

**INFLUENCE OF SOCIO-CULTURAL FACTORS ON STUDENT
TRANSITION AND RETENTION IN SCHOOLS IN MSAMBWENI
SUB-COUNTY, KWALE COUNTY, KENYA**

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DECLARATION

This is my original work and has not been submitted for award of degree in any other University.

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DEDICATION

This work is dedicated to my wife Josephine and my sons Granold and Bezzallel for whom I believe this work will be a source of inspiration in their lives.

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LIST OF ACRONYMS AND ABBREVIATIONS

AID	- Acquired immunodeficiency
CAPS	-Cape Area Panel Study
CBO s	- Community Based Organizations
ACSG	-Association of Consortium Student Governments
DEO	-District Education Officer
EFA	-Education for all
FGM	- Female genital mutilations
FPE	-Free primary Education
GER	-Gross Enrolment Ratio
GOK	-Government of Kenya
HIV	-Human Immunodeficiency Virus
HT	- Head Teacher
IEBC	-Independent Electoral and Boundaries Commission
K.C.P.E	-Kenya certificate of primary Education
KIPPRA	-Kenya institute for public policy Research and analysis
KNBS	-Kenya National Bureau of Statistics
LAC	-Latin American countries
MDG	-Millenium Development Goals
MoE	-Ministry of Education
NER	-Net Enrolment Ratios
NGO	-Non-Governmental Organization
PA	- Parents Associations
RoK	- Re-alignment of the Education Sector to the Constitution of Kenya.
SEIA	-Solar Energy Industrial Assosiation
SPSS	-Statistical Package for Social Sciences

SSA	-Sub-Saharan Africa
TACF	-Temporary Alteration Control Form
UNDP	- United Nations Development Programme
UNESCO	-United Nations Educational Scientific and Cultural Organization
UNICEF	- United Nations International Children's Emergency Fund
UPE	-Universal Primary Education
USAID	-United States Agency for International Development
VSLA	-Village Savings and Loans Associations

ABSTRACT

In this study the socio-cultural factors influence on transition of students and retention was assessed in schools in Kwale County, specifically in Msambweni sub-county, and why the secondary school enrolments do not match the primary school enrolments. The central focus in this study was to make an analysis of factors influencing rate of transition in Msambweni sub-county schools. The purpose of the study was to investigate factors which influence the transition of learners both in primary and secondary schools in Kwale County, particularly Msambweni sub-county. A descriptive survey by use of interviews and questionnaires was adopted for data collection. Data on how education transition and retention levels varied for the period 2009 to 2017 in schools in Msambweni Sub County was collected from the DEO's office, Msambweni Sub County while data on how the factors causing education variation in transition and retention levels are related to socio-cultural factors and data on how the residents attribute varying education transition and retention levels to their socio-cultural factors was collected from teachers in randomly selected schools who were interviewed using open and closed ended questionnaires. The data analysis was done through use of qualitative and quantitative techniques. The study found out that the parental academic level has an influence on children academic transition and retention. The study also found out that social economic factors have an impact on children retention and transition in school. In this case, the research study found out that early marriage is one of the factors that lead to school retention since girls prefer getting married to completing their studies. The study further found out that parental income is one of the factors that affect student's retention and transition. Therefore, the study concluded that performing poorly in KCPE, low education level of parents and unavailability of tuition fees was hindering students' transition and retention to secondary schools. This study made recommendations that should be put in place in order to improve transition and retention levels in the Sub County that government should provide qualified teaching personnel to meet the needs of learners in order to improve KCPE performance, Sub County Education office should come up with practical

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The above chapter presents the background of this study, the statement of the problem, research questions and the objectives of the study. The effectiveness of the study, the limitations and the shortcomings and the assumptions of the study are also captured. Definition of the terms of operation and organization of the study are also presented.

1.2 Background to the Study

Education being a fundamental human right, through knowledge and skills, it empowers people increases their production. They take advantage of available employment opportunities, their income increase, leading to poverty eradication (UNESCO, 2010). Educational support by a country is among the powerful human and economic development investment an economy can ever have (WORLD BANK,2009).Secondary education ensures country's development through training as a core factor to the growth of the economy and social development (WORLD BANK,2008).This is the reason why governments globally are geared to providing their citizens with education

In early 1950s the republic of Korea was among the poorest countries was able to attain almost hundred percent secondary education transition and retention rate just in 4 decades time. The sudden expansion was attributed to a framework of policies that pragmatically emphasized different phases of education with time. A universal primary education system was the topmost agenda in the 1960s which then shifted to secondary education system in 1970s and finally advanced to tertiary level in1980s.The government of the day abolished the entrance examination in the year 1968 for middle level schools, this saw high spending by the government in education and encouraged the private sector to provide education at every level. The important lessons for African governments can be learnt from Korea's achievement story in terms of their political concern towards a practical education planning that can make a u turn in achieving a great education system.

(APHRC. 2002)

The countries can only develop and compete favorably in a globalized economy by the labour market having highly skilled graduates who are competent enough to spur economic growth. The secondary education system is really vital for it equips individuals with necessary skills to get employed hence improving their living standards, in this case determination of their future life chances and upward mobility prevails (Lewin. 2007). Apart from being important to economic and social development, transition and retention to secondary has greatly promoted active citizenship and social cohesion advancement through increased trust and tolerance among people (WORLD BANK, 2005).

In accordance to human rights act article 28 of 1979, education should be free at least at the elementary level and available to all based on merit at higher levels. In order to realize this inspiration, for the first time in 1990 in Jomtien Thailand the United Nations introduced EFA (Education for all) which was an initiative that would benefit every individual in all societies in terms of education (EFA Global monitoring report UNESCO, 2009). Education is a major catalyst for human development hence its accessibility is very important. Since the year 1990 the accessibility to education has improved in the countries that are developing i.e. out of a total of 163 nations 47 have attained millennium development goal number 2 (universal primary education), moreover by the year 2017 probably 20 more nations would have achieved this goal, however there are still some challenges on transition and retention in 44 nations, out of these 23 are experienced in the sub-Saharan Africa whereas Kenya is among them (WORLD BANK, 2009).

The enrolment ratios of secondary school learners of Brazil when compared to Guatemala is almost 100% to 51% respectively, only a few of sub-Saharan African nations e.g. South Africa, Botswana, Mauritius and Cape Verde, have attained rates of access to high school education as high as eighty percent for junior high school while transition and retention levels in Kenya currently oscillates at around 73%. Nations such as Rwanda, Burkina Faso and Burundi are yet to achieve rates of 20% (SEIA, 2007). Secondary education is important because it technically provides students with academic and lifelong skills thereby adding value to a country's economic prosperity, though transition to high school education has remained low in all developing countries with stagnant regional differences especially Africa, (WORLD BANK, 2005)

Majority of pupils supposed to go to school in sub-Saharan part of Africa are limited or rather cannot access tertiary and secondary education, for instance in the 2005 school calendar, the average transition and retention rate as from primary school to secondary education was 62%, (UNESCO, 2009). Conspicuous disparities in retention and transition levels with regards to gender and among nations also exists

The transition levels for the boys stood at 66%, this was nine points higher than their counterparts the girls, whose transition level stood at 55% , (UNESCO, 2009) Dismal transition levels, below 50% also were registered in several nations including Cameroon 33%, Burundi 34% and Botswana 75%. The report however indicated a rise in the number of students enrolled in secondary schools in the region including an extra over twelve million learners in the year 2006 escalating from 20.6 million in 1999. This sharp trend notwithstanding, the middle level secondary schools in the sub-Saharan part of Africa stood at 25% in the year 2006. This means that almost 78 million of school going age learners in the region was yet to be enrolled in high school (UNESCO, 2009). One cannot therefore wish away the concern that whoever should acquire secondary education or not. (Aisle 1968)

The attainment of EFA by 2017 is a serious concern and a great responsibility of the Kenyan government as per the rights to free education made available to all Kenyans as its enshrined in the constitution of Kenya (2010). Access to education in Kenya has not been evenly distributed across sexes, regions and social groups (Orodho 2002). Enrolment in secondary schools has greatly increased in the following African countries: Burundi, Burkina Faso, Congo, Chad, Tanzania, Niger, among others (EFA, 2012).

Out of working population 44% had incomplete primary education while 21% had at least acquired eight years of schooling and thus had completed primary course. Approximately 17% had started but had not gone beyond lower secondary education (i.e. form one and form two) while 13.7% had gone beyond lower secondary level. Some scholars view that the current 8-4-4 system is wasteful, in the year 2003 free primary education was introduced which has seen more children access education though much has not changed.

However at high school level, quite a number of the learners who are ready to join school and are of age are still lacking in accessing the free education. High school levies and other payments to cater for school uniforms and utilities have been difficult for some parents. With the high enrolment also the cost of hiring teachers has increased together with government spending (GOK 1999). Accessibility to schooling remains a challenge even after speedy expansion of the education sector with just 47% of the learners transiting to the secondary level of education. Out of this only 27% are eligible for secondary education (Gok, 2003)

The greatest challenge for both the parents and governments is funding the secondary education; most African countries do neglect secondary education by injecting in to it only an average of between 15-20% of state resources. However in Kenya parents enjoy spending only 20% and 8% on primary and university education costs respectively but the bigger burden falls on them over secondary education which costs them about 60%. Thus tuition fee is key barrier to secondary school transition since majority of sub-Saharan Africa countries are poor (APHRC, 2007), with Tanzania being among the poorest countries in the world hence parents being unable to pay tuition fee for their children in school, (WORLD BANK, 2008)

In countries such as Eritrea, retention and transition to high school is very minimal, this is because most learners repeat in primary schools due to dismal performance in their final exams (WORLD BANK, 2008). The Kenyan situation is that sterling performance in examinations boasts learner's transition to better public high schools. Transition and retention rate from junior primary into to high schools is normally attached to the availability of spaces in high schools Ngware et al (2006).

In Senegal, only 25% out of those who finish primary school enrolls for high school education due to fewer available schools hence close to the half of those who finish primary schools fail to secure their chances to join high schools WORLD BANK, (2008). Furthermore secondary schools are randomly distributed making it hectic to access high school education in some areas in Namibia primary schools are very well distributed in rural areas, while high schools are majorly concentrated in urban centers thus in towns municipalities and cities consequent to this there is low transition and retention rate of learners from interior areas of the country.

Parents and guardians level of education probably is positively related with the learner's ability. This in the long run may result into higher educational achievement by the child. Furthermore, parents who are educated are more likely to give an environment conducive for learning to pupils at home and encourage them to transit to secondary schools (Ngware et al 2006).

According to Nkechinyere (2011), it is a Kenyan tradition that girls have to contribute to household chores like nursing of babies, cleaning the house, fetching firewood and water and cooking, which hinders their transition to high schools. Further the study established that religion influences retention and transition of girls from primary to secondary school. According to Wawro (2010), Islam religion in particular, usually is associated with participation of low female in schools. As indicated by Wanyoike (2003) learners need their peer groups be guided if not, it may lead to devastating effects such as early sex, sexual promiscuity and then get to unwanted pregnancies which in turn lead to school dropout.

Table 1.1 shows that transition and retention from primary to secondary schools in Kenya has been increasing slowly and for a long time over the years.

Table 1.1: transition and retention from primary to high schools in Kenya from 2009-2017

Years	Transition Rates (%)	Retention Rates (%)
2009	44.6	85.5
2010	72.5	91.8
2011	73.3	92.0
2012	64.5	92.4
2013	74.7	92.8
2014	76.1	92.8
2015	81.9	93.1
2016	81.3	93.8
2017	83.93	94.6

Source: MoEST, 2018.

Table 1.1 shows the progression in transition and retention of learners from primary to high schools in Kenya from 2009 to 2017 in Kenya. Progression of learners from one level of education to another is a yardstick of a system's internal efficiency (Otieno & Colcloughn 2009). The data show that 2009 recorded the lowest transition and retention rates of 46.4% and 85.5% respectively.

According to Education for All Monitoring Report of 2012, secondary enrollment in Kenya has significantly increased but doesn't match primary school enrolments. This has made the demand for secondary education to tremendously increase is approximated that the transition and retention hit 60% in 2006/2007 in Kenya. This indicates that out of 10 children 6 enrolled in class 8 in 2006 became enrolled in form one in 2007. Strong correlation exists between the increase the number of those who join class 8 and the rate transition and retention in high schools. When the enrolment of primary learners in class 8 goes up, so does the number of learners get entry into form one. This shows that increase of enrolment in high schools depends on the increased learners completing primary education (Lewin, 2005). However, transition and retention from primary to high schools in Msambweni sub-county has remained low over the years (Table 1.2). It is in the interest of this research to establish the factors that influence transition and retention of pupils from primary to high schools in Msambweni.

Transition and retention from primary to high schools of learners from class one to form four in Msambweni sub-county has remained low over the years as shown in table 1.2.

Table 1.2: Comparisons of transition and retention from primary to high schools.

Years	National		Msambweni Sub-county	
	Transition Rates (%)	Retention Rates (%)	Transition Rate (%)	Retention Rates (%)
2009	66.9	85.5	48.2	41.2
2010	72.5	91.8	55.4	42.0
2011	73.3	92.0	61.6	44.8
2012	64.5	92.4	61.4	45.3
2013	74.7	92.8	64.7	45.8
2014	76.1	92.8	65.2	47.3
2015	81.9	93.1	68.4	48.1
2016	81.3	93.8	71.2	51.9
2017	83.93	94.6	72.6	53.6

Source: MoEST (2018) and DEO Msambweni Sub County (2018).

This trend has persisted and has been raising concern of educationists. For instant in 2009, while 66.9% of the pupils who sat KCPE nationally joined secondary schools, only 48.2% of those who sat for KCPE transitioned to high schools in Msambweni. In 2017, data indicates that there was an 11.3% variability between the transition rate between the national and Msambweni. In the same years, there was 85.5% and 41.2% retention for national and Msambweni sub-county for 2009 and 94.6% and 53.6% respectively. There could be a host of factors that are responsible for this transition gap. It was therefore in the interest of this research to establish the factors that influence transition and retention from primary to high schools in Msambweni sub-county

1.3 Statement of the problem

Statistics provided by UNESCO (2008) show that a very small percentage of children usually transit from primary schools to secondary schools and consequently tertiary institutions. In Kenya enrolment rate stands at 81.5% and 69.1% in primary and secondary schools respectively, this is due to free primary education besides free day high school education (EFA Global Monitoring, 2010). The gross enrolment for Kwale County at primary school level constitutes a gross enrolment of 99.7% while gross enrolment at high school level constitutes 29.8 % (EFA Global Monitoring, 2010). This means that about 70% are left out.

There could be a host of other factors attributable to this transition and retention gap but this study aims to establish how socio-cultural factors influences transition and retention rates, provide recommendations for future research and also provide recommendations on how to improve the upward mobility and retention rates.

1.3 Purpose of the Study

The study was done to investigate factors do promote the transition and retention of learners both in primary and secondary schools in Kwale County, particularly Msambweni sub-county.

1.4 Objectives of the Study

- i. To establish and determine learner retention and upward mobility trends in schools in Msambweni Sub-County from 2009 to 2017.
- ii. To scrutinize and assess the influence of the level of education of the parent on retention and transition levels among learners in Msambweni Sub County
- iii. To determine the influence of early marriage on transition and retention levels among learners in Msambweni Sub County
- iv. To determine the cause and establish the influence of teenage pregnancies on transition and retention levels among learners in Msambweni Sub County
- v. To examine the relationship between economic activity in the study area and transition & retention levels among learners in Msambweni Sub-County.

1.5 Research questions

The following questions were addressed by the research:

- i. What are the transition and retention trends in Msambweni Sub-County?
- ii. What could be the effect of parental education level on retention and transition levels in Msambweni Sub County?
- iii. How does early marriage affect transition and retention levels among learners in Msambweni Sub County?
- iv. Do teenage pregnancies influence transition and retention levels among learners in Msambweni Sub-County?
- v. What is the respondents' relationship in economic activity and retention and transition levels among learners in Msambweni Sub-County?

1.6 Significance of the Study

The research findings would provide policy makers with insights on critical factors that they may consider when formulating policies meant to increase the rates of upward mobility from primary to high schools in the country. The study enlightened parents, teachers and other stakeholders in their roles in promoting the pupils education beyond primary school. 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. The findings of the research may benefit head so as to be equipped with knowledge on how they can address the issues affecting transition. The county government of Kwale could put in place the recommendation in the plans in future giving focus to the transition agenda as they come up with the strategic plan for basic education.

1.7 Limitations of the Study

The research sought to establish influence of socio-cultural factors on retention and transition among learners in Msambweni Sub-county. However, the study encountered three limitations. Social and cultural aspects are personal to people. Some respondents were unwilling to reveal such information they considered intimate to them especially those that impede the learner education. However, the respondents were assured that the findings of the research would be kept confidential and their anonymity was assured. The researcher collected data from teachers, head teachers and parents. This was to ensure that the data collected was reliable and free from bias. The sampled schools were far apart. Some schools are located on islands. It was a challenge and expensive to traverse the entire study area. However, the researcher used a motorcycle on the mainland and a speed boat to cross to the islands.

1.8 Delimitation of the study

The research just covered primary and high schools in Kwale County, specifically Msambweni Sub-County in Kenya. It considered the views of head teachers of those pupils who dropped out after standard eight, and the views school committees.

The generalizations made in this study only apply to Msambweni sub-county and can be replicated in other sub-counties with similar characteristics. The study focused on specific factors influencing transition to secondary schools which included; parents education level, the Kenya Certificate of Primary Education performance, tuitions fees required when joining form one and availability of form one vacancies in high schools.

1.9 Assumption of the Study

- i) This study is based on the assumption that sampled schools experienced low transitions of learners from primary to high schools in the sub-county.
- ii) It was also assumed that the data acquired from the respondents was accurate and it formed the baseline of the findings of the study.

1.10 Definition of Operational Terms

Access: in this study, it refers to joining and attending primary or secondary level of education.

Attitude: a mental state involving, feelings, beliefs and values to act in a particular way.

Enrollment: This refers to number of learners admitted and registered in primary or secondary school at a particular time.

Drop out: refers to a person leaving the school or stopping to attend school before completion of course of study at either primary or secondary level.

Gender disparities: in this research, it refers to the culture of the society being given more priority to boy child as to girl child in terms of schooling.

Influence: it is a situation where learners copy negative behaviors from their peer group and environment that affect schooling.

Participation: involving oneself in learning process.

Family background: in this study, it refers to family setup and cultural practices that influence the learner's behavior.

Progression: upward mobility from primary to high school.

Retention: holding back students in school to complete the course of study.

Secondary education: This is the stage of learning after completing primary education. Some countries like Kenya, it is generally the final stage of ordinary education level (O_Level).

Retrogressive: in this research, it refers to social-cultural factors that do not foster good morals or promote learning.

Transition refers to moving from primary school to secondary school.

1.11 Organization of the research

This research is put together in a few chapters. Chapter presents the background of the study, problem statement, purpose of the study, objectives of the study, questions of the research, and significance of the study, limitations and delimitations of the study, basic assumptions of the study, definition of operational terms and organization of the study. Chapter two deals with literature review on factors influencing transition like Academic performance at Kenya Certificate of Primary Education, Education level of parents, tuition fees required when joining form one and availability of form one vacancies. It also has a conceptual and theoretical framework. Chapter three deals with methodology of the research which includes research design, population target, sampling sizes and sampling techniques, instruments of research,, data collection procedures and data analysis. Chapter four presents the analysis of data, interpretations and discussions on the findings. Chapter five contains summary of the findings, recommendations and conclusions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The section here reviews related literature on the influence of socio-cultural factors on education transition and retention in schools. It focuses on previous works carried out by other researchers and it relates it to the present study. The sections to be covered include how education transition and retention levels vary, how the factors causing education variation in transition and retention levels are related to socio-cultural factors and the extent to which people usually attribute varying education transition and retention levels to socio-cultural factors.

2.2 Concept of Transition and Retention in Education

Gains in education equivalently translates into economic development of a community, so much that different communities strive to ensure that education is provided to all in order to release this noble desire (Amato, 2012). With its main focus being retention and completion, a study conducted by Oywa (2011) in Suba District, indicated that the district continues to register one of the poorest retention rates of girls, and even among the few who are retained, their performance is wanting. He attributes such challenges to early marriages, HIV/AIDS and lack of regard for girls in education.

Whereas Oywa, blames aspects of socio- cultural factors and inadequate finances (Chacha, 2012) in his study noted that personal characteristics, distances to school, family networks, and household work, is a challenge to retention of girls through the levels of learning. In conformity (Cardine, 2012) in her study done in Msambweni sub-county targeting communities living along the lake region and focusing on influence of socio- cultural factors in academic performance of female learners, established that the number of girls retained in school reduced with age such that at 15 years, many are opting to out of school for marriage, fending for orphans siblings as a result of HIV/AIDS or giving way for their brothers to be catered for in schools. Reporting from his study in west Pokot based on socio- cultural dimensions on poor learning out comes (Poghisio, 2012) lamented that the minority communities would continue in Kenya if efforts were not put on stamping out retrogressive cultural practices such as early marriages and age-old rituals that kept girls out of school.

The situation is critical in that emerging evidence indicate scrapping of tuition fees in public primary schools has failed to be the magic bullet forwards achieving universal primary education (Onsembe, 2012). In Tana Delta district, retention rate is very low and it is not easy to tell what finally happens to girls, for very few complete secondary education (Abdala, 2013). Echoing Abdala's sentiments, (Asis, 2012) in her study at Pemba in Kwale District of Coast Province, based on academic nightmares facing the region, pointed out that due to biting poverty, most girls kept off schools in search of livelihood. She further noted that during hard times in families' education becomes a luxury to be afforded by the rich, while the less fortunate resort to immediate survival activities, the result being widening disparities in society.

According to Figueroa (2012), in Kingston Jamaica, girls in most developing countries has been steadily chipping the ideological and cultural stereotyping perspectives based on simplistic premise boys are academically superior, (Wachira, 2013). In contrast, there are no evidences on brain differences between boys and girls that account for divergence in academic achievement between genders. As some people continue to seek intimate cause for academic gender differences, available evidence identifies socio-economic and cultural factor as the dominant causes (Odwari, 2012). No doubt, the growth of informal and criminal opportunities that are acting as magnets to boys living in poverty in rural areas and urban slums are avoiding boy's education, but un less measures are taken to challenges the structures that promote barriers to education of boy and girls alike, the dream of achieving universal primary education was just remain a pipe dream. Emerging concerns on girls' retention rates are observed in a new dimension of illicit prostitution, HIV/AIDS and drugs and substance abuse. World Vision Report (2011) based on challenges facing girls in learning institution in Lamu district indicates that HIV/AIDS, illicit prostitution and drugs and substance abuse are major factors accounting for high drop – out rates. Vividly, capturing the emerging trends in the Coastal communities in Kenya, child tourism, child commercial sexual activities and child trafficking to the Middle East, all targets young girls and have contributed immensely to high drop-out rates among girls in schools (Fatma, 2012). She continues to note that the presence of easy ways of getting money at the coast tends to lure young people from school, and this accounts for over 50% of drop-out cases.

UNICEF Path to Education for All Report (2011) focusing on attainment of gender parity in education in schools in Sub-Saharan Africa indicates that most African countries still experience a lot of challenges in meeting this goal. The report cites 15 inadequate allocation of funds, retrogressive socio-cultural practices and the influence of HIV/AIDS as major impediments in the education sector, which rob the young of the opportunities to benefit from schooling. Besides, the UNDP's Achievement of Economic, Social and Cultural Rights Report (2011) indicates that in Nyatike District, widows are still forced with inheritance and denied rights to property such as land and remain ignorant on how to seek redress against such atrocities because of poor academic orientations, having dropped off school pre-mutually and the scenario is being repeated with their young daughters. This report recommends that such disadvantaged widows be supported to engage in economic activities so that they can take full responsibilities of keeping their children in schools.

2.3 Socio-cultural Determinants of Transition and Retention Levels

The world is continually affected by transition rates in spite of the efforts to give free or subsidized high school education. This factor would be analyzed completely when one analyses learners graduating after final year of a specific level of education in comparison to the percentage of the same group entering their first year of the next level of education (high school). Avakov-(2010) observes that even with the increase in the number of school places in high school level only a very small proportion of those who leave primary school and gain entry to high school level.

Basing on his study on factors influencing the dropout rates of girls among the Aborigines in Australia, Auralia (2008) observed that the cultural aspects of community were still traditional in orientation that girls were only being viewed as home maids entrusted with the responsibility of taking care of homes, while their male counterparts could adventure into to emerging issues such as education. In Kenya, the policy of the government is to enlarge high school education so that access can be made available to all. This, in a broad way, is attached to the fact that, the government committed in achieving Universal Primary Education (UPE) as shown by its steps to Free Primary Education (FPE) in 2003, the Global Education for All (EFA) by 2017 and the move to achieve the Millennium Development Goals (MDG) by 2020.

According to Ondalo (2011), it was common to spot many young girls in lower classes, but with progress of time the faces of girls becomes fewer and fewer, indicating something was greatly wrong: retention from public primary schools in in Kuria District, he established that girls were just kept in schools to grow up for marriage and the earlier one looked mature enough, regardless of the level of education, the faster they are married off. It is therefore indicative that culture of a people plays a very big role in influencing the relative length of being in learning institutions and hence the greatest impediment to realizing high transition rates among the girls to subsequent levels of education in Kuria District. Since most cultural practices, still being traditional in orientation and discriminative in nature, girls find themselves greatly disadvantaged hence become victims of such traditional practices, while boys easily embrace new way; Asalo (2006).

The most crucial aspect of these goals is to increase access to high school and tertiary education and to a larger degree, for the disadvantaged in terms of finance. With regards to the RoK (2002) the aim is towards achieving and to sustain Universal Primary Education (UPE) by 2005 and to increase mobility and the rates of transition from the current 70% to 100% by 2017. Morline (2009) noted in her study conducted in the far-flung areas of Sang Wan village in China that educated citizens are much more productive in society than less educated and that most countries that struggle to develop have glaring economic gaps that negate learners' retention and transition at different levels of schooling.

Secondary school education faces dropout rates that range from 10% to 50% and factors such as early marriage, unwanted pregnancies, early motherhood, fluid marriages, negative effects of tourism, traditions, religion, low parental level of education and gender disparity have been a factor to this trend (Achoka et al, 2007). Education in High school is marked by considerable dropout rates ranging between 10% and 50% and factors like geographical disparities, insecurity and poverty, have been attributed to this trend (Achoka et al. 2007). To look for solutions the the low transition levels from primary to high school levels of education, Free high school Education was introduced in 2008. This directive has very few benefits although it target access of education to all. This aspect of low transition rates is quite common in

Msambweni Sub County. Before independence, colonial governments and the missionaries controlled Kenya's educational system.

According to the monitoring Report of EFA (2012), Kenya is one of the countries where enrollment in high school has considerably risen, but has not matched the primary school enrolments, which has pushed the demand for secondary education higher. In Kenya, the upward mobility rate is estimated at 60% in 2006/ 2007. For this reason, six out of every 10 children who enrolled in the class eight of primary school in 2006 secured chances in high school in 2007. There is a strong correlation between the increase in class eight enrolments and transiting to high school. As this increases, equally the number of learners entering into the next grade of high school education does. Suffice to say that the increase of enrolments in the high school sector also is relative and does depend on the rise in number of the learners that complete their last grade of primary education (Lewin, 2005).

Social-cultural aspects of people determine the education aspirations of such communities and the importance put to education directly correspond to the extent to which the two variables conform, Hardy (2004). Given that social-cultural orientation of various communities differs in unique parameters, measures of such disparities are also recognizable in academic spheres. The goal for this study was to establish the influence of parental level of education, early marriages, teenage pregnancies and parental occupation and social class on transition and retention among learners in Msambweni sub-county.

2.3.1 Parental Education Level and Transition & Retention Level

The extent to which people usually attribute varying education transition and retention levels to socio-cultural factors depends on the parent's level of education, which greatly influences the access of education for the children. If the parents are more educated, the more they are likely to attribute varying education transition and retention levels to socio-cultural factors hence they have the urge to enroll their children and push them through their educational course (Holmes, 2003). The decisions of parents affect children retention in a school system such that learners whose parents regulate and supervise their activities, encourage individual decision - making and provide moral support are by far more involved in schooling have higher chances of remaining in school in general. (UNICEF, 1999).

Being social scientist and a marriage counselor contracted with UNDP, Oguta investigated causes of education disparities between couples and established that social-cultural practices has the greatest influence and he was also quick to add that, even in staggering transition rates among girls through higher levels of education, cultural were very significant determines. In the modern word, societies are consistently being confronted by changes in all spheres of life, that cultural yoke nagging girl's progress in education must be broken to give sexes room to compete in order to realize sustainable development, Ann (2009). She observes that institutions of higher learning are gradually realizing many women pursuing further studies and among this woman, majority are either single or widows.

The implication of this observation is that the greatest drivers of the biting powers of social-cultural practices are men and women who are not under their direct patronage had broken this bond of social-cultural and were therefore enjoying benefits of higher education. Reporting from the result of her study done in Trans-mara District focusing on the influence of social-cultural factors on the economic statue of the locals, Chebet (2011) indicated that substantial change in the living standards of people has its triggers in the acquisition of life skills through education. She further noted that due to the practice of traditional and retrogressive rites, it was not easy for the womenfolk to improve their living standards as most of them hardly went beyond the primary levels of education.

Education is an investment and indeed the most vital form of sustainable inheritance that parents stand to bequeath to their children much more than any other material wealth. Change of socio-economic status in most families anchored on how far young people are educated, yet education opportunities are offered unequally between the two sexes, with most families investing in more resources in the education for boys at the expense of the girls and this partiality in preference for boys to girls contributes a great deal to the low rates of girls' retention through education levels, Adrian (2010).

The moral decadence in school has given rise to major societal challenges. This is through rising teenage pregnancies and early motherhood. This has necessitated increased dropout rates of the concerned girls therefore lowering the transition rates from primary to secondary school once they start family life at a tender age (Wagacha, 2009). The same is reflected in the community when there exist

semiliterate individuals who have not achieved much academically. Asalo observe in his study that, based on the influence of social-cultural parameters on academic progress of the girl-child in Rongo District that most rural communities still view girls as caretakers of homes and therefore are not necessarily to be exposed through extensive educational attainment to begin competing against men. Focusing on the marriage domain, some men who are well educated also found to prefer spouses with less education to eliminate competition in the family and in cases where women acquire more education, such are normally funded by their husband as strategy of making the educated spouses submissive, Oguta (2005).

According to Leclercq (2001), parents who are educated are much aware of the benefits of their pupil's education and are more likely to have access to social networks and information needed for the children to get involved in relatively human capital-intensive activities that have great impact on education.. This motivates their children to focus on education because they can look up to their parents as being role models. Parents who are educated are likely to organize private tuition and reward their children whenever they do well in school. The academic achievement of parents promotes positive attitudes towards their children's education. In Kenya, uneducated parents or parents with just basic education do not comprehend the possible benefits of education hence they don't encourage their children to transit to high school (CREATE, 2009).

Well-educated parents have minimal chances of their children dropping out of school. For mothers, this condition probably could be explained by the fact that, educated mothers are fully aware of the consequences of retrogressive social and cultural activities thus they work hard to reduce the exposure of their children to such activities while spending more time with their children in educational matters as opposed to their counterparts who are not educated. Besides, parents who are educated readily help their children in any academic work and also check and supervise the academic progress of their children (Holmes, 2003). This study sought to establish how parental level of education affects transition and retention of learners in schools in Msambweni sub-county.

2.3.2 Early Marriage and Transition & Retention Level

Child marriage does affect all aspects of a child's life and violates the rights of children, as recognized nationally and globally. This does expose pupils more especially girls to multiple vulnerabilities that impact on development of their capabilities. Child marriage and adolescent pregnancies are compounded with significant negative consequences on girl's physical and psychological well-being, and general development of girls including their education chances and outcomes. From her studies done selected public primary schools in Bomet District, focusing on the transitional bottlenecks among girls, Chepkemoi (2009), the secondary in charge of educational matters attached to think about the children funds (TACF), notes that cultural practices in most African communities were punitive to the female's folk as discrimination was rife denying girls' opportunities to be in schools. She enumerates issues of social-cultural dimensions that ought to be addressed to set girls free to compete with their male counter parts as early marriage, retrogressive cultural rights, family chores, acquisition of property like land, among others.

Fluid marriages in the contemporary society have impacted negatively on the education of the children as majority of them usually pull out before the end of their educational course. Gender bias has also been a challenge in the education system in our country. Previous studies have presented findings suggesting that social cultural factors such as early marriage, unwanted pregnancies, early motherhood, fluid marriages, negative effects of tourism, traditions, religion, low parental level of education and gender disparity greatly affects transition rate of learners in education.

According to Outa (2010), a research consultant on social issues in modern society, particularly on matters on education, un educated girls in society are more dangerous for they often turn to prey on educated and financially endowed men, gradually disintegrating the sanctity of marriage. He notes that when girls are supported to acquire education, they become very responsible in keeping the family fabrics stronger. Concerning Chebet sentiments, Aosa (2012) does note that, in communities where social-cultural ties were still strong, women continually face discriminations such that they were often viewed as for marriage in their tender ages a factor that leads to low transition rate to higher levels of learning in most public institution.

Doing community sensitization programme with the USAID in Uganda, best on meeting the educational needs of the local women poverty eradicating projects initiators, Lolong (2005). Observe that it was difficult to sustain local communities' projects because most of the women participant did not display substantial knowledge, having acquired education only at basic levels, occasioned by high dropout rates among the girls in schools. He attributed the high drop-out rates to the dominance of retrogressive cultural practices, such as female genital mutation, early marriages and numerical domestic works that literally pull girl child out of school.

In her contribution, Ajwang (2010) recommended that the modern society should be subjected to a radical surgery of social change in order to set girls free from the slavery of traditional practices that have no space in emerging globalization to usher in growth in all dimension of life. Abaa (2006) reporting from her study done in Senegal based on the influence of cultural practices on realization of economic prosperity of the nation by up scaling women participation in the key sectors of economy, observed that culture provide the foundation upon which development springs and such cultural practices in Africa are to be blame for denying this critical mass of a society's population opportunities to compete with the male counterparts in acquiring education.

2.3.3 Teenage Pregnancies and Transition & Retention Level

The early sexual engagement is of great concern since it correlates to health and it leads to economic challenges in adulthood. Documentation has already been done on negative impacts of teenage mothers. Statistics have shown that teenage mothers are more likely to die due to pregnancy and child delivery difficulties in comparison to mothers who are older. This means that, teenage mothers are more fertile and are prone to death during child birth. (UWONET 2010, FHRI 2012 and FIDH). Furthermore, teenage mothers have negative effects on the socio-economic status of the mother and child, since it hampers girl's access to education and this limits her economically. (FHRI and FIDH 2012). More often than not, adolescent mothers who are unmarried are normally stigmatized, feel ashamed, rejected and excluded in their society in the process of re-integration and may become destitutes (Murungi 2011).

Amstrong and Allan (2009), argue that some parents prefer Islamic education for their girls, as they fear that western education advocates values and behavior for children, which are against the societal norms. In addition, revealed that pregnancy influences the transition and retention of girls in each level of education.

In the US, Moore (2014) investigated the influence of peers, family, counselors and high school pregnancy related programs on teenage mothers' graduation rates. Many findings that positively and negatively influenced teen mothers' graduation rates emerge from the data. Firstly, the majority of teen mothers reported on peer pressure and distancing as peer behavior that negatively influenced the rate of graduation.

In South Africa, early pregnancy provides motivation for the research geared towards HIV and AIDS outbreak, the teen pregnancy and the effect of early sexual behavior in school. A study from the five waves: the Cape Area Panel Study (CAPS), Bengesai, Khan & Dube (2018) related the association between completion rates in high school, sexual behaviors initiated in pre- adolescence and those in early adolescence. The education attainment of young people's education attainment (14-22 years) and sexual behaviours in Cape Town, South Africa was investigated. This constituted 3213 individuals school children who had sex during their teenage years and the analysis was done with the youngest age group at at least 21 years. Separate models were fitted for both gender with the outcome depicting the earliest time ta child has sexual experience co relates with punishing education effects. Those who have sexual experiences ahead of time hardly complete high school compared to them that wait to complete school. The rate is devastatingly alarming especially for the Africans other factors like education, residence, parental education and other socio economic factors as family income.

It shows that with the help of Government and the implementation of Universal Primary Education (UPE) and Universal Secondary Education (USE) that gave access to education for Ugandans, still girls are on the rise dropping -out of school. The rate of completion for both primary and high school level remain behind those of the boys.

Low number of primary level of completion and the low advancement to high school education shows that many of the girls leave school with minimal ability of being more productive in the labor market (UNICEF 2014) thus their employment chances and economic capabilities and options are scarce (Rubin et al., 2009).

There exist little information and studies on how young boys are affected by child marriage. Even so, anecdotal proof shows that child marriage has significant negative effects on the achievement of boys in different capability areas. In a study that was conducted in Mayuge district, it was shown boys are negatively affected by premature nuptials – forced to back-out of school take up unskilled work or jobs to help their young families (Batenbya et al. 2014). According to Lubaale (2013), child marriages furthermore, do prevent boys from getting education, enjoying good health and bonding with their age-mates. This sustains over long period the poverty cycle in the generations to come. Diana Santillan (2013) acknowledges that boys, similarly get affected by the early child marriages and have a very crucial roles in curbing early marriages.

Besides, Blunch examined the teenage pregnancy in Ghana, focused on adult literacy the role of Ghanaian and reading skills in English, course participation and formal education attainment. The study looked at the association on the human capital of Ghanaian teenagers, which is about young girls and their possibility of having had experimented sex.. The study reveals that, while higher levels of education seemed to decrease the probability of experiencing a teenage pregnancy, once reading skills were introduced this effect decreases or even disappears. This shows that, to a larger degree one reading skills have a way of affecting one in statistical and substantive term.

In addition, in Kenya, accidentally early or unplanned pregnancies has devastating effects in the lives' of teenagers especially girls and becomes a great menace to their reproductive health and their sexual life and education in general girls often drop out of school unlike boys who in most cases escape unscathed. This increases their possibility of early marriage and lowers their economic potential.

According to Undie, Birungi, Odwe & Obare (2015), Kenya has a national policy for school health that states that young school girls put in a family way are still legitimate to continue their studies and should be permitted back to school upon delivery; however, this policy like many others is not usually implemented, consequently having very little or no effect. . Furthermore, no evidence is provided to show interventions towards raising the demand for education among the teenage mothers who drop out of school or any means to address the unplanned and unwanted early pregnancies.

In a study done by Kenya National Bureau of Statistics (2013), it was established that Homa Bay County in Kenya experienced these acute trends; it had the second highest levels of teenage child bearing in the country (at 33%) and was characterized by high unintended teenage pregnancy and female school drop-out rates. The rate of completion for primary school girls in Homa Bay County was only 54%. Furthermore, an estimated 48% of girls in the county were out of school and 40% of girls aged 15-19 had begun childbearing.

Kato (2015), In his study, how teenage pregnancy influences the completion rates among girls in public day high schools in Kimilili Sub-County. The study sought to look at the level to which teenage pregnancy influenced the rates of completion of girls in public day high schools Kimilili Sub-County. The study made use of descriptive survey research design with an accessible population of 300 form four girls, 18 Directors of Study and 1 D. o. E. The study found out that over 40% of the girls' dropping out resulted from teenage pregnancy over the period of four years they were in school especially day school. The study recommended sensitization of parents on their roles among many others.

2.3.4 Parental Occupation and Social Class

Issues of educational financing , being critical to the to the transition rate of girls through different levels of education in most parts of the world is found to be more critical in coastal regions of Kenya where young girls get out of schools for easy money from tourists, Amina (2009) an educational advisor to the association of local society groups (ACSG) working in the coastal region with the aim of taking back girls to school observed that, with inadequate funds, girls were likely to be out of school flirting with foreign tourists who offered them much more money and other social

protections in exchange for sex. She recommends that the stakeholders in the education centers and the government should formulate stringent policies that would see all the young children in school as well as prohibiting child prostitution.

Financing education needs of different category, of learners means that inherent and unique features of such learners being considered in determining how much to spend on each. In this respect, the needs of girls and the person of disabilities being purely unique put a lot of financial demands on their education and this reality work negatively on realization of their educational objectives (Amanda, 2009). He further notes that, a part of obvious areas of educational spending, boys are known to demand less in terms of overhead educational expenditure, and also this category of learners are also known to engage in some simple income generating activities by virtue of their social roles in society thereby are capable of implementing any financial support obtained.

The initiatives such as the Village Savings and Loans Associations (VSLA) have shown to be effective methods to rise incomes of some of the disadvantaged families. An evaluation of VSLA groups in Uganda found that people were prepared to spend a more money on education if they could afford it and in fact spent more money on school fees than anything else (Anguria et al, 2008). This observation is also supported by case studies from Build Africa's income program indicates that when household income increases, spending on education also increases. Transition can improve if the poor families are affording the cost of high school education level. Programs geared towards rising the income level of the poor are very critical if benefits of high school education is made more accessible and are to be reinforced extensively.

In Argentina, the access, transition and retention equally faces a number of challenges as indicated by Otega (2012) in his study that based on addressing social gaps in society through education. In his observation, an individual learner who experienced personal challenges, particularly girls from low social family background were to blame for failure to obtain meaningful education, since the rates of retention were low. The republic of Korea which in the 1950's was among the world's poorest countries managed to achieve nearly 100% coverage in primary and high school in just four decades (Otieno, 2011).

The increased expansion is attributed to the practical policy framework that lay emphasis on different levels of education over time. The government has increased spending on education and has encouraged private in provision of education in all levels. The Koreans success does provide a Vital lesson for African government on how political commitments, practical education planning canturn around an education system. The reforms in Korea have raised retention rates to about 80% in secondary schools.

Reporting from a study done in Abijan anchored on the girl-child transition from primary levels to higher levels, Kemode (2006) indicated that it was common to spot young girls turning into dangerous prey targeting men in the minefields in Ivory Coast. He attributed this to failure by most parents to cater for the financial needs of their daughters in learning institutions and was therefore losing such girls to prostitution. Transition rates among the girl child are causing concern in Tanzania, especially among schools in coastal region of Zanzibar, Adan (2010). He notes that due to less focus on financing the various needs of girls in schools, by both the parent and the government, many girls continue to drop out of school in search for other paying engagements regardless of waiting dangers, despite being in their tender ages. In Ghana, most local communities-based organizations (CBOs) integrate their core activities with education in such a manner that the voice of education is heard loudly in all aspect of community undertakings (Kufur, 2008). This concerted effort involving government agencies, donors and local education on stakeholders in promoting education though enhanced funding, is a success story that has seen improved transition rates of both girls and boys through all the levels of formal schooling in the country. He suggests that community initiatives being done at the grassroots levels should be tailored to emphasize on the need for mobilization of funds to finance educational needs of the young, irrespective of gender difference in order to make such interventions sustainable for the wellbeing of all community members.

Secondary school enrolment rates in Sub-Saharan African countries vary by between less than 10 and more than 90%, with South Africa and Tanzania representing the extremes. Some of the challenges that make transition more efficient and equitable are accordingly different in various countries.

The main objective and aim of most African countries is to increase enrolment in all education levels (WORLD BANK, 2008). In 1960, the gross enrolment ratio in primary schools in Sub-Saharan Africa was still only 36%, about half the levels then found in Latin America (73%) and Asia (67%). Many African countries, including Tanzania, Somalia, Gambia, Cote D'Voire, and Senegal had literacy rate below 10% at the time of independence (World Bank, 1988).

In Lesotho, the country is facing many challenges when it comes to access to education and transition and retention of learners to higher levels of education. A study done by Nyabanyaba (2008) pointed out factors like poverty, HIV/AIDS, parental level of education, system of education as some of the factors that influenced access, transition and retention of learners to high schools. Of significance was the drop out due to being orphaned because of HIV/AIDS.

In countries like Kenya and Uganda that have introduced primary education for all policy, it were necessary to trade-off between implementing this policy and investing in building new schools and improving school infrastructure (CREATE, 2007). In addition, even in secondary schools located near primary feeder schools, there may be other problems restricting the intake of pupils. Underfinancing has led to inadequacy of teaching staff and classrooms, both of which pose major obstacles to many high school enrolling more children. This makes schools to charge high fees in order to meet the cost of running secondary schools. Government needs to be prepared to invest in high school education if they want to improve transition and subsequently see an increase in economic growth and social progress. Without such investment it will become increasingly hard to compete in today's knowledge based global economy (WORLD BANK, 2008).

To alleviate against the low transition from primary to high school levels of education, subsidized high school education was introduced in 2008 in Kenya. This kind of directive is limited in its capacity to ensure that all students have access to high school education, its benefits are fewer. In Kenya before the introduction of subsidized high school education, people were expected to meet 60% of high school costs, as compared to 20% of primary and 7% University (WORLD BANK, 2007).

Despite the move by the government to create free day high school education system, education cost to households in Kenya continues to remain high for many to attend high school. A study of 109 school leavers found that only 17 progressed to high school, while 20 of those who would have liked to attend said auxiliary costs are the greatest hurdle (Obua, 2011).

In conformity to the views of Amanda,Jacky (2011) did observe that girls do face a lot of challenges while in schools or learning institutions and the frustrations when they experience financial difficulties leading to dropping-out of learning institutions. In her view, due to the unique financial needs of girls, the society should be ready to spend more to keep them in the schools, an eventuality that most parents generally find hard to address leading to low transition rates among the gender according to Juma (2010), a substantial percentage of the call girls who are currently popular on the street of up markets estates in urban centers speak fluent English language, dress smartly and lead above average lifestyles, according to Oyunga (2011), while reporting from a study he conducted in Kisumu Rural District, most girls who drop out of schools prematurely cite encountering financial difficulties. He observed with concern that such girls get married to men who also happen to display questionable academic credentials, siring and bringing up children who are bound to lead a more desperate life in future culminating into a vicious cycle of poverty.

Observing from another study, also done in Kisumu Rural District, Juma (2010) indicated that inadequate funds had forced more young girls than boys from school and such drop out girls were busy looking for financial engagements in Kisumu city and other neighboring urban centers, just to make ends meet. He was quick to point out that should society fail to invest in girls' education, such semi-educated would turn into dangerous vermin with negative consequences on stable families being on the receiving ends. Njeri (2010), conducting a study on transition rates of boys that were worrying in most parts of central province, observed that many parents had resorted to spending more resource in the upkeep of their daughters, since boys were steadily kicked out of schools by drugs and substance abuse. She further notes that, it was common to encounter rich women luring young boys out of schools for illicit sexual relationships in exchange for money and other material benefits and this explains why boys had become endangered in central province.

Making her own observations, Wamboi (2008), a technical advisor to the Consortium of Local Community based- outfits (COLOCO) in Nyeri, indicated that illicit brews and other drugs had turned most men into zombies who had miserably failed in their responsibilities and women were quickly responding to such emerging trends and were hence filling such gaps by spending more on girls to ensure the future stabilities of their families. While conducting a survey on the rising cases of dropout rates among girls in most public primary school in Suba District, Wandiga (2008), noted that many young girls who could not get substantial financial support for subsistence in schools were streaming to the beaches of Lake Victoria, assured from early money from the fishermen through the informal (Jaboya) arrangements-sex for fish. He also noted that this influx of such young girls along the beaches was to blame greatly for the prevalence of HIV/AIDS in those areas, as this category lacking in knowledge rarely used protection while engaging in sexual encounters with men whose backgrounds they know little about.

Oduma (2012) reporting from his study conducted in Sirare based on factors influencing drop out notes that among the girls in public primary school, he observes that since such girls did not access adequate funds to keep them in schools, they were popularly resorting to smuggling contrabands across the border of Kenya Tanzania, a loving practice that promises to expose them into dangerous of running into trouble with low enforcing official, as well as presiding them into careful attitudes that can lead them into immoral behavior. Transitional rates in academic endeavors are pivotal in resizing the educational goals of a country, especially when such goals attract the participation of a critical mass of a nation's population that is the womenfolk. Observing, from her study on the girl-child challenges in transcending to higher levels of learning, Owuoth (2010) noted that girls generally demand a lot that are financial in nature and it is necessary that such needs be met so that they are kept in schools for long to achieve the national goals of education.

2.4 Summary of Literature Review

From the literature reviewed it is clear that, for transition to be improved a number of issues should be addressed at all levels by the government and the private sector, in order to address the barriers children, face when transiting to high schools.

The world average on high school NERs shows that slightly more than half (58%) of the high school-age, children were enrolled in the high schools in 2006 (UNESCO , 2008). Statistics provided by UNESCO (2008) show that children, in SSA have the lowest opportunity to enroll in secondary school at their official age. In Kenya, primary school's net enrolment rates are 81.5%, after introduction of Universal primary education; while net enrolment at the high school is 69.1% despite the government's efforts of introducing free day high schools in 2008, (EFA Global Monitoring, 2010). New schools must be built and improvements to infrastructure and facilities of existing ones must be undertaken. At the primary school level, it is imperative that everything is done to ensure that pupils perform well at KCPE.

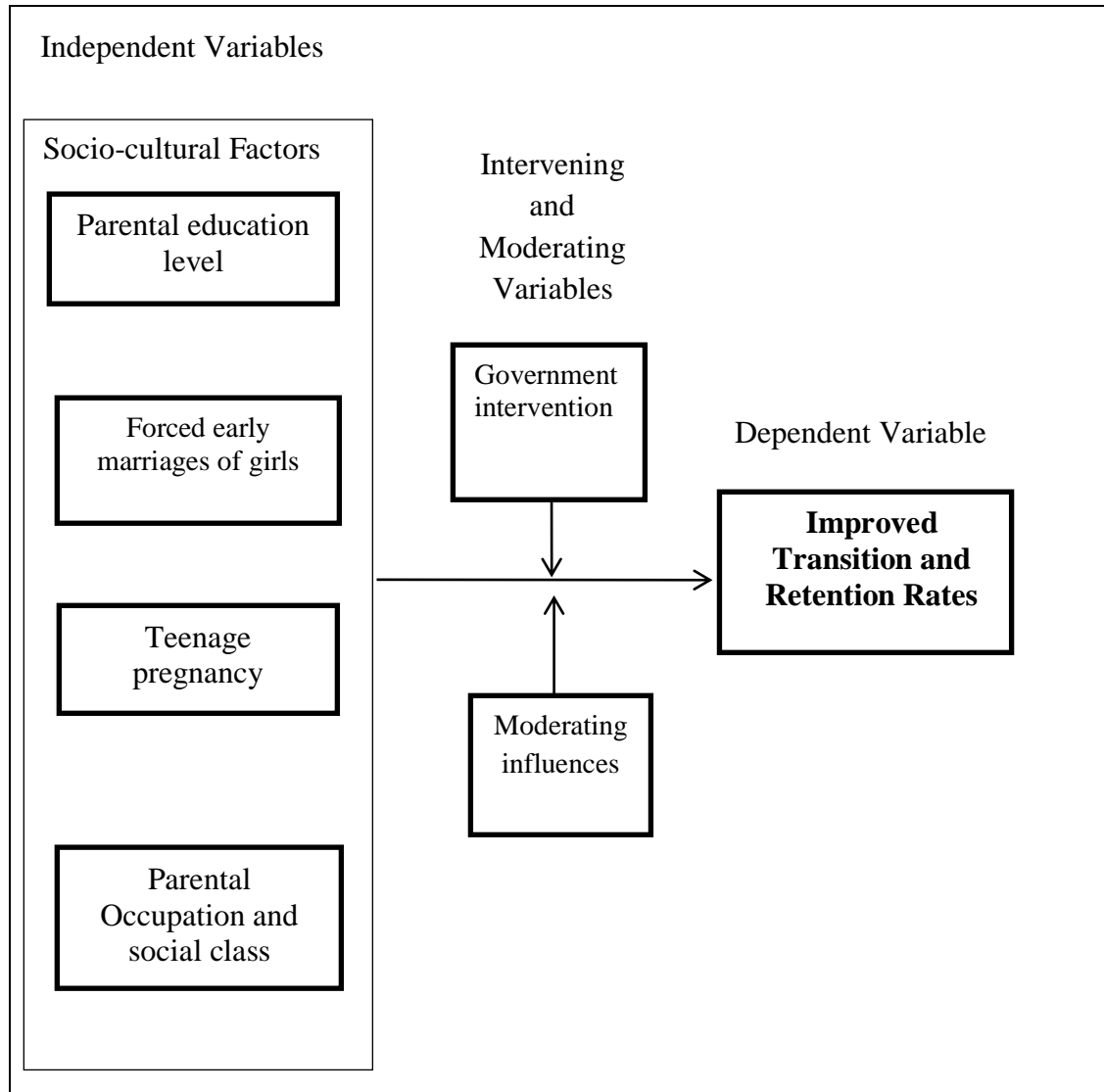
However, 40 not all school going children have been able to transit to secondary education in Kenya. CREATE (2009) detailed some of the factors responsible for transition trends which included; KCPE performance by pupils at the primary school level, education level of the parents of these pupils, tuition fees, and availability of form one vacancies in secondary schools among others, as the biggest hindrance to transition to secondary education. Data from Msambweni Sub County education office shows that transition from primary to high schools in the Sub County has remained low over the years, despite the growing concern; no studies have been carried out to find out the pertinent factors affecting transition to high schools in the Sub County (Msambweni Sub County education office 2012). This study therefore seeks to establish factors that influence transition from primary to high school education in the Sub County.

2.5 Theoretical Framework

Despite the fact that quite a number of studies have been done on factors causing low transition and retention rates, no specific study has investigated the continued low transition and retention rates because of socio-cultural factors. Despite moderating influences such as religious literacy and government interventions such as making primary education cost free, there still exists dismal transition and retention rates, low retention rates and poor performance.

2.6 Conceptual Framework

Figure 2.1: *Conceptual framework showing how socio-cultural factors influences education transition and retention levels.*



(Source: Aftin *et al.*, 2014)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section presents the methodology used to carry out the study. Specifically, the chapter focuses on the research design, target population, sample and sampling techniques, research instruments, instruments validity, instrument reliability, data collection procedures, and data analysis techniques. The chapter also discusses how validity and reliability were established.

3.2 Research Design

The study adopted a descriptive survey design. This is because descriptive survey design is used to describe some aspects of a population like opinions, attitudes and beliefs. It also allows the researcher to collect information, summarize, present and interpret data for purposes of clarification (Mugenda and Mugenda, 2003). Through this design, a researcher is able to describe the nature of a condition and compare the relationship between existing and standard conditions. The design was ideal since it was used to collect the perceptions of the people as well as existing statistics. This involved collection of data on how socio-cultural factors influence education transition and retention levels in schools in Msambweni Sub County. Data on how education transition and retention levels varied for the period 2009 to 2017 in schools in Msambweni Sub County was collected from the DEO's office, Msambweni Sub County while data on how the factors causing education variation in transition and retention levels are related to socio-cultural factors and data on how the residents attribute varying education transition and retention levels to their socio-cultural factors was collected from teachers in randomly selected schools who were interviewed using open and closed ended questionnaires.

3.3 Target Population

The study population consisted of primary and high schools within the sub county, head teachers, teachers and parents of the students in the target schools. The study population consisted of one hundred and five respondents. The teacher population in Msambweni Sub County is 412, head teachers are 22, PA Chairpersons are 22. The sub-county has 22 schools.

3.4 Sample sizes and sampling techniques

3.4.1 Sample Size Determination

According to Wiersma (1995), a sample is a small proportion of a target population that has been selected using some systematic procedures for the study. A sample is a smaller group obtained from the accessible population selected for study (Mugenda & Mugenda, 2003). Kothari (1985), states that by observing the characteristics of a carefully selected and representative sample, one can make certain inferences about characteristics of the population from which it is drawn. According to Gay (1992) & Sekaran (2007), a researcher can take samples of 10% of a bigger population and at least 20% for a smaller population and that a sample of above 30 to 500 is a good representation of the population. Mugenda & Mugenda (2003), suggests that 10% sample of the accessible population is adequate to serve as a study sample. To determine the sample size, the following formula was used (Krejcie & Morgan, 1970).

No. of Schools = 22

Pop. of Teachers = 412

Pop. of Head teachers = 22

Pop. of PA Chairpersons = 22

S = required sample size

χ = the table value of chi-square for 1 degree of freedom at desired confidence level,
(1.2)

N = population size

p = Estimated population proportion (Assumed to be 0.5)

d = degree of accuracy expressed as a proportion (0.05)

$$S = \frac{\chi^2 N p (1-p)}{d^2 (N-1) + \chi^2 (1-p)}$$

$$x^2 = 1.44$$

$$p = 0.5$$

$$d^2 = 0.0025$$

Teachers :

$$S = \frac{1.44 \times 412 \times 0.5(1-0.5)}{0.0025(412-1) + 1.44(1-0.5)}$$
$$= 85$$

H/Teachers:

$$S = \frac{1.44 \times 22 \times 0.5(1-0.5)}{0.0025(22-1) + 1.44(1-0.5)}$$
$$= 10$$

Therefore,

PA Chairpersons

$$S = \frac{1.44 \times 22 \times 0.5(1-0.5)}{0.0025(22-1) + 1.44(1-0.5)}$$
$$= 10$$

Therefore, total number of respondents = 85 + 10 + 10
= 105

Using the above formula, the final sample size constituted 105 respondents drawn from all schools from Msambweni Sub-county.

3.4.2 Sampling Techniques

Stratified random sampling was used to select 10 schools – five secondary and five primary schools. Head teachers and teachers of all the sampled schools were purposively sampled. Purposive sampling was also used to select chairpersons of the parents' Associations of each of the schools. The sampled schools had 85 teachers and therefore, the total sample was 105 respondents consisting of ten head teachers, ten chairpersons of the PA and 85 teachers.

3.5 Research Instruments

This study used questionnaires and interview schedules. The questionnaire was used to collect data from the teachers while the interview schedules were used to collect data from the principals and the chair persons of the PA. The questionnaires had questions regarding the view of teachers on how the factors causing education variation in transition and retention levels are related to socio-cultural factors. Likert

type scales were used to determine the extent to which residents attribute varying education transition and retention levels to their socio-cultural factors. Only adult members of the community were interviewed.

Other data that was collected include data on how education transition and retention levels varied for the period 2009 to 2017 in schools in Msambweni Sub County, which was collected from the DEO's office, Msambweni Sub County. The questionnaire helped in obtaining both quantitative and qualitative data. Quantitative data was obtained from the closed questions while qualitative data was obtained from the open-ended questions. The interview schedules helped to obtain qualitative data.

3.6 Pilot Study

The piloting was carried out in two schools within the study area. The two schools selected for piloting were not included in the actual study sample. Only 5 students with their head teachers and three teachers in the pilot schools. Piloting was significant for pre-testing the research tools to validate and ascertain their validity and reliability.

3.6.1 Validity

Validity, which is the extent by the instrument used in research, measures what it purports to measure (Nunnally & Bernstein, 1994). Content validity was established by seeking the expertise of the study supervisors. The supervisors ensured that, correct variables relevant to the study were included in the questionnaire. The questionnaire was constructed and revised according to the instructions of the supervisors. This is in accordance with Mugenda and Mugenda (2003), who says content validity judgment is made better by a team of experts in the field of the research.

3.6.2 Reliability

Reliability refers to the consistency or stability of the scores obtained from tests and assessment procedures (Christen & Johnson, 2000). If a test or assessment procedure is reliable, it will produce similar scores or responses on every occasion. The questionnaire was pre-tested on selected respondents to evaluate the appropriateness of the design, clarity and relevance of the questions, before the data was collected. To

capture the relevant information related to the study objectives, the appropriate modification was made on the pre-tested questionnaire.

3.7 Data Collection

The researcher visited every sampled school to seek for permission and booked appointments with the head teachers. The visit also helped the researcher to familiarize himself with the participants before the actual study. Data was collected in four stages. First, the teachers were given the questionnaires to fill. The teachers were given 40 minutes to fill the questionnaires and submit them back. After returning the questionnaire, the researcher administered interview schedule to the head teachers. The heads teachers were given one hour each to respond to all the questions in the interview schedule. The final stage involved administering interview schedule to the PA chairpersons. This was done in at the place of their convenience.

3.7 Data Analysis

The questionnaires were examined to ensure they are complete and consistently filled. Responses were then coded and summary tables prepared showing all the responses. The data collected was statistically analysed using statistical package for social sciences (SPSS). Analysis involved the use of both qualitative and quantitative techniques. The qualitative techniques involved frequency counts and calculation of percentages while quantitative techniques involved regression analysis. Results obtained was discussed and presented in tables, charts, diagrams and graphs.

3.9 Ethical considerations

The researcher sought permission for the research from the National Commission for Science Technology and Innovation and the county education office. The researcher also ensured that the respondents' contributions are kept confidential and that no single individual was mentioned in the study. The study also presented findings and interpretations honestly and objectively and avoid untrue deceptive results. The researcher sought permission from the school principal to interview teachers.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter discusses the analysis of data, interpretation and the presentation of the research findings. Data analysis is the process of reducing or summarizing a large amount of collected data to data that addresses the initial proposition of the study (Chandran, 2004). This chapter do presents the research findings as related to the research questions that guided the study.

4.2 Instrument return rate

The study administered 85 questionnaires and 20 interview schedules. Since the interview schedules were filled by the researcher, they were not included in the return rate. Table 4.1 shows the rate of response from the questionnaire.

Table 4.1: Response rate

	Frequency	Percentage
Completed	80	94
Not completed	5	6
Total	85	100.0

Out of 85 teachers that were issued with questionnaires, 80 filled and returned their questionnaires. This translated to 94% response rate. Creswell (2009); notes that a response rate above 75.0% is adequate and is of suitable levels to allow for generalization of the outcomes to the target population and therefore, a response rate of 94% indicated that findings from this study could be generalized to other like areas both in Kenya and across the globe.

4.3 Demographic Characteristics

This section presents the demographic characteristics of the respondents. The characteristics were gender, education level, age and period stayed in Msambweni.

4.3.1 Gender of the respondents

The study sought to determine the gender of the respondents. The findings are shown in figure 4.3.

Table 4.1: Gender of the Respondents.

Respondent	Male		Female	
	Frequency	Percent	Frequency	Percent
Head teachers	5	50	5	50
Teachers	52	65	28	35
PA Chairpersons	7	70	3	30
Total	64	64	36	36

The data in table 4.1 was used to construct figure 4.1 below.

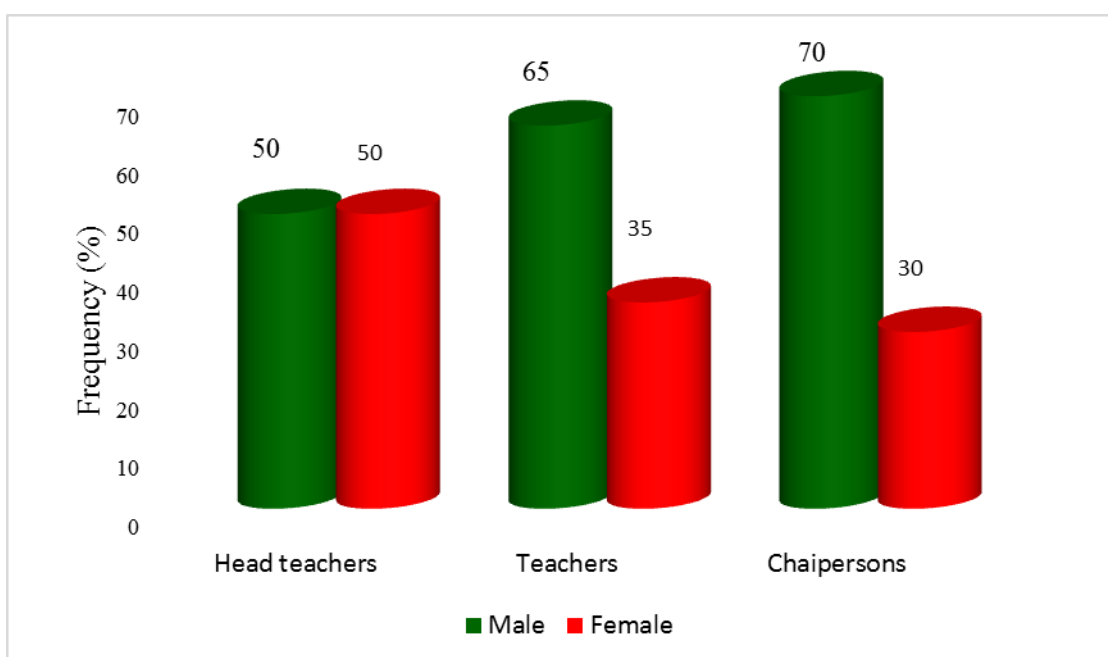


Figure 4.1: Gender of the Respondents

Figure 4.2 presents the distribution of respondents based on their gender. Majority (70%) of the PA were male while only 30% were female. The study also revealed that 65% of the teachers were male while 35% were female. Finally, of the ten head teachers sampled, half were male.

4.3.2 Level of Education

The respondents were asked to indicate their level of education. The findings are in table 4.2.

Table 4.1: Education level

Respondent	Male				Female
	Certificate	Diploma	Bachelor	Master	Total
Head teachers	0	1	7	2	10
Teachers	28	38	12	2	80
PA Chairpersons	2	5	3	0	10
Total	30 (30%)	44 (44%)	22 (22%)	4(4%)	100

Table shows the distribution of the respondents by their education level, the majority (44%) of respondents had attained college Diploma, 22% had Bachelor degree while 4% had Masters Degree. This indicates that most respondents were educated hence, information obtained was reliable. The study also showed that 30% had a certificate.

4.3.3 Age of the respondents

The researcher requested the respondents to indicate their age bracket. The results are in Table 4.3.

Table 4.2: Age of respondents

	Frequency	Percentage
25-34 years	15	15.0%
35-44 years	42	42%
45-54 years	26	26%
55- 64 years	12	12%
Above 65 years	5	5%
Total	100	100.0%

Data contained in table 4.4 indicated that the majority 41.3% of the respondents were aged between 35 and 44 years, 26.3% were aged between 45 to 54 years, 15.0% were aged between 25 and 34 years, 12.5% were aged between 55 and 64 years and above and 4.9% aged above 65 years as presented in Table 4.7. This is an indication that respondents were well distributed in terms of age.

4.4 Transition and Retention Levels

The first objective of this study was to establish the trend in the transition and retention levels among learners in the study area from 2009 to 2017. Table 4.4 shows the enrolment in primary schools in percentages in Msambweni Sub-County.

Table 4.4 Primary Enrolment

Year	Enrolment in %	
	Boys	Girls
2009	53.2	46.8
2010	52.4	47.6
2011	52.1	47.9
2012	50.2	49.8
2013	51.6	48.4
2014	51.8	48.2
2015	50.6	49.4
2016	51.2	48.8
2017	49.7	50.3

Data in the table was presented in the figure 4.5 to show the trend of transition . Generally transition was on an upward trend from 2009 to 2017.

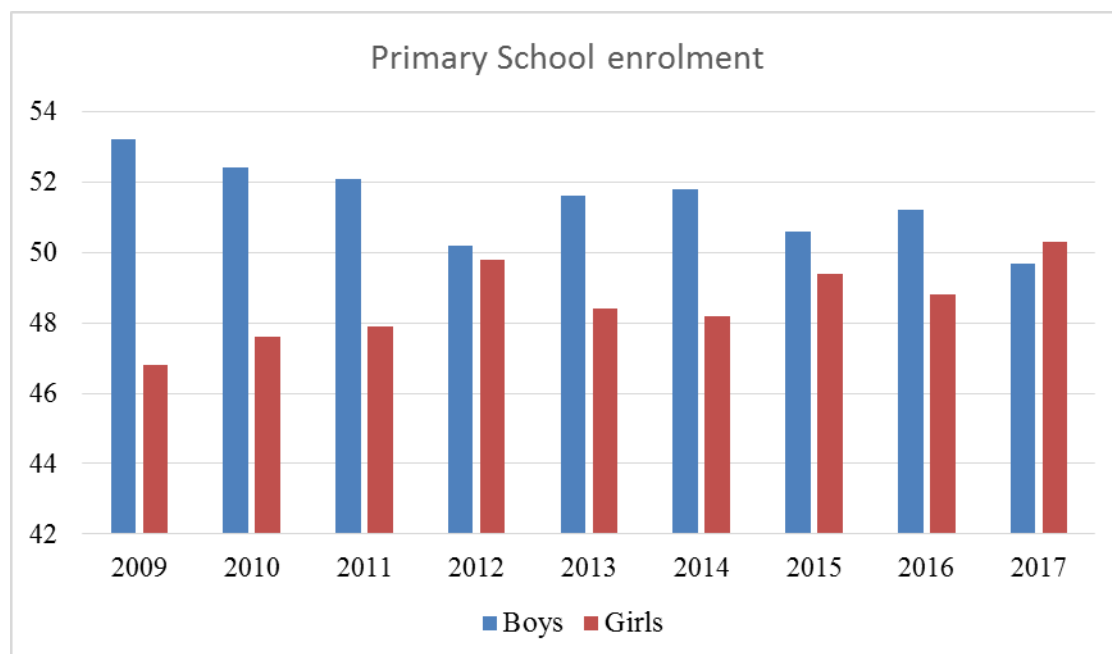


Figure 4.3: Primary Enrolment

Figure 4.6 indicates pupils' enrolment from 2009 to 2017. In 2009, the rate of girls' enrolment was low to at 41.2%, which dropped significantly to 38.8% in 2007, the rate of enrolment in 2009 might be attributed by many factors such as cultural values such as early marriage, witchcraft etc. It can also be noted that the rate of enrolment among boys was above 50% in the past years that is from 2009 to 2017. While female enrolment has been below 50%, the rate female enrolment was highest in 2017 at the rate of 50.3%. The community fighting for girl's rights has attributed this improvement, the rate of early marriages and female discrimination has decreased significantly hence increasing the rate of enrolment among female.

Learning is regarded as a behavioral activity reinforced by things people observe in their immediate surroundings, especially practices that are associated with tangible gains. Owing those societies reluctantly let go their cultural practices such as early marriages, most of the time these are accorded relevance to other accepted practices.

Table 4.5 Secondary School Enrolment

Year	Enrolment in %	
	Boys	Girls
2009	61.0	49.0
2010	53.5	46.5
2011	63.9	36.1
2012	53.4	46.1
2013	51.1	48.9
2014	58.2	41.8
2015	60.0	40.0
2016	54.6	46.4
2017	64.5	35.5

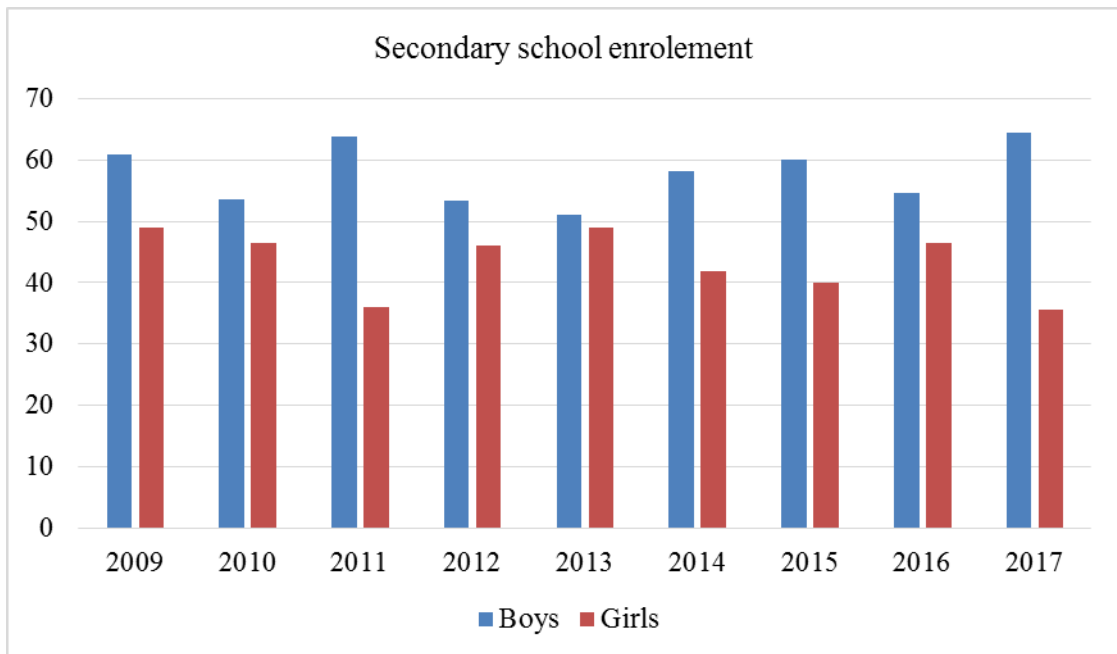


Figure 4.4: Secondary Enrolment

In Figure 4.7 student's enrolment to secondary school whereby boy's enrolment is higher than that of girls. In 2009, 55% of students enrolled in Msambweni Sub County were male while 44.98% were female. However, the rate of enrolment among female students increased at the rate of 1.72% while boy's enrolment rate decreased at the rate of 1.74%. From 2008 to 2017, the rate of enrolment among boys is above 50%, despite the society fighting for girl's rights and formulating various strategies to increase girls' enrolment the rate of enrolment significantly dropped in 2017 from 46.59% to 35.5% this is caused by several social economic factors as presented in section 4.5.

According to Weya (2010), transition from primary to secondary school is gauged by the enrolment to secondary school. There is a direct correction between family incomes and the enrolment rates in secondary schools. This brings out the factor of social inequalities in that however, bright the child's is in primary school, they cannot be assured of progression to secondary school in the absence of a bursary or well-wishers chipping in if the parents of the concerned child is not able.

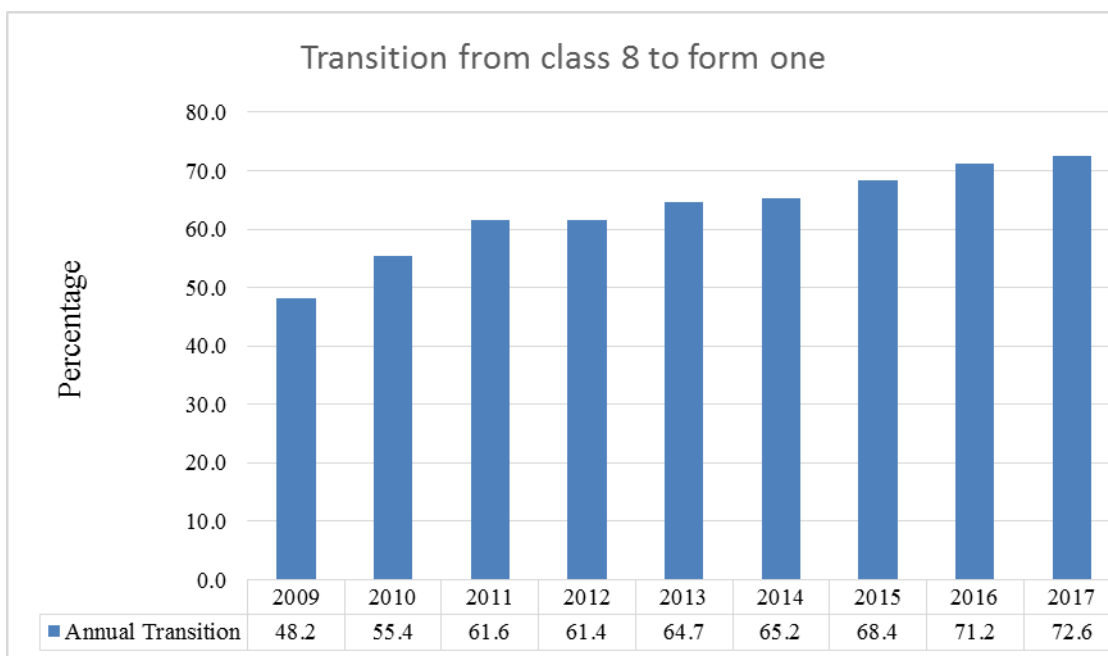


Figure 4.5: Transition Rate

The Figure 4.7 indicates that there was a steady rise in transition in the study area. The study showed that in 2009, there was a 48.2% transition rate while in 2017, 72.6% of the students transited from class 8 to form one. The study shows other than in 2012, where there was slight drop from 61.6% to 61.4%, other years recorded a positive deviation. Although the study showed an improvement in transition rates, the values were lower than the national averages. The low transition rate was been attributed by many social economic factors such as customs and believes, parenting, high illiteracy level and high school fees cost. According to GOK (2011), improvement of transition rates from primary to secondary schools a crucial issue for the government. There is lack of capacity to meet the financial cost implications on the part of the parents because most parents live below the poverty line. Despite the government paying Kshs 10,265 as free day secondary education fee, secondary schools still change some levies such as development funds, lunch fund, books levied and they buy uniforms. This lowers the rate of transition from primary to high school.

4.5 Influence of Parental Level of Education on Transition and Retention

The second objective the study sought to assess how factors causing education variation in transition and retention levels are related to socio-cultural factors in schools in Msambweni Sub County. The findings were as shown below;

The perceptions of teachers were sought on then level of education of the parents on a scale of three; 1 = low, 2 =moderate and 3 =high. The responses of the teachers are shown n Table 4.3.

Table 4.3: Parental education of Parents as perceived by Teachers.

Education level	Low	Moderate	High
Frequency	42	25	13
Percent	52.5	31.3	16.2

The study revealed that 52.5% of the teachers indicate that parents in the study area had a low education level while 31.3% thought that parents had moderate education level. The study also shows that 16.2 % of the teachers indicated that parents had a high educational level. Holmes, (2003) found out that well-educated parents have minimal chances of their children dropping out of school. For mothers, this phenomenon could probably be attributed to the fact that educated mothers are fully aware of the consequences of retrogressive social and cultural activities thus they work hard to reduce the exposure of their children to such activities while increasing the time spent with their children in educational matters as opposed to their uneducated counterparts. Furthermore, educated parents are more effective in helping their children in academic work and also monitor and supervise their children's academic progress. This show that the low level of education of parents in the study area could be the reason for low transition among the children.

The respondents were asked to indicate if parental education has an influence on student's transition between primary and secondary. Their responses were as shown in Figure 4.4 below.

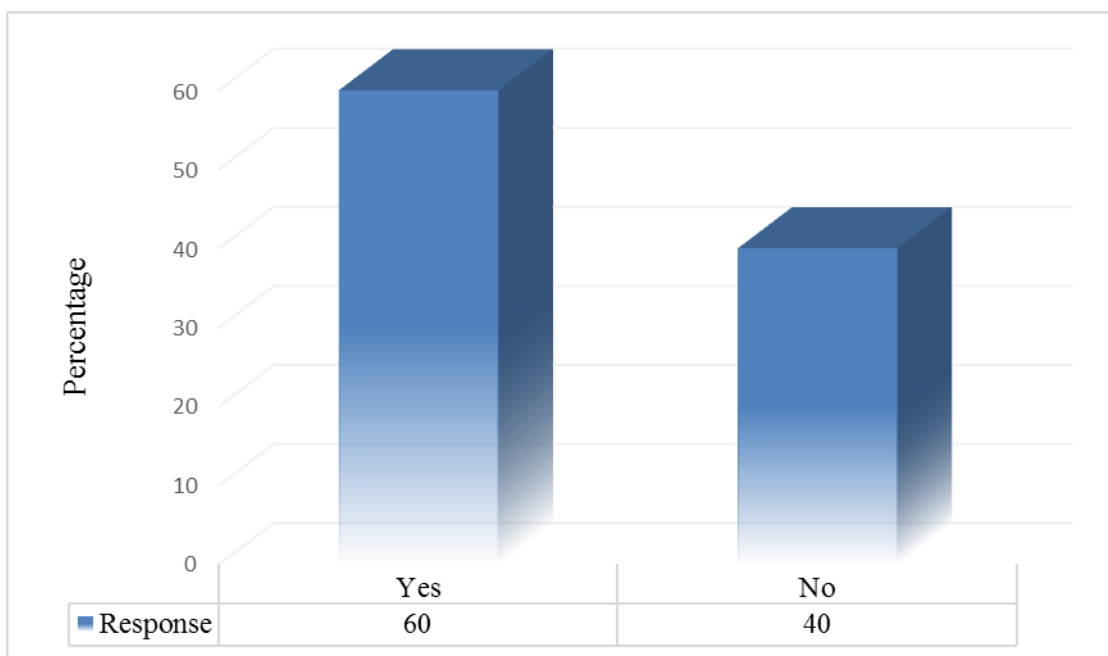


Figure 4.6: Influence of Parental Education

In Figure 4.8 the distribution of respondents based on their opinion on the influence of parental education level on children academic transition. The findings show that 60% of the respondents believe that parental academic level influences the children academic transition. Those who said yes stated that educated parents would always encourage children to work hard to the examination. They will also take their children through the assignment in the evening as well as ensuring that the children go to school. Learner's response was based on the parent's level of education. Whether parents are educated or illiterate affects demand for education in the household.

According to Onyango (2000), better-educated parents appreciate the value of education more than illiterate ones and normally assist their children to proper in education both morally and materially. The UNESCO findings considers the parents level of education as a solid factor that might affect the transition rate of pupils from class eight to form one. The majority of learners who responded that their parents/guardians had keen interest in their performance argued that their parents had good level of education. This influences transition rate.

The respondents were asked to indicate the extent to which they agreed to a set of statements concerning the influence of parental level of education and the learner rates of transition and retention. Their responses are shown in Table 4.6 shown below.

Table 4.6: Influence of parental level of education on transition and retention.

Statement		5	4	3	2	1
Pupils from uneducated parents do not make a successful transition to secondary	f	42	26	0	6	6
	%	52	32	0	8	8
Parental level of education influences pupils transition rates from primary to secondary school	f	39	17	4	8	12
	%	49	21	5	10	15
Students from uneducated parents are unable to cope with the academic demands due to lack of guidance on academics.	f	30	34	8	8	0
	%	37	43	10	10	0
High academic attainment of parents significantly reduces chances of school dropouts.	f	30	42	8	0	0
	%	38	52	10	0	0
Educated parents are more effective in helping their children in academic work.	f	34	22	10	8	6
	%	43	27	12	10	8
Educated parents are concerned with the academic progress of their children.	f	51	19	10	0	0
	%	64	24	12	0	0
Educated parents benefits of investing in education.	f	47	17	8	8	0
	%	59	21	10	10	0

The Table 4.6 presents the respondents level of agreement whereby majority (52% and 49%) strongly agreed that Pupils from uneducated parents do not make a successful transition to secondary and Parental level of education influences pupils transition rates from primary to secondary school respectively. The findings also show that (43% and 52%) of the study participants agreed that Students from uneducated parents are unable to cope with the academic demands due to lack of guidance on academics. On the other hand, High academic attainment of parents significantly reduces chances of school dropouts. Furthermore, the data indicates that (43%, 64% and 59%) of the total population sampled strongly agreed that Educated parents are more effective in helping their children in academic work, educated parents are concerned with the academic progress of their children and Educated parents know benefits of investing in education respectively. In cases where both parents are illiterate, they do not give much value to education. This becomes worse to those who are poor since they are of the opinion that secondary education is a preserve to those who can afford.

4.6 Influence of Early Marriages on Transition and Retention

The third objective of this study sought to assess the influence of early marriages on transition and retention among learners in the study area. Teachers were asked to state if early marriage among the girls affected transitional and retention. Their responses were as presented in Figure 4.5.

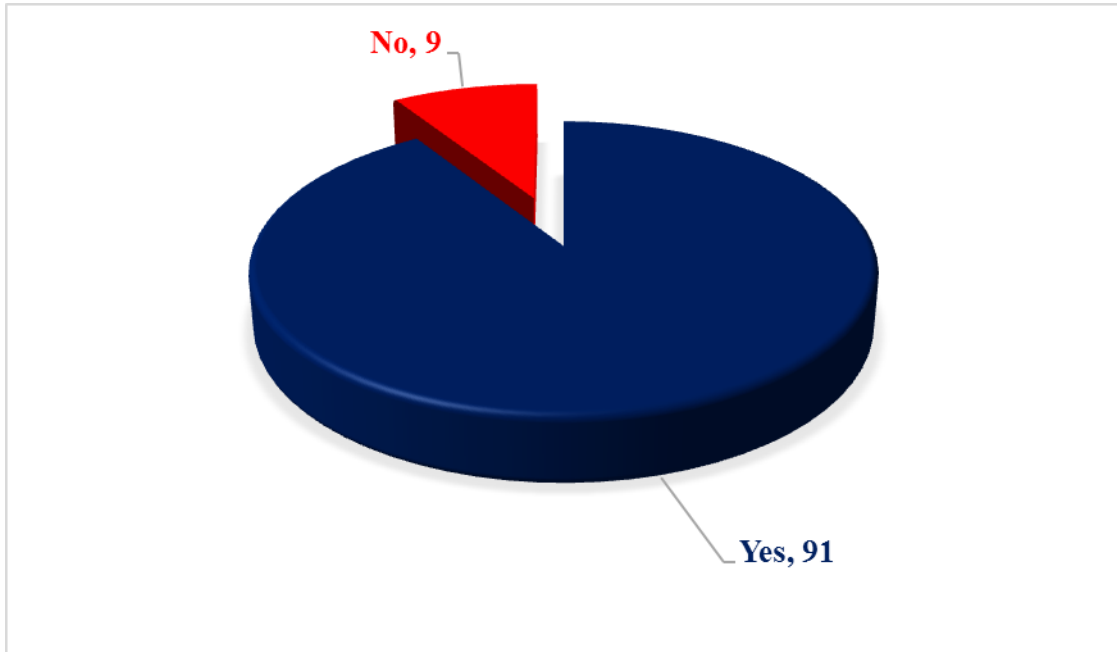


Figure 4.5: Influence of Early Marriage on Transition and Retention

The findings in Figure 4.5 above shows that 91% of the respondents agreed that early marriage negatively affected transition and retention of learners in the education system between primary and secondary schools. The study further shows that only 9% thought that early marriage had no influence on transition and retention. The study further sought to establish the extent to which extend early marriages influenced transition and retention among learners. Figure 4.6 shows the results.

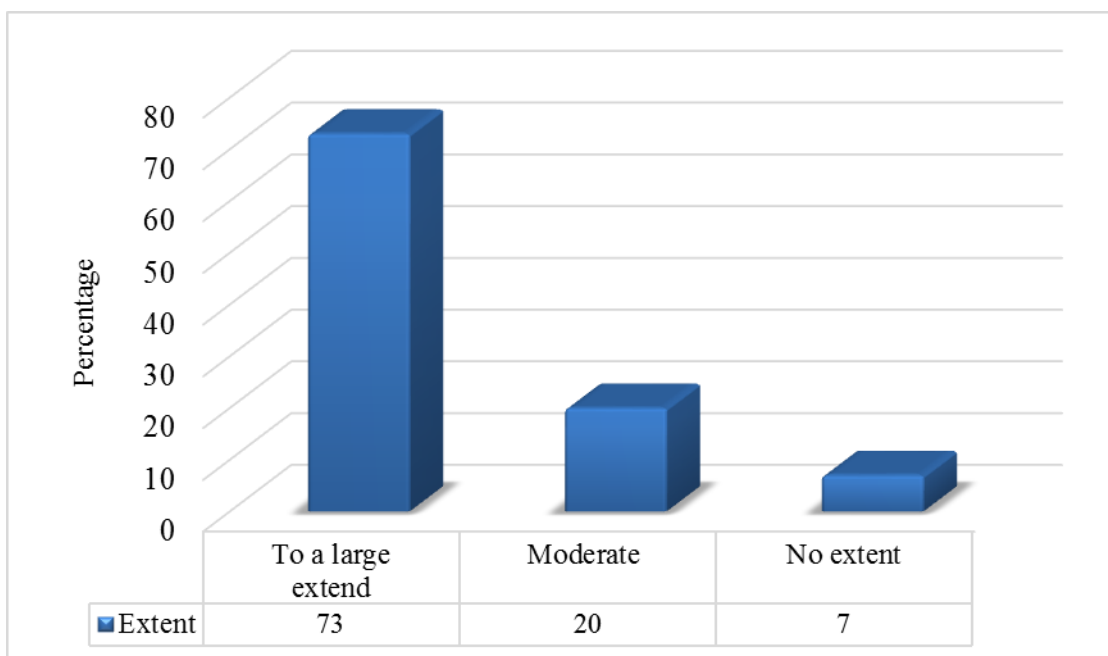


Figure 4.6: Extent of the Influence of Early Marriage on transition and retention

The study showed that 73% of the respondents indicated that early marriage affected transition and retention transition and retention to a larger extent. The study also showed that 20% of the respondents thought that early marriages moderately affected transition and retention among the learners in the study area.

Table 4.6 shows the responses obtained from statements posed to respondents concerning the influence of early marriages.

Table 4.6: Influence of Early marriages on Transition and Retention among Learners

Item		Strongly agree	Agree	Neutral	Disagree	strongly disagree
Secondary school girls prefer marriage to completing studies	f	32	8	16	16	8
	%	40	10	20	20	10
Many girls in secondary schools dropped out due to early marriages	f	48	16	8	8	0
	%	50	20	10	10	0
Most victims of early marriage come back for secondary school studies	f	20	12	8	12	28
	%	25	15	10	15	35

Table 4.8 the respondent's distribution based on their opinion on social economic factors affecting academic transition. On early marriage majority (40% and 50%) of the respondents strongly agreed that secondary school girls prefer marriage to completing studies and many girls in secondary schools dropped out due to early marriages respectively. The findings show that 35% of study participants strongly disagree that most victims of early marriage come back for secondary school studies. On the domestic chores, majority (50% and 40%) of respondents strongly agreed that secondary school girls perform household chores, which has affected their enrolment. The findings also show that 45% strongly agreed that girls complain about excessive households and helping their families in daily life income.

These findings corroborate those done Fant (2008) who found out that in most African countries, marriage and betrothal of young girls were still rampant among many communities specifically among the Bimoba of Ghana. Betrothal of infant girl-child to men was still rife and the negative aspect of this practice was that the girls would know their would-be husbands and they would be married any time if the family of the husband demanded. Such children would miss the opportunity to enroll in school or drop out of school. In some communities, girls are betrothed as soon as they are born. This practice, reduced the level of transition and retention of girls in schools. Similarly, Yattani (n.d) while assessing the factors impeding children's' access to early childhood education in Marsabit County, found out that 79 % of the parents had reported that early betrothal for marriage hindered girl-child's enrolment in school. Engagement for marriage according to the parents came from the clan from which their clan marries and therefore, traditionally they were not allowed to turn down request for marriage. Such early engagement could make parents not to enroll girl children in school for fear of removing them from school later when the time for marriage comes.

Ogori and Yunusa (2013) also showed that 25% of the respondents did agree strongly on early marriage and traditional gender roles, 40% of the respondents agreed, while 15% of the same respondents disagreed strongly and 20% of the respondents disagreed with the statement positively, 40% of the respondents measured higher showed that the above statement could cause teenage pregnancy.

4.7 Influence of Teenage Pregnancy on Transition and Retention

The fourth objective of this study was to determine the influence of teenage pregnancy on transition and retention of learners in schools. Principals of girls' and mixed schools were asked to give statistics on cases of early pregnancies in their schools. The results were given for the last nine years from 2009 to 2017. Table 4.7 shows the results.

Table 4.7: Teenage Pregnancy Prevalence in Msambweni Sub-county

School	Prevalence
A	15
B	9
C	8
D	11
E	12
F	30
G	16
H	22
I	19
J	17

The data in Table 4.7 was used to construct figure 1.6 below.

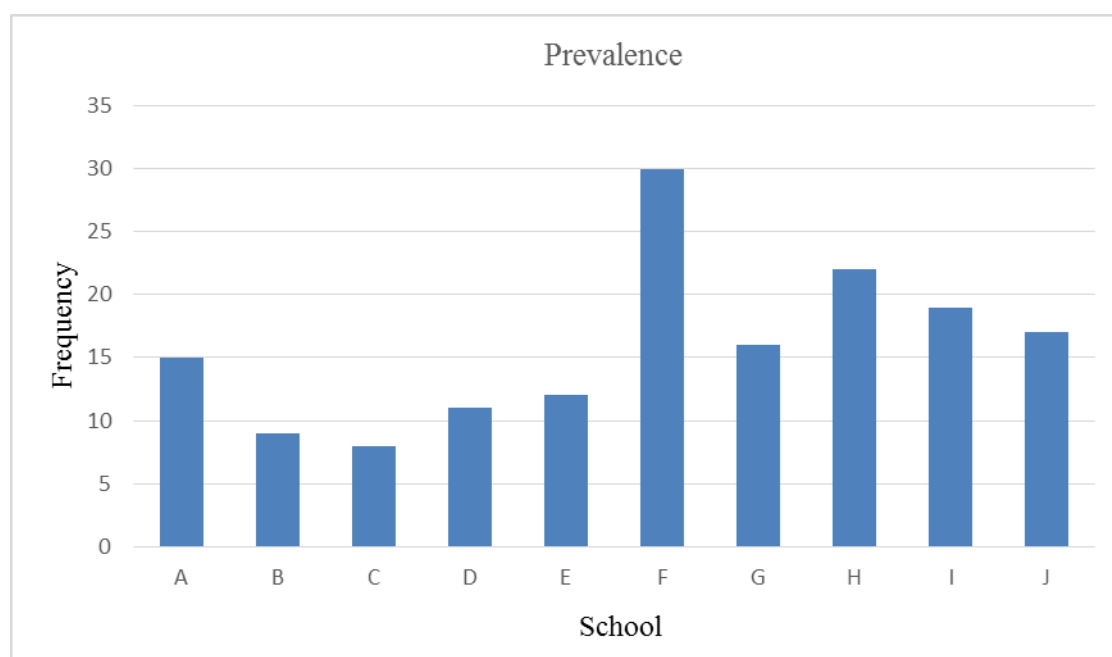


Figure 4.6: Prevalence of Teenage Pregnancy in Msambweni Sub-county.

Results in figure 4.6 shows that all the ten schools sampled experienced teenage pregnancies in the study period. The minimum number of pregnancies recorded in the study area was 8 while the highest was 30 pregnancies. The study revealed that teenage pregnancy was rampant in the study area. this high prevalence is the cause of low transition and retention levels among learners in the stud area.

The study also sought to find out the perceptions of the teachers towards teenage pregnancy in the study area. The responses are presented below. The responses were given as strongly agree = 1, agree = 2, not sure = 3, disagree = 4 and strongly disagree = 4

Table 4.7: Teachers perception on influence of teenage pregnancy on Transition and Retention.

Influence of teenage Pregnancy		5	4	3	2	1
Teenage pregnancy leads to school dropout	f	1	6	1	26	46
	%	1.3	7.5	1.3	32.5	57.5
Teenage pregnancies lead to poor results realized in most schools in the study area	f	0	1	0	14	65
	%	0	1.3	0	17.5	81.3
Pregnant learner's loose self-image and confidence that is vital for life success	f	2	4	9	10	53
	%	2.5	5	11.3	12.5	66.3
It led to children born out of wedlock who are likely to miss schools due to lack of parental support	f	6	14	6	20	34
	%	7.5	17.5	7.5	25	42.5
Abortions among teenagers affects their health	f	18	8	2	30	22
	%	22.5	10	2.5	37.5	27.5
Some teenagers are married immediately the get pregnant	f	21	11	3	15	30
	%	26.3	13.8	3.8	18.8	37.5
Stigma associated with pregnancy leads to poor performance	f	9	27	1	19	24
	%	11.3	33.8	1.3	23.8	30

The study shows that the majority (57.5%) of the respondents strongly agreed that teenage pregnancy leads to school dropout. This led to low transition and retention levels in the study area. the study also shows that over 80% strongly agreed that teenage pregnancy led to poor academic results realized in most schools in the study

area while 17.5% agreed to the affirmative. The study further shows that 26.3% strongly disagreed that some teenagers got married immediately they got pregnant which limited their chances of going back to school after delivery. This trend was noted to impede transition and retention of learners in the study area. 33.8% of the respondents disagreed that that stigma that was associated with teenage pregnancy was responsible for poor performance in the study area. Respondents indicated that the poor performance encouraged school drop out among the schools in the study area.

Ogori and Yunusa (2013), carried out a study on the causes and effects of teenage pregnancy in Nigeria. The result showed that, the age at which teenagers engaged in sexual intercourse is too early, socio-economic background, early marriage and traditional gender roles, peer pressure, lack of sex education and non-used of contraceptive during sexual intercourse are causes of teenage pregnancy. The study further showed that 62.5% of the respondents strongly agreed that teenage pregnancy could affect education, 22.5% of the same respondents agreed with the views but 15% strongly disagreed while none of the respondents disagreed with the statement. Furthermore, incomplete education, isolation and rejection by parents, mother's health risk during child birth and financial constrain were effect of teenage pregnancy.

4.8 Influence of Parental Occupation and Social Status on Transition and Retention

Parental Income		5	4	3	2	1
Household poverty is evidence of	f	50	14	16	0	0
secondary school going girls' inability to raise	%	62	18	20	0	0
Fees, uniform and learning materials payable						
to secondary schools						
Economic status and income of my	f	8	0	8	16	48
family is good.	%	10	0	10	20	60

Based on the parental income most respondents (62%) strongly agreed that Household poverty is evidence of secondary school going girls' inability to raise Fees, uniform and learning materials affecting children retention and transition respectively while

60% strongly disagreed that “economic status and income of my family is good.” The findings also show that on the parental perception 34% of total population sampled strongly agreed that Most of parents of secondary going children are passionate about education while 30% strongly disagreed that most of parents of secondary going children are educated.

The findings on parental income are in agreement with Rajabu (2010) who found that when parents are unemployed, single or polygamous, they are unable to fulfill student’s needs such as uniforms, stationery and lunch, and as a result many children fail to go to school. This also concurs with Teachers’ image (2007) where the DEO Igembe says that parents and leaders need to be sensitized on importance of education. This means that it is evident that a number of parents have not internalized the importance of secondary education. In one of the sampled schools, the principal was planning a parent’s seminar to sensitize parents on their role towards promoting secondary education.

According to Republic of Kenya (2003), the family income level, is one that mostly influences on demand of high school education and translates to low participation in high school education. Poor families find it hard to pay fees for girls and even carter for pocket money besides the basics like sanitary towels, clothes among others. 48 The study also established that income level of parents influences the transition of girls from primary to secondary school. These findings agree with Chepchieng (2004) observation that the level of family income is another powerful influence on demand for secondary education in Kenya and ASAL area in particular. The study also revealed that education level and occupation influence the transition of girls from primary to secondary school. These findings concur with Chepchieng and Kiboss (2004) findings that level of parental education and occupation influences the parent’s decision on whether to take the girl child to school or not.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presents the summary of key findings, the conclusion drawn from the findings highlighted and recommendations made thereto. The conclusions and recommendations were drawn in addressing the research question or achieving the research objectives.

5.2 Summary of the study

This chapter presents and discusses the results in relation to the objectives of the study. The presentation follows the order by which the objectives of the study are organized in Chapter one.

5.3 Major findings of the study

5.3.1 The Variation of Transition Levels from 2009 to 2017 in Schools in Msambweni Sub County

The study found out that there is a significant variation based on student's retention and transition. The number of pupils who completed class eight are more than those in secondary school. Alternatively, those students who joined form one are less than those who completed class eight. This implies that most students have dropped out of schools due to many social cultural factors.

The study also reveals that the number of students in form one keeps on dropping implying that less students are able to complete secondary school. This finding goes hand in hand with the study conducted by Avakov, (2010) who found out that there is a significant increase in number of secondary school spaces but only a small percentage of primary school leavers join secondary school. The findings by Otega (2012) support this finding, he noted that the retention level is low and has been attributed by different social economic factors. The study conducted by Werunga, et al., (2011) in Taita Taveta county reveal that about 30% of the primary school leavers are admitted to primary schools. Additionally, for those who join secondary school, a very small percentage manages to complete their studies.

5.3.2 The Influence of Socio-Cultural Factors on Transition and Retention Levels, In Msambweni Sub County

The study found out that the parental academic level has an influence on children academic transition and retention. This concurs with the study done by Nyabanyaba (2008) who shown that factors like poverty, HIV/AIDS, parental level of education, system of education as some of the factors that influenced access and transition and retention of learners to secondary schools. Educated parents with children in primary and secondary school always advise them to work hard as well as helping them do their homework. This makes children to feel motivated hence study to meet their academic goals.

The study also found out that social economic factors have an impact on children retention and transition in school. In this case, the research study found out that early marriage is one of the factors that lead to school retention since girls prefer getting married to completing their studies. The finding concurs with the findings by Achoka et al, (2007) who indicated that most secondary school education faces dropout rates that range from 10 to 50%. They continued by stating that the dropout rate is transpired by early marriage, unwanted pregnancies, early motherhood, fluid marriages, negative effects of tourism, traditions, religion, low parental level of education and gender disparity have been attributed to this trend.

The study also found out that parental income is one of the factors that affects student's retention and transition. This implies that parents are unable to pay for their children school fees as well as buying books and other requirements. This finding is supported by conclusion made by Achoka et al., (2007); poverty is one of the major factors for children retention and transition in school. For those parents who are well off, there are high chances that their children will complete secondary studies as compared to those children from poor families.

5.3.3 The Influence of resident's attribute on transition and retention levels, in Msambweni Sub County

The researcher found out that resident's attributes such as customs and believes have a significant impact on children retention and transition. The study established that some children believe that witchcraft is the source of their problems; hence, they end up dropping from schools. The study also reveals that single parenting and tourism are

the major cause of school dropout. Some students prefer being ‘beach boys’ and girls’ than going to school hence dropping from schools. It is also hard for a single parent to take care of their children, most of them are financially unstable hence unable to pay for children academic expenses. These findings agree with the study done by UNICEF, (1999) stating that parents’ decision such as divorcing have a significant effect on children transition and retention.

5.4 Conclusions from the study

Transition from primary school to secondary schools is highly determined by the cost of education, economic activities of the parents, learners’ family background as well as the social cultural factors. The cost of education is reflected in the amount incurred to settle the student in school including school fees and levies as well as personal expenses. The study has revealed that, for the parent to raise these amounts, they engage in small businesses and employments while others largely depend on the output of their farms to sail their children through secondary education. However, the study has disclosed that a significant proportion of these parents do not at all afford to secondary education for their children.

From the summary of findings, the study concludes that there is a positive association between Social economic factors and Resident’s attributes, and Students retention and transition in Msambweni sub County. It was concluded that transition from primary school to secondary schools is highly determined by social cultural factors that contribute to low transition rate from primary to secondary schools whereby girls are majorly affected. Some parents also fail to take their girls to secondary school and marry them off to get wealth.

5.5 Recommendations

From the summary of major findings and conclusions in this chapter, the study recommends that since the Kenyan education system insists on a free and compulsory primary education and a free day secondary education, the government should instigate effective machineries to ensure that no learner is blocked from transiting to secondary school because of fees and other socio-cultural issues such as beliefs in witchcraft.

The community leaders should sensitize parents on the social benefits of education to encourage them enroll their children in secondary school.

5.6 Suggestions for Further Research

Given the scope and limitations of this study, the researcher recommends the following as areas for further studies:

- A study on factors influencing transition from primary to high school should be carried out in other counties for comparison purpose.
- A replica of the study should be carried out incorporating more variables that possibly influence transition from primary to secondary schools. These variables also include institutional factors as well as environmental factors.

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APPENDICES

Appendix I: Introductory Letter

I am a postgraduate student at the University of Nairobi, Reg. No: E56/72352/2014 currently conducting a research that seeks to find out how socio-cultural factors influence education transition and retention levels in schools in Msambweni Sub County as a requirement in partial fulfilment of my Master of Education (Comparative and International Education) in the School of Education of the University of Nairobi. This research study is conducted purely for academic purposes. Any information given will be treated as private and confidential and will be used only for the purposes of this study. This is not a test hence there is no wrong or right answer. Please follow the instructions and answer all the questions as truthful as you can.

Appendix II: Questionnaire

Please fill the following details:

SECTION A: DEMOGRAPHIC INFORMATION

(Tick the appropriate)

1. Gender

Male

Female

2. Level of Education

No education

Primary

Secondary

Tertiary

3. Age

25-34 years

35-44 years

45-54 years

55-64 years

Above 65 years

4. How long have you stayed in Msambweni Sub -County?

1-5 years

6-10 years

Above 10 years

Section B: Social-Economic Factors and Attributes

1. In your opinion, does the parent's level of education have influence on student's transition between primary and secondary?

Yes []

No []

2. Please, explain the reason for your answer _____

3. In a scale of 1 to 5 where 5 is strongly agree and 1 strongly disagree, kindly indicate the extent to which you agree or disagree with the following statements on the parental level of education on transition rates:

Key: 5-strongly agree, 4-agree, 3-neutral, 2-disagree, 1-strongly disagree

Statement	5	4	3	2	1
Pupils from uneducated parents do not make a successful transition to secondary					
Parental level of education influences pupils transition rates from primary to secondary school					
Students from uneducated parents are unable to cope with					

the academic demands due to lack of guidance on academics					
High academic attainment of parents significantly reduces chances of school dropouts					
Educated parents are more effective in assisting their children in academic work					
Educated parents are concerned with the academic progress of their children					
Educated parents know the private and social benefits of investing in education					

4 Please answer the following questions by selecting only one of the options as highlighted below. 1= strongly agree 2=agree 3 =Neutral 4= disagree 5= strongly disagree. Please use a tick (✓) or fill the blank space provide

Socio-Cultural Factors

Item	strongly agree	agree	Neutral	disagree	strongly disagree
Early Marriages					
Secondary school girls prefer marriage to completing studies					
Many girls in secondary schools					

dropped out due to early marriages					
Most victims of early marriage come back for secondary school studies					
Parental Income					
Household poverty is evidence of secondary school going girls					
Fees, uniform and learning materials payable to secondary schools are unbearable to parents					
Economic status and income of my family is good.					
Most of parents of secondary going girls are passionate about education.					
Most of parents of secondary going girls are educated.					

5. In a scale of 1 to 5 where 5 strongly agree and 1 is strongly disagree, kindly indicate the extent to which you agree or disagree with the following statements on the parental level of education on transition rates:

Key: 5-strongly agree, 4-agree, 3-neutral, 2-disagree, 1-strongly disagree

Statement	5	4	3	2	1
Witchcraft, sorcery and demons.					
Lack of role models.					
Tourism (beach boys and sponsors).					
Single parenting.					
Mijikenda weddings and Madrassa classes.					

Section C: Availability of Secondary School Spaces

1 How do you rate the number of secondary school spaces available in the sub-county compared to the number of secondary school spaces available?

Very Adequate []

Adequate []

Inadequate []

Very Inadequate []

2. In your opinion, does the number of secondary school spaces available have an impact on pupil's transition between primary and secondary?

Yes []

No []

4. Explain your response _____

Appendix III: Interview schedule

1. What social factors do you think are responsible for transition and retention among learners in this school?
2. In your own opinion, how do you think the following factors influence transition and retention among learners in this school?
 - i. Parental level of education
 - ii. Early marriage
 - iii. Teenage Pregnancy
 - iv. Parental economic activity and social class
3. What is the level of education of parents in your area?
 High Moderate low
4. Do you have cases of early marriage in this school?
5. If yes in the questions above, what is the prevalence
6. What is the prevalence of teenage pregnancies in this school
7. Do we have any learner who dropped out of school after getting pregnant?
8. If yes in the question above, how many managed to come back to school after delivering
9. If you compare the transition and retention of learners in the school, do you feel those who get pregnant are more disadvantaged.?
10. What is the most dominant economic activity in this area?
11. Is there any way that the economic activities of parents affect the transition and retention of learners in the school?

**Appendix IV: Enrolment, Transition and Retention in Msambweni Sub-county
for class 1 &8, form 1 & 4**

CLASS 1, CLASS 8. FORM 1 AND FORM 4 DATA. (MSAMBWENI SUB-COUNTY)								
YEAR	TOTALS	FORM 1	FORM 4	CLASS 1	CLASS 8	TRANSITION	DROP-OUT	RETENTION
2009	1459	1030	3298	8010	1988	48.2	58.8	41.2
2010	1639	1392	3510	8365	3120	55.4	58.0	42.0
2011	3071	1727	3920	8755	4497	61.6	55.2	44.8
2012	3237	1640	4817	10631	4254	61.4	54.7	45.3
2013	3687	1577	4717	10298	4463	64.7	54.2	45.8
2014	3999	1810	5428	11474	5201	65.2	52.7	47.3
2015	4192	1716	6522	13569	5433	68.4	51.9	48.1
2016	4463	1901	8004	15422	6591	71.2	48.1	51.9
2017	5120	2034	8850	16523	7410	72.6	46.4	53.6

Appendix V: Nacosti permit

THIS IS TO CERTIFY THAT:
MR. DOUGLAS WANJALA WANYONYI
of UNIVERSITY OF NAIROBI, 81-50205
WEBUYE, has been permitted to conduct
research in Kwale County

on the topic: INFLUENCE OF SOCIAL
CULTURAL FACTORS ON STUDENT
TRANSITION AND RETENTION IN
SCHOOLS IN MSAMBWENI SUB COUNTY
KWALE COUNTY.

for the period ending:
4th May, 2019

.....
Applicant's
Signature

Permit No : NACOSTI/P/18/49130/22392
Date Of Issue : 7th May, 2018
Fee Received : Ksh 1000



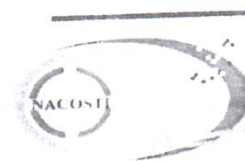
.....
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation
RESEARCH CLEARANCE
PERMIT

Serial No.A 18448

CONDITIONS: see back page

Appendix VI: Nacosti Approval



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI, KENYA

Ref No: **NACOSTI/P/18/49130/22392**

Date: **7th May, 2018**

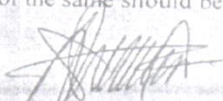
Douglas Wanjala Wanyonyi
University of Nairobi
P.O. Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of social cultural factors on student transition and retention in schools in Msambweni Sub County Kwale County*," I am pleased to inform you that you have been authorized to undertake research in **Kwale County** for the period ending **4th May, 2019**.

You are advised to report to the **County Commissioner and the County Director of Education, Kwale County** before embarking on the research-project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kwale County.

The County Director of Education
Kwale County.

Appendix VII: sub-county Director



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Education**

Telegrams: "EDUCATION", msambweni
Telephone: msambweni 040-2104010
Email Address: deomsambweni@yahoo.com
Please when replying quote

**SUB COUNTY DIRECTOR OF EDUCATION
P.O BOX 116 – 80404
MSAMBWENI**

Ref: MSB/ED/RESERCH/G/VOL1/18/2

Date: 11/07/2018

DOUGLAS WANJALA WANYONYI
UNIVERSITY OF NAIROBI
P.O. BOX 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Permission is hereby granted to you to carry out your research on "**Influence of social cultural factors on student transition and retention in schools**" in Msambweni Sub County.

After completion of your research a copy of the research document will be required to this office.

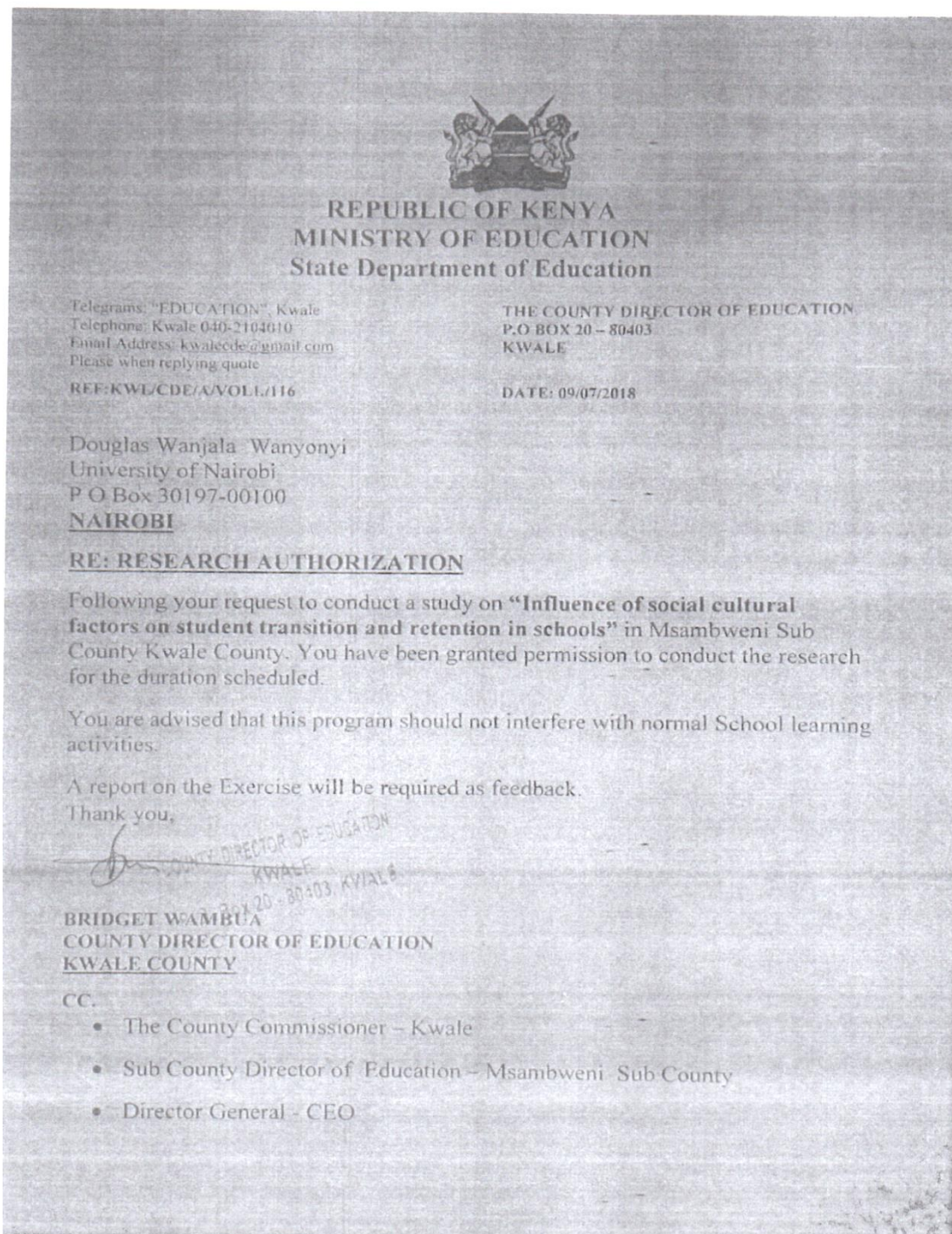
Thank you,

PP

[Handwritten signature]
DISTRICT EDUCATION OFFICER
MSAMBWENI

AHMED MOHAMED HUSSEIN
SUB COUNTY DIRECTOR OF EDUCATION
MSAMBWENI

Appendix VIII: County Director



Appendix IX: Map of the study area

