table 4.28 Teachers' responses on whether pupils home background influence pupils' transition rates from primary to secondary school

Responses	F	%
Strongly agree	9	37.5
Agree	12	50.0
Disagree	3	12.5
Total	24	100.0

The findings on Table 4.28 indicate that fifty percent of teachers agreed that pupils home background influence pupils' transition rates from primary to secondary school, nine(37.5%) percent of teachers strongly agreed with the statement while three(12.5%) of teachers disagreed that pupils home background influence pupils' transition rates from primary to secondary school. This was because secondary education in majority of the schools was part of a fee paying sector.

Table 4.29 Head teachers’ responses on whether parents from well up background support their child’s adjustment to the new school

Responses	F	%
Strongly agree	9	69.2
Agree	4	30.8
Total	13	100.0

The data on Table 4.29 shows that majority (69.2%) of head teachers strongly agreed that parents from well up background support their child’s adjustment to the new school while four(30.8%) of head teachers agreed with the statement

When teachers were asked to indicate the same, they responded as Table 4.30

Table 4.30 Teachers’ responses on whether parents from well up background support their child’s adjustment to the new school

Responses	F	%
Strongly agree	13	54.2
Agree	9	37.5
Disagree	2	8.3
Total	24	100.0

Table 4.30 indicates that thirteen(54.2%) of teachers strongly agreed that parents from well up background support their child’s adjustment to the new school while nine(37.5%) of teachers agreed with the statement. This agrees with A World Bank study (1990) which supported children from poor families were less apt to enroll in school and more apt to drop out than children from better of families.

Pupils further indicated that parental support influence pupils' transition rates from primary to secondary school by their provision of text books, motivating their children, supporting education when called upon, paying school fees and looking for bursary funds

Table 4.31 Head teachers' responses on whether socio-cultural and economic background contribute to learner transition to post-primary school

Responses	F	%
Strongly agree	6	46.2
Agree	6	46.2
Disagree	1	7.7
Total	13	100.0

The findings on Table 4.31 indicate that six(46.2%) of head teachers strongly agreed that socio-cultural and economic background contribute to learner transition to post-primary school, the same number of head teachers agreed with the statement while one(7.7%) of head teachers disagreed that socio-cultural and economic background contribute to learner transition to post-primary school

When teachers were asked to indicate the same, they responded as Table 4.32

Table 4.32 Teachers' responses on whether socio-cultural and economic background contribute to learner transition to post-primary school

Responses	F	%
Strongly agree	13	54.2
Agree	9	37.5
Disagree	2	8.3
Total	24	100.0

The data on Table 4.32 indicate that thirteen(54.2%) of teachers strongly agreed that socio-cultural and economic background contribute to learner transition to post-primary school, nine(37.5%) of teachers agreed with the statement while Two(8.3%) of teachers were disagreed on whether socio-cultural and economic background contribute to learner transition to post-primary school. This agrees with (Gutman and Ridgley,2000) who indicated that pupils from lower income and minority ethnic groups have been found to be potentially more at risk of not making a successful transition to post-primary school

Table 4.33 Head teachers' responses on whether parents from good economic background are able to mobilize resources to support children during challenging time.

Responses	F	%
Strongly agree	10	76.9
Agree	3	23.1
Total	13	100.0

The findings on Table 4.33 shows that most (76.9%) of head teachers strongly agreed that parents from good economic background are able to mobilize resources to support children during challenging time while three(23.1%) of head teachers agreed with the statement.

When teachers were asked to indicate the same, they responded as Table 4.34

Table 4.34 Teachers’ responses on whether parents from good economic background are able to mobilize resources to support children during challenging time.

Responses	F	%
Strongly agree	17	66.7
Agree	7	25.0
Disagreed	2	8.3
Total	24	100.0

Table 4.34 indicate that majority (66.7%) of teachers strongly agreed that parents from good economic background are able to mobilize resources to support children during challenging time while two(8.3%) of teachers disagreed with the statement.

Table 4.35 Head teachers’ responses on whether pupils from good background have got higher self-esteem

Responses	F	%
Strongly agree	5	38.5
Agree	7	53.8
Disagree	1	7.7
Total	13	100.0

The findings on Table 4.35 shows that seven(53.8%) of head teachers agreed that pupils from good background have got higher self-esteem, five(38.5%) of head teachers strongly agreed with the statement while one(7.7%) of head teachers disagreed that pupils from good background have got higher self-esteem. According to Eccles et al. (2013) and Lord et al. (2014) young people who report to democratic family environment tend to have higher self - esteem and more successful adjustment to the new school: the quality of the affective relationship in providing opportunities for their children outside of the home. Parents felt that transfer was a time of significance for their children but differed in their ability to mobilize resources to support children through this challenging time.

When teachers were asked to indicate the same, they responded as Table 4.36

Table 4.36 Teachers’ responses on whether pupils from good background have got higher self-esteem

Responses	F	%
Strongly agree	14	58.3
Agree	7	29.2
Disagree	3	12.5
Total	24	100.0

The findings on Table 4.36 indicate that fourteen(58.3%) of teachers strongly agreed that pupils from good background have got higher self-esteem, seven(29.2%) of teachers strongly agreed with the statement while three(12.5%) of teachers disagreed that pupils from good background have got higher self-esteem. This agree with Eccles et al. (2013) and Lord et al. (2014) who report that family environment tend to have higher self - esteem and more successful adjustment to the new school.

Table 4.37 Head teachers’ responses on whether parents from good economic background motivates their children to attend educational programs

Responses	F	%
Strongly agree	11	84.6
Agree	1	7.7
Disagree	1	7.7
Total	13	100.0

The findings on Table 4.37 indicate that most (84.6%) of head teachers strongly agreed that parents from good economic background motivates their children to attend educational programs while one(7.7%) of head teachers disagreed with the statement.

When teachers were asked to indicate the same, they responded as Table 4.38

Table 4.38 Teachers’ responses on whether parents from good economic background motivates their children to attend educational programs

Responses	F	%
Strongly agree	16	66.7
Agree	5	20.8
Disagree	3	12.5
Total	24	100.0

The results on Table 4.38 shows that majority (66.7%) of teachers strongly agreed that parents from good economic background motivates their children to attend educational programs, five(20.8%) of teachers agreed with the statement while three(12.5%) of teachers disagreed that parents from good economic background motivates their children

to attend educational programs. This shows that economic background of the families mobilized resources to support children. The relationship between socio-economic background and educational outcomes has been well documented internationally. Pupils from lower income and minority ethnic groups have been found to be potentially more at risk of not making a successful transition to post-primary school (Gutman and Ridgley, 2000)

4.5 Cost of education and pupils’ transition rates from primary to secondary school

The researcher further sought to establish the influence of cost of education and pupils’ transition rates from primary to secondary school. Data is presented in the following section:

Table 4.39 tabulates pupil’s rate on the cost of secondary education

Table 4.39 Pupils’ responses on the cost of secondary education

Rate	F	%
Vey high	276	47.6
High	222	38.3
Moderate	63	10.9
Low	19	3.3
Total	580	100.0

The findings on Table 4.39 shows that forty seven point six percent of pupils indicated that the cost of secondary education was very high, thirty eight point three percent of pupils indicated that the cost was high, ten point nine percent of pupils indicated that the cost of secondary education was moderate while three point three percent of pupils indicated that it was low. This was because parents were required to meet some

operational costs such as maintenance and may be required to pay for many other things including food, uniforms, learning materials, boarding fee, medical care and special equipment.

The researcher further sought to establish whether parents were able to meet operational costs for secondary education. When pupils were asked to indicate the same, they responded as Table 4.40

Table 4.40 Pupils’ responses on whether parents were able to meet operational costs for secondary education

Response	F	%
Yes	273	47.1
No	307	52.9
Total	580	100.0

The findings on Table 4.40 indicate that fifty two point nine percent of pupils indicated that parents were not able to meet operational costs for secondary education while forty seven point one percent of pupils indicated that parents were able to meet operational costs for secondary education. This was because children from poor households cannot meet the cost hence were less likely to participate in secondary education

Asked whether the cost of education for joining secondary school influences transition from primary to secondary schools, pupils responded as Table 4.41

Table 4.41 Pupils’ responses on whether cost of education for joining secondary school influences transition from primary to secondary schools

Response	F	%
Yes	275	47.4
Sometimes	227	39.1
No	78	13.4
Total	580	100.0

The data on Table 4.41 shows that forty seven point four percent of pupils indicated that the cost of education for joining secondary school influences transition from primary to secondary schools while thirty nine point one percent of pupils indicated that cost of education for joining secondary school sometimes influences transition from primary to secondary schools. This agrees with (Lewin, 2007) who indicated that the cost of education for joining secondary school influences transition from primary to secondary schools

Table 4.42 Head Teachers’ responses on whether affordability is the major challenge to access of secondary education

Response	F	%
Strongly agree	12	92.3
Agree	1	7.7
Total	13	100.0

The data on Table 4.42 indicate that most (92.3%) of head teachers strongly agreed that affordability is the major challenge to access of secondary education while one(7.7%) of head teachers agreed with the statement

When teachers were asked to indicate the same, they responded as Table 4.43

Table 4.43 Teachers’ responses on whether affordability is the major challenge to access of secondary education

Response	F	%
Strongly agree	17	70.8
Agree	5	25.0
Disagree	1	4.2
Total	24	100.0

The findings on Table 4.43 shows that majority (70.8%) of teachers strongly agreed that affordability is the major challenge to access of secondary education, five(25.0%) of teachers agreed with the statement while one(4.2%) of teachers disagreed that affordability is the major challenge to access of secondary education. This shows that one of the greatest challenges of gaining access to secondary education was affordability

Table 4.44 Head Teachers’ responses on whether parents are not able to meet some operational costs for secondary education

Response	F	%
Strongly agree	9	69.2
Agree	3	23.1
Disagree	1	7.7
Total	13	100.0

The results on Table 4.44 indicate that majority (69.2%) of head teachers strongly agreed that parents were not able to meet some operational costs for secondary education while three(23.1%) of head teachers agreed with the statement.

When teachers were asked to indicate the same, they responded as Table 4.45

Table 4.45 Teachers’ responses on whether parents are not able to meet some operational costs for secondary education

Response	F	%
Strongly agree	13	54.2
Agree	9	37.5
Disagree	2	8.3
Total	24	100.0

The findings on Table 4.45 shows that thirteen(54.2%) of teachers strongly agreed that parents were not able to meet some operational costs for secondary education while nine(37.5%) of teachers agreed with the statement. This was because secondary education in the majority of the schools was part of a fee-paying sector

Table 4.46 Head Teachers’ responses on whether children from poor households are less likely to participate in secondary education

Response	F	%
Strongly agree	5	38.5
Agree	5	38.5
Disagree	3	33.0
Total	13	100.0

The findings on Table 4.46 shows that five(38.5%) of head teachers strongly agreed that children from poor households were less likely to participate in secondary education, the same number of head teachers agreed with the statement, five(38.5%) of head teachers disagreed with the statement while three(33.0%) of head teachers disagreed that children from poor households are less likely to participate in secondary education

When teachers were asked to indicate the same, they responded as Table 4.47

Table 4.47 Teachers' responses on whether children from poor households are less likely to participate in secondary education

Response	F	%
Strongly agree	10	41.7
Agree	9	37.5
Disagree	5	20.8
Total	24	100.0

The data on Table 4.47 shows that ten(41.7%) of teachers strongly agreed that children from poor households were less likely to participate in secondary education, nine(37.5%) of teachers agreed with the statement while five(20.8%) of teachers disagreed that children from poor households are less likely to participate in secondary education. This implies that low investment in secondary education has direct implication on transition to secondary schools

Table 4.48 Head Teachers' responses on whether direct cost is too high for parents

Response	F	%
Strongly agree	8	61.5
Agree	5	38.5
Total	13	100.0

The results on Table 4.48 indicate that majority (61.5%) of head teachers strongly agreed that direct cost was too high for parents while five(38.5%) of head teachers agreed that direct cost was too high for parents.

When teachers were asked to indicate the same, they responded as Table 4.49

Table 4.49 Teachers' responses on whether direct cost is too high for parents

Response	F	%
Strongly agree	14	58.3
Agree	7	29.2
Disagree	3	12.5
Total	24	100.0

The findings on Table 4.49 indicate that fourteen(58.3%) of teachers strongly agreed that direct cost was too high for parents, seven(29.2%) of teachers agreed with the statement while three(12.5%) of teachers disagreed that direct cost was too high for parents

Table 4.50 Head Teachers’ responses on whether inability of the poor to meet education costs for all their children is a barrier to education

Response	F	%
Strongly agree	8	61.5
Agree	5	38.5
Total	13	100.0

The results on Table 4.50 shows that majority (61.5%) of head teachers strongly agreed that inability of the poor to meet education costs for all their children was a barrier to education while five(38.5%) of head teachers agreed with the statement.

When teachers were asked to indicate the same, they responded as Table 4.51

Table 4.51 Teachers’ responses on whether inability of the poor to meet education costs for all their children is a barrier to education

Response	F	%
Strongly agree	15	62.5
Agree	8	33.3
Disagree	1	4.2
Total	24	100.0

The findings on Table 4.51 shows that majority (62.5%) of teachers strongly agreed that inability of the poor to meet education costs for all their children was a barrier to education, eight (33.3%) of teachers agreed with the statement while one(4.2%) of teachers disagreed that inability of the poor to meet education costs for all their children was a barrier to education

Table 4.52 Head Teachers’ responses on whether the cost of education for joining secondary school influences transition from primary to secondary schools

Response	F	%
Strongly agree	10	76.9
Agree	3	23.1
Total	13	100.0

The results on Table 4.52 indicate that majority (76.9%) of head teachers strongly agreed that the cost of education for joining secondary school influences transition from primary to secondary schools while three(23.1%) of head teachers agreed with the statement.

When teachers were asked to indicate the same, they responded as Table 4.53

Table 4.53 Teachers’ responses on whether the cost of education for joining secondary school influences transition from primary to secondary schools

Response	F	%
Strongly agree	14	58.3
Agree	9	37.5
Disagree	1	4.2
Total	24	100.0

The data on Table 4.53 shows that fourteen(58.3) of teachers strongly agreed that the cost of education for joining secondary school influences transition from primary to secondary schools, nine(37.5%) of teachers agreed with the statement while one(4.2%) of teachers disagreed that the cost of education for joining secondary school influences transition from primary to secondary schools

Table 4.54 Head Teachers’ responses on whether the direct and indirect costs of education are high for secondary education

Response	F	%
Strongly agree	11	84.6
Agree	2	15.4
Total	13	100.0

The results on Table 4.54 indicate that most (84.6%) of head teachers strongly agreed that the direct and indirect costs of education are high for secondary education while two(15.4%) of head teachers agreed with the statement.

When teachers were asked to indicate the same, they responded as Table 4.55

Table 4.55 Teachers’ responses on whether the direct and indirect costs of education are high for secondary education

Response	F	%
Strongly agree	15	62.5
Agree	7	29.2
Disagree	2	8.3
Total	24	100.0

The findings on Table 4.55 indicate that majority (62.5%) of teachers strongly agreed that the direct and indirect costs of education are high for secondary education while seven(29.2%) of teachers agreed with the statement. Hence, children from poor families were less apt to enroll in school and more apt to drop out than children from better of families. A World Bank study (1990) supported this view and noted that in all countries, children from poor families are less apt to enroll in school and more apt to drop out than

children from better of families. Parents in developing countries are less likely to send their daughters to school than their sons. The direct and indirect costs of education are higher for girls than for boys and the benefits to parents are remote and uncertain.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter of the research project covers the summary of findings, conclusions, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of the study was to establish factors influencing pupils' transition rates from primary to secondary school in Kiambu Sub-County, Kenya. The study was guided by three research objectives. Research objective one sought to assess the extent to which parental level of education influences pupils' transition rates from primary to secondary school, research objective two sought to establish the extent to which cost of education influences pupils' transition rates from primary to secondary school while research objective three sought to examine the extent to which pupils' home background influences pupils' transition rates from primary to secondary school in Kiambu Sub-County. Descriptive survey design was used because it enabled the researcher to gather information concerning factors influencing pupils' transition rates from primary to secondary school in Kiambu Sub-County. The sample was 13 head teachers, 28 class teachers 649 pupils

5.3 Summary of the findings of the study

The findings revealed that Parental level of education influence pupils' transition rates from primary to secondary school as indicated by forty one point seven percent of teachers which shows that parent's level of education had a lot of impact on schooling of children because the more educated parents were the more likely they were to enroll their children and push them through school. High academic attainment of parents significantly reduce chances of primary school dropout as indicated by majority(76.9%) of head teachers fifty three point eight percent of head teachers strongly agreed that educated parents were more effective in helping their children in academic work and that educated parents were interested in the academic progress of their children.

High academic attainment of parents does not significantly reduce chances of primary school dropout as indicated by fifty one percent of pupils. Parents had good economic background as indicated by majority(70.3%) of pupils. Fifty nine point three percent of pupils indicated that lower income families made to secondary school. This shows that families were responsible for their children secondary school education. Educated parents were most likely to enroll their children to secondary school as indicated by most(84.1%) of pupils.

Pupils from lower income background do not make a successful transition to post-primary school, as shown by teachers. Majority (84.6%) of head teachers strongly agreed that parents from good economic background motivate their children to attend educational programs. The cost of secondary education was very high as indicated by forty seven point six percent of pupils. This was because parents were required to meet

some operational costs such as maintenance and may be required to pay for many other things including food, uniforms, learning materials, boarding fee, medical care and special equipment. Fifty two point nine percent of pupils indicated that parents were not able to meet operational costs for secondary education. Most (70.8%) of teachers strongly agreed that affordability was the major challenge to access of secondary education. Majority (69.2%) of head teachers strongly agreed that parents were not able to meet some operational costs for secondary education. Direct cost was too high for parents as indicated by sixty one point five percent of head teachers and inability of the poor to meet education costs for all their children was a barrier to education as indicated by sixty one point five percent of head teachers. 54.2 percent of teachers strongly agreed that the cost of education for joining secondary school influences transition from primary to secondary schools.

5.4 Conclusions

This study has shown that parental level of education influence pupils' transition rates from primary to secondary school. It has also shown that high academic attainment of parents significantly reduces chances of primary school dropout. The researcher further concluded educated parents were more effective in helping their children in academic work and that educated parents were interested in the academic progress of their children.

It was also concluded that pupils from lower income background do not make a successful transition to post-primary school. The researcher concluded that the cost of secondary education was very high as parents were required to meet some operational costs such as maintenance and may be required to pay for many other things including

food, uniforms, learning materials, boarding fee, medical care and special equipment. It was also concluded that the major challenge to access of secondary education as parents were not able to meet some operational costs for secondary education. The study lastly concluded that direct cost was too high for parents to meet education costs for all their children was a barrier to education

5.5 Recommendations

In the light of the research findings, the researcher wishes to make the following recommendations:

- The government should make proper decisions on measures required for maximum pupils' transition rates in the secondary school.
- The head teachers should also involve all the stakeholders in addressing the issues of non-access to secondary schools and come up with ways of addressing the issue of transition.

5.6 Suggestions for further research

The researcher suggests that since this study was based on Kiambu Sub-County and did not cover the whole county to generalize the findings. In the light of the finding of this project, it is recommended that the following areas must be considered for future research.

1. A comparative study of pupils' transition rates in private and public schools in Kiambu County should be conducted.

2. Factors influencing pupils' transition rates from public primary schools to secondary schools in Kiambu County.

REFERENCE

- Abagi, J. & Sheila, W. (2011). Gender equity as a challenge for implementation of Education For All (EFA). A research paper prepared for a workshop. Basic Education Form6:35-42.
- Abagi, J. (2009). *Education For All in Kenya: Improving access and retention of Marginalized grouped within the school system in Basic Education for All*, Vol 111. Basic Education Resource Center for Eastern and South Africa.
- ADEA. (2004). Newsletter Volume 16, Number 3
www.adeanet.org/adeaPortal/adea/newsletter/en_newsletter
- Akyeampong, K. (2009). Revisiting Free Compulsory universal Basic Education (FCUBE) in Ghana *Comparative Education* 45 (2). 175-195
- Ali, C. (2007). Wastage in primary schools Education, and their Implication for Curriculum Development in Central Division of Marsabit District-Kenya. *Unpublished M.Phil. Thesis*, University of Bristol/; Bristol
- Anderson, L.W. Jacobs. J., Schramm, S., & Splittherber, F. (2000) 'School Transitions: Beginning of the End or a New Beginning?' in *International Journal of Educational Research*, Vol.33, pp.325-339.
- Bruns, B & Mingat, A. (2003). *Achieving primary Education by 2015: Achievement for Every Child*. Word Bank: Washington D.C
- Chimombo, J. (2009). *Changing Patterns of access to Basic Education in Malawi: Comparative Education* 297-312
- CREATE, (2009). *Dropping Out From School, Policy Brief No 8*, CREATE, University of Sussex, Brighton, UK
- Drudy, S. & Lynch, K. (1993). *Schools and Society in Ireland*, Dublin: Gill and Macmillan.
- ESTYN. (2004). *Recommendations on implementation of transition provisions in the Education Act*
- Galton, M., Morrison, I. & Pell, T. (2000). 'Transfer and transition in English schools: reviewing the evidence' (Special Edition: School Transitions and Transfers), *International Journal of Educational Research*, **33**, 4, 341-363.
- Government of Kenya. (2007). *Republic of Kenya –European community country strategy paper for 2008-2013*.

- Gutman, L.M. & Midgely, C. (2000). *The Role of Practice Factors in Supporting the Academic Achievement of Poor African American Students During the Middle School Transition*. In *Journal of Youth and Adolescence*, Vol. 29, No. 2, pp. 223-248.
- Hargreaves, A. & Earl, L. & Ryan, J. (1996). *Schooling for Change: Revisiting Education for Early Adolescents*. London: Falmer Press.
- Holmes, J. (2003). *Measuring the Determinants of School Completion in Pakistan: Analysis of Censoring and Selection Bias*. *Economics of Education Review* 22.
- Juma, N. (2010). *Determinants of Female participation in Primary Education; A study of Kwale and Taita Taveta District*. Kenya, Unpublished Ph. D. Thesis, Kenyatta University.
- Kasente, D. (2011). *Processes influencing Gender Differences In Access to post Secondary Institution in Uganda*, Nairobi: Academic Science Publishers.
- Kenya National Union of Teachers . (2012). *Education Policy Document*, KNUT Head Office Nairobi Kenya.
- Kerlinger, F. (2013). *Foundation of Behavior Research 2nd Ed*. New Delhi: Subject Publication.
- Kerlinger, F. (2009). *Foundation of Behavioral research 2nd Edition*. New York: Rinehart and Winston Inc.
- Kothari C. (2008). *Research Methodology, Methods and Techniques*. New Delhi: New Age International(P)Ltd.
- Leclercq, F. (2001). *“Patterns and Determinants of Elementary School Enrolment in Rural North India”*, Working paper, TEAM-CNRS, Universite de Paris 1, Paris.
- Lewin, K.M. (2007). *Expanding Access to Secondary Schooling in Sub-Saharan Africa: Key Planning and Finance Issues*. CREATE Pathways to Access Research Monograph No. 8. Brighton: University of Sussex.
- Lockheed, E. M. & Verspoor: A. M. (1991). *Improving Primary Education in developing Countries* Oxford University Press
 Martin Carnoy (editor, 2005) *International Encyclopedia of Economics of Education* (2nd edition) Cambridge University Press.
www.bpatc.org.bd/elibrary/files/1271326754080774493X.pdf
- Matsuura, J. (2002). *Concepts and Assumptions in Economics of Education Policy*. The Open University Press, U.K

- Ministry of Education. (2012). *KCPE National result analysis*
- Mugenda, N. O. & Mugenda, A, G. (2003). *Research Methods: Quantitative and qualitative approaches*. Nairobi: Acts press.
- Mulusa, J. (1990). *Evaluation Research for Beginners: A Practical Study Guide*. Bonn Germany Foundation for International Development.
- Nkinyangi, J. (2007). *Socio-Economic Determinants of Repetition and Early School withdrawal at the primary school and their implications for Educational Planning in Kenya*: Unpublished Ph.D. Thesis, Stanford University.
- Orodho, J. A. (2005). *Techniques for writing Research proposals and Reports* .New York; Prentice Hall
- Republic of Kenya. (2005). Kenya Education Support Program 2005-2010; Delivering Quality Education and Training to all Kenyans. Government Printers
- Rolleston, C. (2009). *The determination of Exclusion: Evidence from Ghana living Standard Survey*.
- Slough: NFER, EMIE. SCHAGEN, S. & Kerr, D. (1999). *Bridging the Gap? The National Curriculum and Progression from Primary to Secondary School*.
- Smyth, E, Dunne, A., McCoy, S. & Darmody, M. (2011). Pathways through the Junior Cycle: the Experience of Second Year Students. Dublin, The Liffey Press.
- Smyth, E., McCoy, S. & Darmody, M. (2004). *Moving Up: The Experiences of First-year Students in Post- Primary School*. Dublin: ESRI and NCCA in association with Liffey Press.
- UNESCO. (2008). The Road to 2015: Reaching the Education Goal: Annual Report 2008. Paris: UNESCO.
- WAG. (2005). *Transition from Primary to Secondary School: Summary of Consultation Responses*. Cardiff: Welsh Assembly Government
- World Bank. (1988). *Education in Sub-Saharan Africa*, Washington D.C. siteresources.worldbank.org/INTAFRREGTOPEducation/.../ED World Bank (2005) *African Development Indicators*. Washington DC: The World Bank
- World Bank. (2005). *World Development Report: Investment, Climate, Growth, and Poverty*. World Bank

APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Anncarol Mathia,
University of Nairobi,
Department of Education
Administration and Planning,
P.O Box 92,
Kikuyu.

7th May, 2015.

Dear Sir/ Madam

RE: PARTICIPATION IN RESEARCH

I am a MED student in the University of Nairobi, pursuing a Masters of Education in Education Planning. I am conducting research on “**factors influencing pupils` transition rates from primary to secondary school in Kiambu Sub-County.**” Your school has been selected to participate in this study. I hereby humbly request your office to accord the study any assistance that will make the study a success.

Your assistance will help generate information that will help in improving pupils` transition rates from primary to secondary school in Kiambu Sub-County and Kenya at large.

Thank you.

Yours faithfully,

Anncarol Mathia

APPENDIX II

QUESTIONNAIRE FOR THE HEADTEACHERS

The purpose of this questionnaire is to solicit information on “**factors influencing pupils’ transition rates from primary to secondary school in Kiambu Sub-County, Kenya.**” You are asked to participate in this study by filling in the questionnaire. You are assured that your identity will be treated confidentially. Please answer all the questions provided as honestly as possible, to the best of your knowledge.

Section A; Demographic data

1 Please tick against your gender

Male [] Female []

2 What is your age bracket?

20 – 30 years [] 30 – 40 years []

40 – 50 years [] 50 – 60 years []

3 What is your highest academic qualification?

PI [] Diploma [] Degree []

Masters [] PhD [] Indicate your professional
experience in years (tick one)

1 – 5 years [] 6 – 10 years []

11 – 15 years [] 16 years and above []

4 How long have you been in this school?

0 – 2 years [] 2 – 4 years []

4 and over []

Section B; Parental level of education and pupils' transition rates from primary to secondary school

6. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

SN	Statements	5	4	3	2	1
1	Pupils from uneducated parents do not make a successful transition to post-primary school					
2	Parental level of education influence pupils' transition rates from primary to secondary school					
3	Families with social difficulties do not educate their children to secondary school					
4	Uneducated parents are not represented in secondary school					
5	Students from uneducated parents are unable to cope with the academic demands					
6	Educated parents are, the only one who enroll their children to secondary school					
7	High academic attainment of parents significantly reduce chances of primary school dropout					
8	Educated parents are more effective in helping their children in academic work					
9	Educated parents are interested in the academic					

	progress of their children					
10	Only educated parents are likely to hire private tuition					

Section C; Pupils home background and pupils' transition rates from primary to secondary school

7. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

SN	Statements	5	4	3	2	1
1	Pupils from lower income background do not make a successful transition to post-primary school					
2	Pupils home background influence pupils' transition rates from primary to secondary school					
3	Parents from well up background support their child's adjustment to the new school					
4	Socio-cultural and economic background contribute to learner transition to post-primary school					
5	Parents from good economic background are able to mobilize resources to support children during challenging time.					
6	Pupils from good background have got higher self-esteem					
7	Parents from good economic background motivates their children to attend educational programs					

Section D; Cost of education and pupils' transition rates from primary to secondary school

8. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

SN	Statements	5	4	3	2	1
1	Affordability is the major challenge to access of secondary education					
2	parents are not able to meet some operational costs for secondary education					
3	children from poor households are less likely to participate in secondary education					
4	Direct cost is too high for parents					
5	inability of the poor to meet education costs for all their children is a barrier to education					
6	The cost of education for joining secondary school influences transition from primary to secondary schools					
7	The direct and indirect costs of education are high for secondary education					

Thank you,

APPENDIX III

QUESTIONNAIRE FOR THE TEACHERS

The purpose of this questionnaire is to solicit information on “**factors influencing pupils’ transition rates from primary to secondary school in Kiambu Sub-County, Kenya.**” You are asked to participate in this study by filling in the questionnaire. You are assured that your identity will be treated confidentially. Please answer all the questions provided as honestly as possible, to the best of your knowledge.

Section A; Demographic data

1. Please tick against your gender

Male [] Female []

2. What is your age bracket?

20 – 30 years [] 30 – 40 years []

40 – 50 years [] 50 – 60 years []

3. What is your highest academic qualification?

PI [] Diploma [] Degree []

Masters [] PhD [] Others (specify)

4. Indicate your experience as a teacher in years (tick one)

1 – 5 years [] 6 – 10 years []

11 – 15 years [] 16 years and above []

5. How long have you been in this school as a teacher?

0 – 2 years [] 2 – 4 years []

4 and over []

Section B; Parental level of education and pupils’ transition rates from primary to secondary school

9. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

SN	Statements	5	4	3	2	1
1	Pupils from uneducated parents do not make a successful transition to post-primary school					
2	Parental level of education influence pupils’ transition rates from primary to secondary school					
3	Families with social difficulties do not educate their children to secondary school					
4	Uneducated parents are not represented in secondary school					
5	Students from uneducated parents are unable to cope with the academic demands					
6	Educated parents are, the only one who enroll their children to secondary school					
7	High academic attainment of parents significantly reduce chances of primary school dropout					
8	Educated parents are more effective in helping their					

	children in academic work					
9	Educated parents are interested in the academic progress of their children					
10	Only educated parents are likely to hire private tuition					

Section C; Pupils home background and pupils’ transition rates from primary to secondary school

10. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

SN	Statements	5	4	3	2	1
1	Pupils from lower income background do not make a successful transition to post-primary school					
2	Pupils home background influence pupils’ transition rates from primary to secondary school					
3	Parents from well up background support their child’s adjustment to the new school					
4	Socio-cultural and economic background contribute to learner transition to post-primary school					
5	Parents from good economic background are able to mobilize resources to support children during challenging time.					
6	Pupils from good background have got higher self-					

	esteem					
7	Parents from good economic background motivates their children to attend educational programs					

Section D; Cost of education and pupils' transition rates from primary to secondary school

11. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

SN	Statements	5	4	3	2	1
1	Affordability is the major challenge to access of secondary education					
2	parents are not able to meet some operational costs for secondary education					
3	children from poor households are less likely to participate in secondary education					
4	Direct cost is too high for parents					
5	inability of the poor to meet education costs for all their children is a barrier to education					
6	The cost of education for joining secondary school influences transition from primary to secondary schools					

Thank you.

APPENDIX IV

QUESTIONNAIRE FOR THE PUPILS

The purpose of this questionnaire is to solicit information on “**factors influencing pupils` transition rates from primary to secondary school in Kiambu Sub County, Kenya.**” You are asked to participate in this study by filling in the questionnaire. You are assured that your identity will be treated confidentially. Please answer all the questions provided as honestly as possible, to the best of your knowledge.

Section A Demographic data

1. Please tick against your gender

Male [] Female []

2. What is your age bracket?

Less than 10 years [] 10 – 12 years []

12 – 14 years [] More than 14 years []

Section B; Parental level of education and pupils’ transition rates from primary to secondary school

3. What is the academic qualification of your parents?

(i) Mother

Uneducated [] Primary [] Secondary []

University/ College []

(ii) Father

Uneducated [] Primary [] Secondary []

University/ College []

4. High academic attainment of parents significantly reduce chances of primary school dropout

Yes [] No []

Section C; Pupils home background and pupils' transition rates from primary to secondary school

6. How do you rate the economic background of your parents?

Very good [] Good [] Poor []

7. Do pupils from lower income families make to secondary school?

Yes [] No []

8. How does parental support influence pupils' transition rates from primary to secondary school?

9. Which parents are most likely to enroll their children to secondary school?

Educated [] Not educated []

Section D; Cost of education and pupils' transition rates from primary to secondary school

10. How do you rate the cost of secondary education?

Vey high [] High []

Moderate [] Low []

11. Are parents able to meet operational costs for secondary education?

Yes [] No []

12. Does the cost of education for joining secondary school influences transition from primary to secondary schools?

Yes [] Sometimes [] No []

Thank you.