

**INFLUENCE OF SOCIO - ECONOMIC FACTORS ON PUPILS'  
TRANSITION RATES FROM PRIMARY TO SECONDARY  
SCHOOLS IN KISUMU EAST SUB COUNTY, KENYA.**

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## **DECLARATION**

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

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## **DEDICATION**

I dedicate this project to my husband Moses Otieno Mureji and our beloved children Emmanuel Victor Ochieng, Jessica Grace and Debra Mercy.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>ASALS</b>	Arid and Semi – Arid Lands
<b>BED</b>	Bachelor of Education
<b>EFA</b>	Education For All
<b>EPPSE</b>	Effective Pre-School, Primary and Secondary Education.
<b>FPE</b>	Free Primary Education
<b>FSE</b>	Free Secondary Education
<b>GER</b>	Gross Enrolment Rate
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>KNEC</b>	Kenya National Examinations Council
<b>MOE</b>	Ministry of Education
<b>MOEST</b>	Ministry of Education, Science and Technology.
<b>NER</b>	Net Enrolment Rate.
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UIS</b>	UNESCO Institute of Statistics.
<b>UNDPE</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization.
<b>UNICEF</b>	United Nations International Children’s Fund.
<b>UPE</b>	Universal Primary Education

## ABSTRACT

The purpose of this study was to establish the Socio-Economic factors influencing pupils' transition rates from primary to secondary schools in Kisumu East Sub-County. Four objectives guided the study to establish the influence of family structure on transition rates; the influence of parental level of education on transition rates; the influence of pupils' parental income on transition rates and finally the influence of pupils' participation in domestic chores on transition rates from primary to secondary schools. The study was influenced by the fact that transition rates in Kisumu East Sub-County is low at an average of 48.74 compared to the neighboring Sub-Counties such as Kisumu West Sub-County at an average of 50.31 and Kisumu North Sub-County which is also at an average of 51.40. There are also limited researches done on Socio-Economic factors influencing transition rates between primary and secondary schools in the County. The study employed a descriptive survey research design where the target population consisted of 68 head teachers of the public primary schools and 500 primary school teachers in Kisumu East Sub-County. The study findings indicated that some of the socio-economic factors had the highest influence on the transition of pupils from primary to secondary schools, they include; family structure, parental level of education, parental income level and participation of pupils in domestic chores. When looking at orphaned children sixty seven percent were found not to transit to secondary school. Parental level of education equally determined the transition rate, seventy four percent of the teachers agreed that most of the parents have primary education. Given that the Kenyan education system insists on a free and compulsory primary education as well as a subsidized secondary education, this study recommends that the government should instigate effective mechanisms to ensure that no learner is blocked from transiting to secondary school due to high cost of education.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the study**

The world conference on Education for all held in Jomtien, Thailand in 1990 declared education a basic human right UNESCO (1990). This was deemed achievable if access to basic education was fair to all. Education is one of the basic tenets of the society. Education is any act of experience that has a formation effect on the mind, character or physical ability of an individual. Education is the process by which society transmits knowledge, skills and values from one generation to another. It is the valuable thing that society can bequeath its membership. It helps fight ignorance and the acquisition of knowledge creating a better citizenry in terms of prospects in life (Fanuel, 2011) An educated population is essential for economic growth and more generally for a higher quality life, (world bank, 2001).

The right to education was created and recognized by all jurisdiction. Article 2 of the first protocol to the European convention of human rights obliges all signatory parties to guarantee the right to education under the education for All(EFA) programmes driven by UNESCO , many countries have committed to having universal environment in primary education by the year 2015 and this has made it compulsory for children to receive primary education in many countries, (Karbusky, 2010) one of the main challenges countries around the world face is to

equip their young people with quality education to be able to cope with the dynamic labour market requirements, enhance socio- economic, industrial, technological and political development.

Developed countries like U.S.A and Japan have a large pool of highly skilled human capital. In these countries, secondary school education is fundamental ingredient for creating economic development in the United States. It has been more important than increased capital in accounting for worker productivity and US economic growth (Smith, 2003).

The worldwide education transition rates from primary school to secondary school level indicate that eighty five (85%) of learners who get to the last grade in primary school get to attend secondary school. The two regions with the lowest education transition rate are west and central Africa (52%). The statistics indicate that transition rate are highest in industrialized countries (ninety eight percent) and Eastern Europe (ninety six percent) (UNESCO, 2011).

Majority of Africa youth fail their junior examinations while their counterparts in Western Countries like USA and Japan succeeds at the rate of 60 – 70% most of these failures therefore fail to transits to secondary school cycle. Studies on transition from primary to secondary education in Ghana show that 44% of children from poor households continue to be under represented in enrolments at secondary schools, (Akyeampong& Roll – stone, 2009). Akyeampong & Rolleston (2009) made it explicit that not only indirect costs hinder access of the



poor but also opportunity cost substantially affect the chances of poor children to transit and complete basic education .

Africa has challenges of low education transition rate from the primary level to secondary level. This can be attributed to a myriad of factors chiefly among them being over reliance of donor support programme by African governments and most building on sustainable programmes by African governments and not building on sustainable programmes in many projects bring in the aspect of over reliance on donor support leading to a situation of crumbling of the programmes on the delay of funding or the withdrawal of the same leaving the learners missing out on the education promise and in many cases not transiting to the next level (Muga, 2011).

Tanzania has the lowest transition rate of 20% (UNESCO 2010). The reason behind this is because some families cannot afford school fees mainly for girls to further their education. In Kenya, the government is committed to increase transition rates between primary and secondary school after implementing the Free Primary Education (FPE) successfully (Republic of Kenya, 2008). The government policy to extend basic education form 8 – 12 years as articulated in session paper No. 14 of 2012 has brought about the introduction of subsidized secondary education (SSE), popularity referred to as “Free Day Secondary School”. It is meant to reduce the fees paid by parents and enable majority of pupils in primary schools to transit to secondary schools.

A study done by Spohn, 1992, found out that parental level of education is a factor that influences their children's transition rates from one level of education to another. This is so because less educated parents do not know the private and social benefits of investing in education.

According to Kenya Institute of policy Research and Analysis (2003), the high cost of education and household poverty level are critical factors that often push the pupils to do manual jobs to supplement the meager family income, UNICEF (2004) labour participation by person below the age of 15 years is not widespread but it is escalating at an unacceptable rate. Its Centre for marriage and family released a study in November 2005 that shows broken family structures consistently lead to education difficulties for children especially the girl child in Afghanistan (Schultz, 2006). The report shows that children from non – intact families have significantly higher rates of difficulty with transiting to other levels of education like secondary schools and higher levels of education children living with both parents have higher transition rate compared to students living in other family arrangements (Barora, 2008).

Kisumu East Sub County is an area where agricultural activities like farming and economic activities like fishing on Lake Victoria can be carried out. The rates of transition from public primary schools to secondary schools do not reflect these potentials compared to the other neighboring sub counties. The records from the Sub county education office painted a picture which showed dismal transition

rates compared to those of neighboring sub counties. Table 1.1 shows the transition rates from primary to secondary schools in Kisumu east Sub County and her neighboring sub counties.

**Table 1.1 Transition rates from primary to secondary schools in Kisumu East Sub County and the neighboring sub counties.**

<b>Year</b>	<b>Percentage Transition (National)</b>	<b>Percentage Transition Kisumu East Sub-County</b>	<b>Percentage Transition Kisumu West Sub-County</b>	<b>Percentage Transition Kisumu North Sub-County</b>
2011	71.01	49.02	49.05	50.1
2012	73.32	49.01	49.09	50.9
2013	73.21	48.22	50.30	51.0
2014	73.80	48.53	51.01	52.0
2015	73.10	48.90	52.09	53.0
Average	72.50	48.74	50.31	51.40

From Table 1.1 it was observed that the average transition rates from public primary schools to secondary schools in Kisumu East Sub County was lower at 48.74 compared to her neighbors that is Kisumu West Sub County whose average is 50.30 and Kisumu North Sub County whose average was 51.40, it therefore called for a research to identify the actual causative factors. It was important to establish some of the factors that influenced this rate hence the study.

## **1.2 Statement of the problem**

The government outlined targets in the Sessional paper No. 14 of 2014 on quality education to improve the primary to secondary transition rate. There are a lot of donors support programs in secondary school education (ROK, 2010). The expenditure is geared towards the development of the country and economic growth; despite all these the transition rates of Kisumu East Sub County had been at an average of 48.74 lower than those of other neighboring sub counties like Kisumu West which is at an average of 50.31 and Kisumu North which is at an average of 51.40. This was despite the fact that the area is considered well agriculturally and a fishing region thus more privileged than the marginal areas. The study therefore purposed to investigate on the influence of social economic factors on pupils' transition rates from primary to secondary schools in Kisumu East Sub County.

## **1.3 Purpose of the study**

The purpose of the study was to establish the socio-economic factors influencing transition from primary to secondary school in Kisumu East Sub County, Kenya.

## **1.4 Objectives of the study**

The study was guided by the following objectives.

- i) To establish the influence of family structure on students transition rate from primary to secondary schools in Kisumu East Sub County, Kenya.

- ii) To determine the extent to which parental level of education influence transition rate from primary to secondary schools.
- iii) To examine the influence of parental income level on transition rate from primary to secondary schools.
- iv) To establish the influence of involvement in domestic chores by pupils on transition rate from primary to secondary schools.

### **1.5 Research questions**

Four research questions were developed to facilitate achievement of the objectives.

- i) How do the family structures influence the pupils' transition rate from primary to secondary schools in Kisumu East Sub County?
- ii) To what extent does parental level of education influence the pupils' transition rate from primary to secondary schools in Kisumu East Sub County?
- iii) What influence do parental levels of income have on transition rate of pupils from primary to secondary school in Kisumu East Sub County?
- iv) How do pupils' involvements in domestic chores influence the transition rate between primary and secondary schools in Kisumu East Sub County?

## **1.6 Significance of the study**

The study findings may provide policy makers with insights on critical factors that they may consider when formulating policies meant to increase transition rates between primary and secondary schools in the county. It was 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 would involve all the stakeholders in addressing the issues of non-access to secondary schools. School head teachers may also benefit from the findings of the study in that they may be equipped with knowledge on how they could increase head teachers ways of addressing the issue of transition. The study may also facilitate individual researchers and academicians in education planning to identify gaps on socio-economic factors influencing transition rates from primary to secondary schools in Kisumu East Sub County and carry out research in those areas.

## **1.7 Limitation of the study**

One of the limitations of the study was based on the design of the study. The study used descriptive survey design, using this design it was not possible to adequately measure how socio- economic factors influenced transition of pupils

from primary to secondary schools since there could be other factors influencing transition as well. The researcher relied on the respondents' opinions. Another limitation was that the researcher would not be able to control the respondents' attitudes towards responding to the questionnaires. However the researcher asked them to be truthful when responding to the research instruments

It was difficult to access the primary school graduates who did not transit to secondary schools to gather first-hand information to know what actually hindered them from transiting to secondary schools. The researcher overcame this by visiting various primary schools and gathering information from the head teachers since they knew those pupils who did not transit to secondary schools and probably the reason.

### **1.8 Delimitation of the study**

The study was conducted in public primary schools in Kisumu East sub-county because it was the Sub-County that had been posting low pupils transition from primary to secondary schools as compared to other sub-counties that neighbored it in Kisumu County. However the researcher appreciated that pupils' transition from primary to secondary schools was an outcome of a complex combination of very many variables.

## **1.9 Basic assumptions of the study**

The study was based on the following assumptions:

1. That all the respondents would give genuine, truthful and honest responses to the questionnaires.
2. That there was adequate data on transition at the sub-county education offices to support the study.

## **1.10 Definition of significant terms**

The following are some of the significant terms that were used in the study;

**Drop out** refers to pupils who temporarily or permanently stop attending school before completing an education cycle, for example in this study primary level.

**Family determinants** are the family economic experiences and realities including education income, wealth, resources.

**Family structure** refers to the composition and membership of the family, the organization and patterning of relationships among individual family members.

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



**Level of education** refers to a certain level of education; example college level, university level any advanced level.

**Net enrollment ratio** refers to the ratio of the number of students enrolled of official school age to the population of official primary age children.

**Rate of dropouts** refers to the member of dropout per school.

**Socio- economic factors** refers to an individuals or groups position within a hierarchical social structure.

**Transition rate** refers to percentage of learners proceeding to the next level in relation to the preceding year.

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

### **1.11 Organization of the study**

This study is organized into five chapters. Chapter one describes the background to the study, statement of the problem, purpose of the study, the objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of operational terms used in the study, and the organization of the study. Chapter two comprises of literature review that was seen to be relevant to the research topic of influence

of Socio Economic factors on pupils' transition rates from primary to secondary schools in Kisumu East Sub County, Kenya.

That is influence of family structure on transition, influence of parental level of education on transition rate, influence of parental income on transition and influence of domestic chores participated by pupils on transition rate of pupils from primary to secondary schools.

Chapter three consists of research methods used in carrying out the study, it included research design, target population, sampling procedures and sample size, research instruments, validity and reliability of research instruments, data collection procedures and data analysis techniques and ethical considerations. Chapter four comprises of data analysis and interpretation research findings. Chapter five contains the summary, conclusions, recommendations and further suggestions.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter comprises of reviewed literature on related studies that contributed to an understanding of the study. The chapter was divided into the following sub headings: influence of family structure on transition of pupils in public primary school in Kisumu East Sub County. Influence of parental level of education on transition rate, influence parental income on transition rate and how domestic chores contribute to pupils' absenteeism hence not transiting to secondary school in Kisumu East Sub County.

#### **2.2 General overview of transition rates**

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

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

Effects of transition from primary to post primary school have been of particular interest to educationists due to reports that many children in the first year of secondary school regressed in major parts of their education. Galton (2000) reported that up to 40% of the pupils experience interruptions in academic progress during the first couple of months after school transfer. A number of causes for this regression have been identified. These causes include belonging to a poor family, onset of puberty, the effects of bullying by older pupils, separating from friends, excessive travel to the new school, the unfamiliarity of moving from room to room, adjusting to having more than one teacher a day, the inability to adjust to a variety of teaching styles and the lack of curricular continuity across the primary/secondary divide, (Galton, 2002).

### **2.3 Family structure and pupils transition rates**

Hunter and May (2003) describes a particularly notable relationship between the family background and dropping out of school. These children from poor families, from poorly educated parent are those with fewer role models in higher education and are more likely to drop out of school. According to Bavora (2008), students living with both parents have lower dropout rates and higher graduation rates compared to students living in other family arrangements. High birth rates are associated with large families and the need for school age children especially in low income families to look after their young siblings Ngau (1991).

Children from unstable families are susceptible to behavior which could undermine their performance in schools Bavora (2008) hence transition is also compromised. As early as age three, children's ability to adapt to classroom routines appears to be influenced by their parents. For instance children, growing up with their own married parents are three times less likely than those in any other family structure to experience emotional or behavioral problems such as attention deficit disorder.

Family structure is a deciding factor in a wide range of children behavior that directly influence academic performance including emotional and psychological distress, attention disorders, social misbehavior, substance abuse, sexual activity and teen pregnancy. The rapid spread of substance abuse can be attributed to the breakdown of indigenous society and to the introduction of foreign influences that

have made a variety of substance available on large scale (National Agency for the Campaign against Drug Abuse, 2002).

Likewise some of the children who live under domestic violence may face increased risks as they may develop cognitive and attitudinal problems. Children growing up with non-intact families may engage in more adolescent misbehavior which may harm transition to secondary school. Family structures in other countries such as the United States of America influences educational outcomes for children learning and those ones transiting to the next level. This has been driven by high and rising rates of unwanted child bearing and divorce which may have weakened the educational prospects and achievements in USA.

#### **2.4 Parental level of education and pupils transition rates**

Checchi and Salvi (2010) explained that repeaters and dropouts are more likely to come from families that rank lower on measures of social status and related variables such as parental level of education among others. Educated households are able to spend significantly more of their time and experience on their children's education, improving their opportunities for better quality schooling. Okumu (2008) argued that educated parents are more likely to enroll their children in school and be fully involved into their education until they transit to the next level which is secondary schools as opposed to parents who have not had any formal education.

Parental level of education has a great influence on children accessing schooling and transiting to the next level. Pscharopoulous (1985), found that the father's education, occupation and income level determined children's access to school which automatically encompasses transition to the next level of education. Ersado (2005) talks to the widely accepted notion that parental education is the most consistent determinant of the child's education and employment decisions. Parents with the same level of education tend to have a positive attitude towards education hence transition from primary to secondary and even to higher levels of education. In most cases mothers' level of education is seen as to have an influence on access Ainsworth (2005) which will automatically lead to transition to the next level which is secondary and higher level of education.

One of the benefits of increased education is that educated parents may most likely to have more educated children. Analysis of household surveys from 56 countries finds that for each additional year of the mothers educating, the average child attains an extra 0.32 years and for girls the benefit is slightly large (UNESCO, 2014).

In Kenya, a study by Forum for African Women Educationist (FAWE) found out that of the male community members interviewed, 64% had educational levels below class 6 and others did not have formal education in Wajir and Mandera counties. One third of women did not have formal education.

Therefore in this case children have no aspirations, role models and mentors in the quest for formal education hence very few do transit to secondary schools. Lack of education has contributed negatively especially to girls as they regard it as waste of time hence prefer educating boys. Sensitization campaigns, barazas, workshops and seminars may be used to create awareness to these community members this therefore may help improve the numbers transiting to the secondary schools and even higher education levels like colleges and universities.

## **2.5 Parental level of income and transition rates**

Poverty and economic challenges of the time contribute to lack of motivation, negative self-concept in terms of academic abilities, failures at school, domestic violence, delinquency and higher dropouts (Abagi and Odipo, 1997). The income level is usually determined by the occupation of parents' hence it is a factor that determines access to education and further transition to the next level of education in this case secondary schools.

In Latin America, Africa and South Asia, wastage is prevalent among the pupils or students from low socio-economic background, in the rural than the urban regions and again among girls than the boys (Koech Report, 1999). Factors influencing this school wastage according to Psacharopoulos and Woodhall (1985) are poverty which may give rise to illness, malnutrition, absenteeism, the opportunity cost of schooling for poor families, cultural factors, which affect girls



in particular, inappropriate curriculum and examinations which is excessively academic and designed to prepare majority of pupils for upper secondary and higher education and a shortage of secondary school places, which leads to repetition at the primary level.

The most powerful influences on demand for secondary and higher education and even primary school enrolment rates in some developing countries is the level of family income, Psacharopoulos (1985). For instance if poor families in Malaysia choose to send their children to primary and secondary schools, they must make considerable sacrifices this will definitely affect the children's transition to the secondary and even to the universities.

In India most parents claim that they do not take children to school because they cannot afford to buy school uniform and notebooks. In Bangladesh those who even dropout come from lower income families, Sabates (2010). Coombs and Cooley (1986) pointed that family income level as a factor has more than any other factor influence on dropout. This is due to poverty some parents utilize the service of their children to supplement earning. In Uganda, 97 out of every 100 children from the richest quintile entered primary school and 80 reached the last grade in 2006; of the children from the bottom quintile, 90 out of 100 entered school but only 49 reached the best grade (EFA Report, 2012).

How much a child learns is strongly influenced by family's level of income. Analysis of 20 African countries for the EFA 2014. Report shows that children

from richer households are more likely not only to complete school, but also to achieve a minimum level of learning which secondary and even university education is. By contrast, in 15 of the countries, not more than one in five poor children reach the last grade and learn the basics therefore not transiting to secondary education.

## **2.6 Domestic chores and transition rates**

Child labour has been cited by many scholars as major reason for children not enrolling and also dropping out of schools because of the opportunity cost of attending school (Layne and Lee, 2001; Zouridis and Thaens, 2004; Anderson and Henriksen, 2006). Parents feel it's a waste of time for their children to attend school especially secondary school because doing so leads to loss of income from potential earning opportunities. On the other hand, household poverty and associated labour demand pull the children into labour markets. Other parents also involve their children in domestic work such as digging, fishing and this leaves very little or no time for the child to study. Some studies indicate that with larger household sizes and in particular number of children, the financial burden or potential workload is greater to the parents.

In most developing countries like Ghana, Kenya, Malawi, and many others, poverty, unemployment, corruption and violence among others are still the main causes of educational wastages and the girl child is the most affected this in turns influence the transition rate from primary to secondary and even to higher levels

of education. This is because many people in the developing nations are burdened with high food prices, rising cost of electricity gasoline or paraffin and other essential items and have no savings to invest in education. The disparities are starkest between social-economic classes, gender, geographical regions and generations.

According to UNESCO (2009) about one-quarter of 5-14 year olds in sub Saharan Africa were engaged in child labour in 2004. In the seventy four countries and economies that participated in the 2009 PISA survey, the higher the quartile of the economic index to which a student belonged, the better the performance leading to high transition of the children with similar pattern for boys and girls in middle income countries participating in the assessment, student performance was very low hence low transition to the next grade.

## **2.7 Summary of literature review**

From the literature review it is clear that socio-economic factors may influence transition of pupils from primary schools to secondary school. It also showed that those who learned well and transitioned to secondary schools and higher levels of education may come from wealthy and educated families.

The researcher proposed to find out the influences of socio-economic factors on pupils transition rate from primary to secondary schools in Kisumu East Sub County and come up with ways which can be employed to ensure improved

transition rates from public primary schools to secondary schools. It looked at the influence of family structure, parental level of education, parental income, and domestic chores on pupils' transition rate between primary and secondary education.

## **2.8 Theoretical framework**

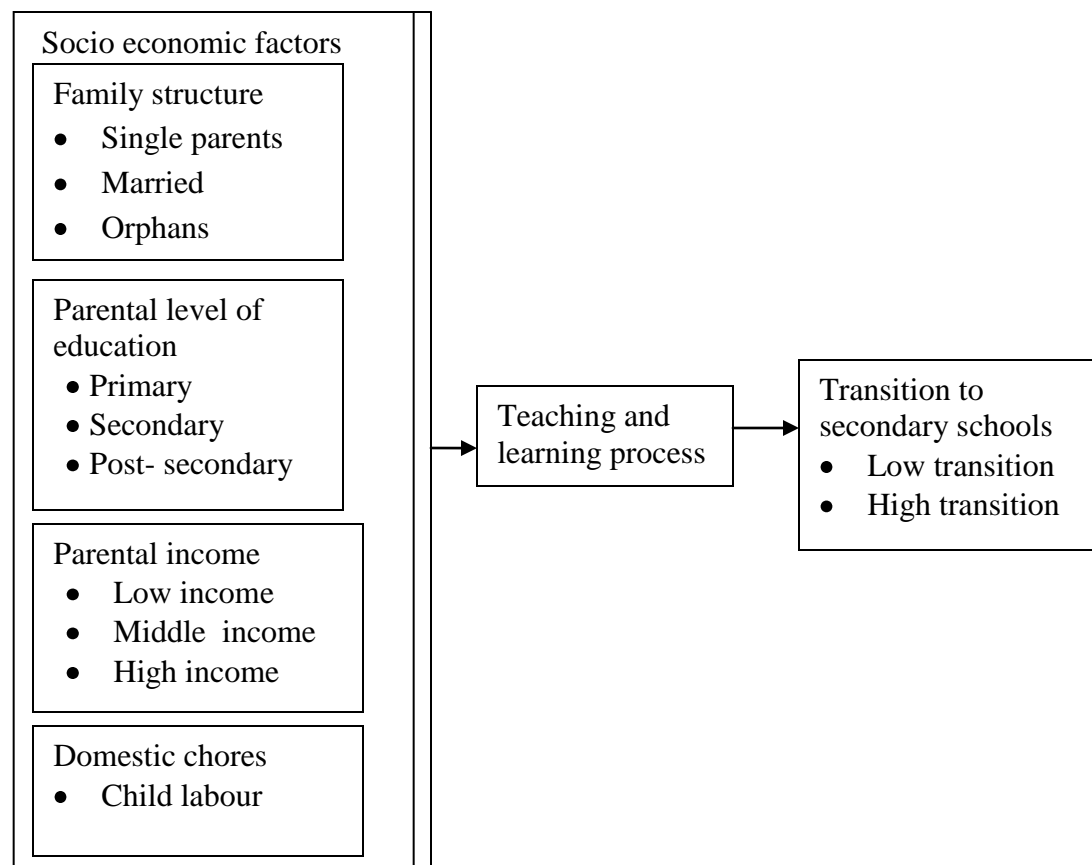
The study was guided by the production function model proposed by Mace (1979), describes the relationship between output and input and is technically an economic relationship explaining the maximum amount of output capable of being produced by each and every set of specified input.

Education in the context of this theory was viewed as a productive activity that combines various inputs of capital and labour to transform one set of input into another. For primary school the major goal is not only to ensure that pupils complete primary school but also to ensure that those pupils joined secondary to continue with learning. The inputs includes staff, materials and building, while the output is a graduate of any given education level. In this context, the pupils that come out of any level of education system having studied remain the only physical embodiments of output. Thus, it emerged that the school plays a major role in determining retention and attribution dropout level and consequently the number of graduates proceeding to the next education level. This theory was relevant to the study in that one of the main objectives of primary school is to prepare pupils for secondary schooling. It is when pupils who graduate from a

given primary school are absorbed in secondary school that we can say that primary school accomplished its objectives.

## 2.9 Conceptual framework

According to Mutai (2006), conceptual framework is the relationship between variables in study. The conceptual framework will assist the researcher to quickly perceive the relationship between socio economic factors and transition rates from primary to secondary schools. This study's conceptual framework is depicted in Figure 2.1



**Fig 2.1 conceptual framework on relationship between variables of socio economic factors and transition from primary to secondary schools**

Figure 2.1 shows the conceptual framework shows that dependent variables such as family structure, parental level of education, parental income and domestic chores directly influences pupils transition from primary to secondary schools which is an independent variables. The output is influenced by how the inputs interact, if the interaction is healthy then the output which in this case is transition to secondary school should be good and vice versa (Kombo, 2004).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the research design, target population, data collection instruments and procedures, reliability and validity of instruments used as well as data processing and presentation methods.

#### **3.2 Research design**

This study employed a descriptive survey research design. This design was considered appropriate because it was capable of facilitating collection of data that described specific characteristics of phenomena in order to determining the status of a population with respect to one or more variables, (Mugenda & Mugenda, 2003).The study fitted within the provisions of descriptive survey research design because the researcher collected data and reported the way things were without manipulating any variables.

#### **3.3 Target population**

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg & Gall, 1989). The study targeted 68 head teachers from public primary schools and 500 primary school teachers 100 from each of the five

zones since they knew their pupils well and sometimes even their parents as shown in table 3.1

**Table 3.1: Target population**

<b>Zone</b>	<b>No. of schools</b>	<b>No. of Pri. Schools H/T</b>	<b>No. of Teachers</b>
Kajulu	11	11	100
Manyatta	7	7	100
Nyahera	16	16	100
Rweya	17	17	100
Ragumo	17	17	100
<b>Total</b>	<b>68</b>	<b>68</b>	<b>500</b>

### **3.4 Sample size and sampling procedure**

Head teachers were purposively sampled since they are the ones charged with the responsibility of the school management hence all the important documents kept in the school such as K.C.P.E results, admission books and books used for any payment which were to be analyzed in the study are all under their custody.

Stratified random sampling was used when collecting data from 100 teachers in each zone. Zones in Kisumu East Sub County were used to serve as the stratum. The study used 30% of the population to sample the Head teachers and the



teachers. According to Mugenda & Mugenda (2003) who states that the sample of between 20 and 30 percent is adequate for a population of below 1000.

**Table 3.2: Sample size**

<b>Zone</b>	<b>No. of Schools</b>	<b>No. of Primary Schools H/T</b>	<b>30% of population</b>	<b>No. of Teachers</b>	<b>30% of population</b>
Kajulu	11	11	3	100	30
Manyatta	7	7	2	100	30
Nyahera	16	16	5	100	30
Rweya	17	17	5	100	30
Ragumo	17	17	5	100	30
<b>Total</b>	<b>68</b>	<b>68</b>	<b>20</b>	<b>500</b>	<b>150</b>

### **3.5 Research instruments**

The researcher used questionnaires as the instrument for the study. The study had two sets of questionnaires, which were be used to collect data from primary school head teachers and also the teachers. The questionnaires was deemed suitable in that it had a large group of respondents they have the benefit of self-administering, anonymity and the standardization of question for the purpose of easing the data analysis procedure (Orodho, 2005). The questionnaires had both closed and open-ended questions.

### **3.5.1 Document analysis guide**

Document analysis guide was used to capture information that would aid in analyzing transition in schools. This would be important for information provided through such documents was verifiable in nature.

### **3.6 Validity of research instruments**

Validity is the degree to which the empirical measure or several measures of the concept accurately measure the concept. It is the degree to which results obtained from the analysis of the data actually represent the phenomena under the study (Mugenda & Mugenda 2003). According to Borg and Gall (1989) content validity of an instrument is improved through expert judgment. The researcher sought for assistance from the supervisor for help to enhance content validity of the instruments, their corrections was incorporated. The instrument was further piloted to two head teachers from the sub-county who were not included in the study. Items that were found to be ambiguous or not necessary were discarded and others were restructured to gather the right information as per the study.

### **3.7 Reliability of research instruments**

Mugenda & Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results. Test –retest reliability method was used to establish the coefficient of internal consistency of the

research instruments. This method involves giving the same test to the same respondents on two separate occasions. The scores on the two occasions were correlated using the Pearson's Product Moment Correlation Coefficient. Where,

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

Key

Where r - person correlation co-efficient

xy – sum of cross products of scores of each variable

$\Sigma x^2$  – sum of squared deviation in x

$\Sigma y^2$  – sum of squared deviation in y (Kombo & Tirop, 2006)

According to Mugenda & Mugenda (1999), a coefficient of 0.70 or more, shows that there is high reliability of the instruments. For this study, a coefficient of 0.75 or more was acceptable.

Reliability of the questionnaire was evaluated through Cronbach's Alpha which measures the internal consistency and establish if items within a scale measures the same construct. The index alpha was computer using SPSS and measured the average of measurable items and its correlation. Cronbach's Alpha was established for every variable which formed a scale as shown below.

**Table 3.3 Reliability analysis of questionnaires**

<b>Variable</b>	<b>Cronbach's Alpha</b>	<b>Number of items</b>
Family structure	0.805	5
Parental level of education	0.811	5
Parental income	0.787	5
Domestic chores	0.777	5
<b>Average</b>	<b>0.795</b>	

Source: Field Data (2016)

Table 3.3 above shows that family structure had the highest reliability ( $\alpha=0.811$ ), followed by parental level of education ( $\alpha=0.805$ ), parental income ( $\alpha=0.787$ ), and domestic chores ( $\alpha=0.805$ ). This illustrates that all the four variables were reliable as their reliability values exceeded the prescribed threshold of 0.7 as contented by Field (2009). The results of the reliability test also revealed that all the four variables were reliable as the average index of 0.795 exceeded the adopted threshold of 0.7.

### **3.8 Data collection procedures**

After getting introductory letter from the university and permit from the National Council of Science and Technology, the researcher visited the sub county education office and request for an introductory letter to the target respondents. The researcher then visited the sampled public primary schools and briefed the

head teachers on the purpose and objective of the study. The questionnaires were then administered to the target respondents. The questionnaires were then collected immediately after they had been filled to ensure a high return rate.

### **3.9 Data analysis techniques**

The completed questionnaires from the field were first sorted out for completeness and accuracy. Incomplete ones were considered spoilt. Open-ended questions were analyzed qualitatively through content analysis and organized into themes and patterns corresponding to the research questions. This is to help the researcher to detect and establish various categories in the data which are distinct from each other. Themes and categories were generated using codes assigned manually by the researcher.

Quantitative data were analyzed by the help of statistical packages for social sciences (SPSS). SPSS package is able to handle a large amount of data and given its wide spectrum in the array of statistical procedure which are purposefully designed for social sciences; it is deemed efficient for the task. Descriptive statistics such as frequency distribution, means and percentages were run on quantitative data. The information obtained was evaluated to see its usefulness in answering the research questions. In order to establish whether there was a relationship between the independent variables correlation analysis was used.

### **3.10 Ethical considerations**

Before the collections of data, the respondents were made to understand the nature of the study and confidentiality, anonymity of respondents was highly maintained. I also ensured voluntary participation of the respondents.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS**

#### **4.1 Introduction**

The purpose of this study was to establish the influence of socio-economic factors on transition rates from primary to secondary schools in Kisumu East Sub County. This chapter presents data analysis, findings, presentation and interpretation of findings. The purpose of the study was to establish the socio-economic factors influencing transition from primary to secondary school in Kisumu East Sub County. The data was analyzed using descriptive statistics where frequencies, percentages and mean as well as standard deviation guided the researcher to interpret the data. The chapter is presented according to the research objectives including the questionnaires return rate; demographic information, influence of family structure on transition rate, influence of parental level of education on transition rate, influencing of parental income on transition rate and the influence of involvement in domestic chores by pupils on transition rate from public primary to secondary schools. Other sections included challenges faced in transition of pupils from public primary to secondary schools and suggestions to improve the transition rate.

#### **4.2 Questionnaire return rate**

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

head teachers and teachers. A return rate of 90% percent was realized for head teachers and 98% percent for teachers. Details are presented in table 4.1.

**Table 4.1 Questionnaires return rate**

<b>Target respondents</b>	<b>Sample size</b>	<b>Responses</b>	<b>Return rate</b>
Head teachers	20	18	90%
Teachers	150	148	98%

Table 4.1 shows the questionnaire return rate of ninety percent for the head teachers and ninety eight percent for the teachers. The return rate was good for all the targeted respondents since it was more than eighty percent.

### **4.3 Demographic information**

This section presents the distribution of head teachers and teachers by their gender and age bracket; head teachers highest academic and professional qualification; their teaching experience and length of time they have worked at their current station as well as the number of K.C.P.E candidate against the number that joined secondary schools as presented in Table 4.2

The head teachers were asked to indicate their gender and their findings are indicated Table 4.2.



**Table4.2 Distribution of head teachers by their gender**

	<b>Frequency</b>	<b>Percent</b>
Male	12	67
Teachers	6	33
<b>Total</b>	<b>18</b>	<b>100.00</b>

Findings indicate that majority sixty percent of head teachers in Kisumu East Sub-county are male. This shows that there is gender disparity in responsibility in Kisumu East Sub-county. The researcher sought to establish the gender of the teachers and responses are shown in Table 4.3.

**Table 4 .3 Distribution of teachers by their gender**

	<b>Frequency</b>	<b>Percent</b>
Female	80	54%
Male	68	46%
<b>Total</b>	<b>148</b>	<b>100</b>

As indicated in table 4.4, fifty four percent of teachers are female in Kisumu East Sub-county. This reveals that there is gender disparity in the teachers' fraternity. The researcher also went further to ask the teachers' to indicate their age bracket their responses are as indicated in Table 4.4

**Table 4.4 Distribution of head teachers by their age bracket**

	<b>Frequency</b>	<b>Percent</b>
Below 40 years	2	11
41-50 years	6	33
51-60 years	10	56
<b>Total</b>	<b>18</b>	<b>100</b>

Findings in Table 4.4 indicate that fifty six percent of head teachers are aged between 50-60 years. They are the majority. This implies that a vast majority of head teachers in Kisumu East Sub-county are aged above 40 years. Age of head teachers is important because it would indicate the level of experience in teaching that translates into the level of responsibility in molding pupils into the right environment. Table 4.6 shows distribution of teachers by their age bracket.

**Table 4.5 Distribution of teachers by their age bracket**

	<b>Frequency</b>	<b>Percent</b>
Below 40 years	100	68
41-50 years	40	27
51-60 years	8	5
<b>Total</b>	<b>148</b>	<b>100</b>

Findings in table 4.5 indicate that majority of teachers sixty eight percent are ages below 40 years. This indicates that the teachers are also well experienced to

handle the learners. The head teachers were further asked to indicate their highest professional qualifications. Their responses are presented in Table 4.6.

**Table 4.6 Head teachers highest academic qualification**

	<b>Frequency</b>	<b>Percent</b>
DIP	10	56
BED	6	33
MED	2	11
<b>Total</b>	<b>18</b>	<b>100</b>

Findings indicate that fifty six percent of the head teachers have diploma in Education. This implies that an overwhelming majority of head teachers in Kisumu East Sub-county are diploma holders. The fact that most of head teachers are diploma holders is attributed to the fact that it is the minimum requirement for one to be appointed a head teacher. The teachers were further asked to indicate their highest academic qualifications. Their responses are presented in Table 4.7.

**Table 4.7 Teachers highest academic qualification**

	<b>Frequency</b>	<b>Percent</b>
P1	100	68
Diploma	26	17
BED	20	14
MED	2	1
<b>Total</b>	<b>18</b>	<b>100</b>

Table 4.7 indicates teachers' highest academic qualification. The findings show that sixty eight percent of the teachers have P1 as their highest academic qualification 1 percent of the teachers had master's in Education.

The head teachers were asked to indicate their teaching experience. Their responses are shown in Table 4.8

**Table 4.8 Distribution of head teachers by their teaching experience**

	<b>Frequency</b>	<b>Percent</b>
1-5 years	2	11
5-10 years	3	17
11-20 years	5	28
Over 20 years	8	44
<b>Total</b>	<b>18</b>	<b>100</b>

Table 4.8 above indicated the distribution of head teachers by their teaching experience, findings indicate that forty four percent of head teachers’ in Kisumu East have been teaching for over 20 years. This shows that most of the head teachers have a lot of experience since they have served for a longer period of time. The researcher went further to enquire about the teachers’ teaching experience their responses are shown in Table 4.9

**Table 4.9 Distribution of teachers by their teaching experience**

	<b>Frequency</b>	<b>Percent</b>
1-10 years	128	86
11-years and above	20	14
<b>Total</b>	<b>148</b>	<b>100</b>

Table 4.9 indicates teachers teaching experience. The finding shows that eighty six percent of the teachers have worked for about 10 years. The researcher sought to establish the duration head teachers’ had stayed in their current station. The responses are as revealed in Table 4.10.

**Table 4.10 Length of time head teachers have worked at their current station**

	<b>Frequency</b>	<b>Percent</b>
1-10 years	6	33
11 years and above	12	67
<b>Total</b>	<b>18</b>	<b>100</b>

Table 4.10 indicated the head teachers' response on their length of time they have worked at their current station. From the findings sixty seven percent of them have worked in the current station for over 11 years in Kisumu East Sub County. This means that failure to transfer head teachers might influence pupils' transitions rate either positively or negatively. The researcher sought to establish the duration teachers had stayed in their current station. The responses are as revealed in Table 4.11

**Table 4.11 Length of time teachers have worked at their current station**

	<b>Frequency</b>	<b>Percent</b>
1-10 years	130	88
11 years and above	18	12
<b>Total</b>	<b>148</b>	<b>100</b>

Table 4.11 above indicates the teachers' responses on their length of time they have worked at their current station. From the findings eighty eight percent of them have worked in their current stations for below 10 years. This means that failure to transfer teachers also might influence pupils' transition rate either positively or negatively.

#### **4.4 Influence of KCPE performance on transition rate to secondary school**

Kenya certificate of primary Education has profound consequences for candidates life chances because it determines the category and level of secondary school one is admitted. Kenya secondary schools are formally stratified into a hierarchy on the basis of their catchment area and KCPE results determine which candidate are entitled to enter in terms of the marks they get. The students who score highly are admitted into National school then the second category is made up of county secondary schools which also admit pupils who have scored slight higher marks then we have the CDF or the district schools which form the lowest category and so are their facilities.

**Table 4.12 Transition from primary to secondary schools during the period 2012-2015**

<b>Year</b>	<b>Number of candidates</b>	<b>50-150</b>	<b>151-250</b>	<b>251-350</b>	<b>Above 350</b>
2012	523	85	301	124	12
No admitted to secondary school	398	16	263	118	12
2013	600	91	325	128	56
No. admitted to secondary schools	479	10	300	113	56
2014	720	99	320	200	101
No admitted to secondary schools	621	50	280	190	101
2015	850	100	420	160	120
No. admitted to secondary schools	718	50	395	153	120
<b>Total</b>	<b>2693</b>				

As shown in Table 4.12 out of 2693 candidates who sat for KCPE in the period of 2012, 2013, 2014 and 2015, 2216 were admitted to public secondary schools representing eighty two point two eight percent admission rates. The students who



scored 350 marks and above got admitted to public secondary schools. Some pupils' got admitted in National schools within and out of Kisumu East Sub County, while some got admitted in county Secondary schools which used to be called provincial schools. This shows that any pupil who gets 350 marks and above will automatically be called to join a given secondary school.

The category that registered the lowest admission during the period in question was 50-150 marks where only 126 were admitted out of 375 leaving out 249. This shows that the majority of the secondary schools in Kisumu East Sub-County always do not want to admit children with below 200 marks.

**Table 4.13. Admission of pupil' in percentages in each category**

<b>Year</b>	<b>% Admission 50-150</b>	<b>% Admission 151-250</b>	<b>% Admission 251-350</b>	<b>% Admission above 351</b>
2012 Admitted	18.8	87.4	92.8	100
Not admitted	81.2	12.6	7.2	0
2013Admitted	15.7	76.7	83.3	100
Not admitted	84.3	23.3	11.7	0
2014 Admitted	17.7	84.8	97.0	100
Not admitted	82.3	15.2	3.0	0
2015 Admitted	160	94	98.0	100
Not admitted	33	6	3	0

The category of 351 and above registered 100% admission to secondary schools during the 4 years study. Hence this one indicates that marks attained at KCPE are a factor that determines the pupils' transition rate from primary schools to secondary school in Kisumu East Sub County.

#### **4.5 Average cost of putting a learner through secondary schools in a year and how it affects transition rates**

This section presents the head teachers and teachers response on whether they normally inquire on the average cost of educating a learner through secondary school in a year and how it affects transition rates going by the financial ability of the parents and whether they have encountered situation of parents unable to pay for their children's school fee. To get information on the average cost of educating one student per year in secondary school the head teachers were asked to indicate the cost and the data on this is shown on table 4.14

**Table 4.14 Head teachers' responses on average cost per year of educating students in secondary schools**

<b>Kenya shillings</b>	<b>Frequency</b>	<b>Percent</b>
Ksh 5,000 and below	2	11
Ksh 20,000 – 50,000	5	28
Ksh 60,000-100,000	11	61
<b>Total</b>	<b>18</b>	<b>100</b>

Table 4.14 above shows that sixty one percent of the head teachers indicated that the cost of putting put learners in secondary schools is between 60,000-100,000 per year which most of the parents in Kisumu East Sub County might not afford.

**Table 4.15 Teachers response on average cost of putting up learners in secondary schools**

<b>Kenya shillings</b>	<b>Frequency</b>	<b>Percent</b>
Ksh15,000 and below	10	7
Ksh 20,000 – 50,000	90	61
Ksh 60,000-100,000	48	32
<b>Total</b>	<b>148</b>	<b>100</b>

Table 4.15 regarding the head teachers’ response on the average cost of putting a learner through secondary schools in a year sixty one percent of the head teachers said that the cost is over ksh 60,000. This implies that the average cost of putting a learner through secondary school in a year is high. The majority of the head teachers who responded said that the average cost of putting a learner through secondary school in a year is between 60,000 -100,00 considered National schools while those who responded between 20,00-50,000 considered county schools, those who responded 15,000 and below considered day schools and CDF schools and likewise to the teachers. The findings revealed that the average cost of putting

a learner through secondary education in a year is high. According to Rok (2011) improvement of transition rates from primary to secondary schools is a crucial issues for the government. The researcher sought to verify how the cost of education affects access to secondary education. The head teachers responses are shown in table 4.16.

**Table 4.16 Head teachers response on how the average cost of education affect access to secondary education**

	<b>Frequency</b>	<b>Percent</b>
Very much	10	56
Rarely	6	33
Not at all	2	11
<b>Total</b>	<b>18</b>	<b>100</b>

Table 4.16 indicates the head teacher responses on how the cost of education affects transition from primary to secondary school, 56% of them says that the cost of education affects the transition rate from primary to secondary schools.

The teachers likewise responded as indicated in table 4.17

**Table 4.17 Teachers responses on how cost of education affect access to secondary education**

	<b>Frequency</b>	<b>Percent</b>
Very much	120	81
Rarely	20	14
Not at all	8	5
<b>Total</b>	<b>148</b>	<b>100</b>

Table 4.17 indicates the teachers’ responses on how the cost of education affects transition from primary school to secondary eighty one percent of them stated that it do affect the number transiting. According to the responses given by the head teacher and the teachers above, cost of education is a major socio-economic factor that does affect transition of pupils from primary to secondary school.

#### **4.6 Influence of parents economic activities on transition from primary to secondary schools**

This section presents head teachers and teachers’ response on whether institutions normally inquire about parental income level and whether there is relationship between parental level of income and their ability to finance their children’s education in secondary schools. Also addressed in this section is the head teachers and teachers’ response on the parents economic activities and whether it affects

transition rates from primary to secondary education. The data on this is shown on table 4.18.

**Table 4.18 Economic activities done by most of the parents**

	<b>Frequency</b>	<b>Percent</b>
Employment business activity	390	62.7
Commercial farming	56	9.0
Fishing	120	19.3
Quarrying	120	9.0
<b>Total</b>	<b>622</b>	<b>100</b>

Table 4.18 shows the responses regarding the economic activities done by most of the parents. The sixty two point seven percent of them are employed in business activities. This implies that most of the parents in Kisumu East Sub County are employed in business and fishing. Their average earnings is as presented in Table 4.19The researcher also went further to inquire from the head teachers' on the average earning of the parents in their various schools. They responded as shown in Table 4.19

**Table 4.19 Head teachers response on average earnings of the parents**

	<b>Frequency</b>	<b>Percent</b>
Below ksh 10,000	15	83
10,000-50,000	2	11
50,000-100,000	1	6
<b>Total</b>	<b>18</b>	<b>100</b>

Table 4.19 shows the head teacher responses on the average earnings of the parents. Eighty three percent of the parents earn below 100,000. The researcher equally asked the teachers to indicate the average earnings of the parents. The teachers responded as indicated in Table 4.20.

**Table 4.20 Teachers responses on average earnings of the parents**

	<b>Frequency</b>	<b>Percent</b>
Below ksh 10,000	120	81
10,000-50,000	23	16
50,000-100,000	5	3
<b>Total</b>	<b>148</b>	<b>100</b>

Table 4.20 above shows the teachers responses on the average earnings of the parents. The majority of the parents according to the teachers 81% earn below ksh

10,000. When the earning ability is low transition rate becomes low since they cannot afford to pay the school fees needed in secondary schools.

#### **4.7 Influence of parental level of education on transition to secondary school**

The parent’s level of education has a lot of influence on schooling of children because the more educated parents are the more likely they are able to enroll their children in school and push them through school (Holmes, 2003). Questions were asked in this regard and the findings are as follows.

The head teachers and the teacher were requested to state the average of education that they think most parents have attained. The head teachers responded as indicated in Table 4.2

**Table 4.21 Head teachers response on the parents average level of education**

<b>Level of education</b>	<b>Frequency</b>	<b>Percent</b>
None	2	11
Primary	13	72
Secondary	2	11
University	1	6
<b>Total</b>	<b>18</b>	<b>100</b>

The responses in table 4.21 from the head teachers show that the majority of parents represented by 72% of the head teachers have primary education. This is



likely to have a relationship with the number of candidates scoring low marks as most parents lack the ability to assist their children with school with such level of education may not precisely know the importance of education. The researcher equally asked the teachers to indicate the average level of education that they think most parents have attained. This is as indicated in Table 4.22.

**Table 4.22 Teachers response on the parents average level of education**

<b>Level of education</b>	<b>Frequency</b>	<b>Percent</b>
Non	10	7
Primary	110	74
Secondary	18	12
Tertiary	10	7
<b>Total</b>	<b>148</b>	<b>100</b>

Table 4.22 indicates the teachers' responses on the parents average level of education. Seventy four percent of them agreed that most of the parents have just primary education. This has a lot of influence on education of their children in that these children are not encouraged to continue with their schooling to secondary school hence it equally affects transition. The academic attainment of parents enhances positive altitudinal change towards children's education and therefore parents who are not educated or just have the basic primary education

do not see the benefits of education hence do not encourage their children to transit to high school.

The researcher went further to ask about the parents that normally ensure that their children transit to secondary school and their various levels of education.

The head teachers responded as indicated in Table 4.23

**Table 4.23 Parental level of education and their commitments to take their children to secondary schools**

<b>Level of education</b>	<b>Frequency</b>	<b>Percent</b>
None	1	5
Primary	3	17
Secondary	5	28
Tertiary	9	50
<b>Total</b>	<b>18</b>	<b>100</b>

The responses show that most of the parents who attained tertiary education as indicated by fifty percent of the head teachers ensured that their children transit to secondary schools. The researcher equally asked the teachers to indicate the parental level of education and their commitments to take their children to secondary school. The teachers responded as indicated in Table 4.24

**Table 4.24 Teachers’ responses on parental level of education and their commitment to take their children to secondary schools**

<b>Level of education</b>	<b>Frequency</b>	<b>Percent</b>
None	5	3
Primary	20	14
Secondary	50	34
Tertiary	73	49
<b>Total</b>	<b>148</b>	<b>100</b>

Table 4.24 presented the responses given by the teachers on the level of commitment of the parents to take their children to secondary schools. The parents who had not gone to school were not committed to take their children to secondary schools that is as responded by the teachers only 3% took their children to secondary school. The more the parents are educated the more they also want to educate their children from one level to the other. This shows that transition of the children increases with the level of education of the parents.

#### **4.8 Influence of family structure on students transition rate from primary to secondary schools**

This sections presents the head teachers and the teachers response on the influence of family structure on students transition rate in terms of the orphans in school, children from single parents families and those ones who have both parents looking at all of them on average the ones who do transit to secondary

school looking at the orphans. Head teachers responded as indicated in table 4.23 orphans who normally transit to secondary schools.

**Table 4.25 Head teachers responses on orphans and their transition to secondary schools**

<b>Orphans</b>	<b>Frequency</b>	<b>Percent</b>
Not at all	12	67
Half of them	5	28
All of them	1	5
<b>Total</b>	<b>18</b>	<b>100</b>

The responses show that most of the orphaned children sixty seven percent normally do not transit to secondary schools.

The teachers' responses concerning the orphans in schools was also looked into as indicated in Table 4.26

**Table 4.26 Teachers response orphans who transit to secondary schools**

<b>Orphans</b>	<b>Frequency</b>	<b>Percent</b>
Not at all	108	73
Half of them	110	22
All of them	18	5
<b>Total</b>	<b>148</b>	<b>100</b>

Table 4.26 indicates the teachers responses on orphans who transit to secondary schools. It was observed that seventy three percent of the orphans normally do not

transit to secondary schools. The researcher went further to inquire about head teachers responses on the pupils coming from single parents families and their transition from primary to secondary schools. The responses are as indicated in Table 4.27.

**Table 4.27 Pupils from single parents and their transition to secondary school**

<b>Single parents</b>	<b>Frequency</b>	<b>Percent</b>
Not at all	10	56
Half of them	5	27
All of them	3	17
<b>Total</b>	<b>18</b>	<b>100</b>

Table 4.27 indicates the responses of the head teachers as it was observed that fifty six percent of the pupils from single parents' families do not transit to secondary schools. The teachers equally indicated their response as shown in table 4.28 concerning the pupils coming from single parents and their transition to secondary schools.

**Table 4.28 Pupils from single parents and their transition**

<b>Pupils from single parents</b>	<b>Frequency</b>	<b>Percent</b>
Not at all	120	81
Half of them	20	14
All of them	8	5
<b>Total</b>	<b>148</b>	<b>100</b>

Table 4.28 indicates the responses of the teachers on pupils coming from single parents. Eighty one percent of the pupils from single parents' families do not transit to secondary schools. The head teachers were further asked to indicate whether the pupils who are having both parents normally transit to secondary schools. Their responses are shown in Table 4.29

**Table 4.29 Head teachers' response on whether pupils with both parents transit to secondary school**

<b>Both parents</b>	<b>Frequency</b>	<b>Percent</b>
Not at all	2	11
Half of them	6	33
All of them	10	56
<b>Total</b>	<b>18</b>	<b>100</b>

Table 4.29 indicates that fifty six percent of the head teachers have observed that pupils having both parents from their respective schools have their children

transiting to secondary schools. The teachers equally responded as indicated in Table 4.30

**Table 4.30 Teachers response on whether pupils with both parents transit to secondary schools**

<b>Both parents</b>	<b>Frequency</b>	<b>Percent</b>
Not at all	18	12
Half of them	20	14
All of them	110	74
<b>Total</b>	<b>148</b>	<b>100</b>

Table 4.30 indicates the teachers' responses on pupils with both parents. From the findings, seventy four percent of the teachers observed that pupils from both parents do transit to secondary schools. The children who do not transit to secondary schools failed to do so because of the poverty and parents have other commitments. This indicates that family structure sometimes affects transition from primary schools to secondary schools.

#### **4.9Influence of pupils participation in domestic chores and transition rate from primary schools to secondary schools**

This section presents the head teachers and teachers response on pupils participation in domestic chores since parents who are not educated or have just the basic education may not see the benefits of education hence encourage their

children hence encourage their children to seek employment instead of transiting to secondary school. The researcher sought to establish the influence of pupils participation in domestic chores from the head teachers their responses are shown on Table 4.31

**Table 4.31. Head teacher response on pupils participation in domestic chores**

<b>Domestic chores</b>	<b>Frequency</b>	<b>Percent</b>
Fishing	10	56
Farming	4	22
Quarrying	3	16
Sand mining	1	6
<b>Total</b>	<b>18</b>	<b>100</b>

Table 4.31 indicates head teachers response on pupils participation in domestic chores. From the findings fifty six percent of the head teachers observed that some of their children do participate in fishing activity twenty two percent of the head teachers also have reported that some of their children do participate in farming sixteen percent of them reported that some children normally do quarrying and six percent of them stated that some pupils also normally do sand mining in order to get money due to these domestic chores that pupils normally participate on instead of going regularly to school in one way or the other has affected transition to secondary schools it lower transition rate.



The researcher went further to inquire from the teachers about the pupils participation in domestic chores. The teachers' responses are shown on table 4.32.

**Table 4.32 Teachers responses on pupil's participation in domestic chores**

<b>Domestic chores</b>	<b>Frequency</b>	<b>Percent</b>
Fishing	83	56
Farming	30	20
Quarrying	25	17
Sand mining	10	7
<b>Total</b>	<b>148</b>	<b>100</b>

From the findings in Table 4.32, majority of the pupils' frequency help their parents with domestic chores at home. Fifty six percent of the teachers stated that some of their pupils do participate in fishing activities on Lake Victoria while the others also do participate in other domestic chores as indicated above in farming, quarrying as well as sand mining. Their participation in domestic chores has a greater influence in pupils transition rates since these children have less time to learn with other they end up not scoring good marks to enable them join secondary schools hence it lowers the number of them transiting to secondary schools.

The researcher went further to find out on average the number of candidates who participate in domestic chores if at all they normally do transit to secondary schools. The head teachers' responses as indicated in Table 4.33.

**Table 4.33 Head teachers responses on candidates who participate in domestic chores and their transition to secondary schools**

<b>In domestic shores</b>	<b>Frequency</b>	<b>Percent</b>
Not at all	12	67
Half of them	4	22
All of them	2	11
<b>Total</b>	<b>18</b>	<b>100</b>

Table 4.33 indicates the responses on the candidates who participates in domestic chores. From the findings sixty seven percent of the head teachers stated that the pupils who participate in domestic chores do not at all transit to secondary schools. The candidate who normally transit to secondary schools some of them use part of the money received from the work they do as part of their school fees, while those ones who do not transit to secondary schools normally are comfortable with what they get from the chores they participate on.

The researcher went further to find out from the teachers on average the number of candidates who participate in domestic chores if at all they normally do transit to secondary schools. The teachers responded as indicated in table 4.34.

**Table 4.34 Teachers response on candidates who participate on domestic chores and their transition to secondary schools**

<b>Candidates participation in domestic chores</b>	<b>Frequency</b>	<b>Percent</b>
Not at all	120	81
Half of them	20	14
All of them	8	5
<b>Total</b>	<b>148</b>	<b>100</b>

Table of 4.34 indicates the teachers' responses on candidates who participate on domestic chores. From the findings eighty one percent of the teachers felt that the candidates who participated in domestic chores do not transit to secondary school.

According to the responses given by the head teachers and teachers, participation in domestic chores is one of the factors that hinder the candidates from transiting from primary to secondary schools it is observed that a majority of those who participate in domestic chores normally end up not transiting to secondary schools. Hence it influences the transition rate of pupils from primary to secondary schools.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the study; findings of the study, conclusions, recommendations as well as suggestions for further studies.

#### **5.2 Summary of the study**

The purpose of this study was to establish the socio-economic factors influencing transition from primary to secondary schools in Kisumu East Sub County. specifically the study was set to establish how family structures influence transition rate from primary to secondary schools; how parental level of education influences transition rate from primary to secondary schools; how parental income level influence transition rate from primary to secondary schools and how pupils involvement in domestic chores influence transition rate from primary to secondary schools.

The study employed descriptive survey research design where the target population consisted of 68 head teachers of the public primary schools and 500 primary school teachers all from Kisumu East Sub County. Purposive sampling method was used to pick the head teachers and stratified random sampling was

used to pick the teachers from the (6) six zones. The study used 30% of the population to sample the head teachers and the teachers selected.

The researcher used questionnaires for both the head teacher and teachers as the instrument of study. The study had two sets of questionnaires which were used to collect data from the head teachers and teachers. After getting introductory letter from the university and permit from the national Council of Science and Technology, the researcher visited the sub county education office and requested for an introductory letter to the target respondents. The completed questionnaires from the completeness and accuracy. Those which were incomplete were considered spoilt. Descriptive statistics such as frequency distribution and percentages were run on all quantitative data.

### **5.3 Findings of the study**

From the findings most of the primary school head teachers and the teachers indicated that the average cost of putting a learner through secondary school in a year the cost is over ksh 60,000 only very few stated that the cost is less than ksh 15,000. This was found to be affecting the numbers transiting to secondary schools. From the findings the average earning of the parents in Kisumu East Sub county is below sh 10,000 this was indicated by the both the head teachers and the teachers. This one also affected transition rate from primary to secondary schools.

The amount of money being earned by the parents affects the ability to pay the school fees.

From the findings, both the head teachers and the teachers indicated that the majority of the parents from their various schools have primary education and very few of them have tertiary level of education. The findings also indicate that the parents with tertiary education they are the ones who normally ensures that their children transit to secondary education meanwhile the rest only a few of them take their children to secondary schools.

From the findings both the head teachers and the teachers indicated that the orphans and the single parent pupils are the ones who are normally not transiting to secondary schools due to lack of the schools only a few normally transit when they get sponsors and well-wishers, but majority of the ones with both parents normally do transit to secondary schools only a few poor ones normally fail to take their children to secondary schools.

From the findings both the head teachers and the teachers stated that the majority of the pupils who do participate in domestic chores normally do not transit to secondary schools. All these have negative effect on transition rate from primary to secondary schools.

#### **5.4 Conclusion**

Transition from primary to secondary schools is highly determined by the cost of education, family structure, and parental level of education, parental income or the economic activities being done by the parents and pupils participation on domestic chores. The cost of education is reflected in the amount incurred to settle the schools fees and other levies as well as personal expenses. The study has revealed that for the parents do raise these amounts they engage in business activities, farming, fishing, quarry and others. However the study has disclosed that a significant proportion of these parents do not all afford to pay for secondary education.

#### **5.5 Recommendations**

Based on the findings of the study, the researcher gives the following recommendations aimed at improving pupils' transition and access to secondary education in Kisumu East Sub Count as well as country wide at large.

- 1) The government should put measures in place to ensure that no learner is blocked from transiting to secondary schools because of lack of school fees and other levies
- 2) School should be organized in such a way that the stakeholders closely monitor the performance of their children in schools

- 3) Ministry of education should develop and enhance firm policies that protect learner from socio-economic factors like children participating in domestic chores.
- 4) Sub County education office should come up with practical measures to sensitize the parents on the important of education in order to change their attitude.

### **5.6 Suggestions for further study**

Given the scope and limitations of the study the researcher recommended the following as areas for further studies.

A study on factors influencing transition from primary to secondary

- i. A study on factors influencing transition from primary to secondary schools should be carried out in other sub counties other than Kisumu East Sub County.
- ii. A comparative study should be carried out within the context of preschools in order to draw comprehensive policy recommendations on transition from both the preschool and primary school
- iii. A replica of the study should be carried out incorporating more variables that possibly influence transition from primary to secondary schools



- iv. There is need for the government to establish evaluation and monitoring program to ensure that the school administration policies do not contribute to wastage e.g. forced repetition, expulsion of pupils, drop outs and other rigid policies in the schools.

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## APPENDICES

### APPENDIX 1: INTRODUCTION LETTER

Eunice Amisi

Department of Educational Planning

University of Nairobi

P. O. Box 92

Kikuyu

The Head Teacher,

\_\_\_\_\_ Primary School

Dear Sir/Madam,

#### **REF: REQUEST TO CARRY OUT RESEARCH IN YOUR SCHOOL**

I am Eunice Amisi a Masters student at the University of Nairobi, I am conducting a research to investigate influence of socio-economic factors on transitions rates from primary to secondary schools in Kisumu East Sub County, Kenya. I kindly request you to allow me conduct research in your school. Information obtained will be purely for the purpose of this research and the identity of the respondents will be treated as strictly confidential.

Thank you for your cooperation and assistance.

Yours Faithfully,

Eunice Amisi.

## APPENDIX II

### QUESTIONNAIRE FOR THE PRIMARY SCHOOL HEAD TEACHERS

#### Introduction

The questionnaire is designed to help establish the Socio- economic factors influencing transition rates from Primary to Secondary Schools in Kisumu East Sub-county. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please fill in the required information on the spaces provided.

#### Part A: Background information

1. What is your gender?

Male ( )

Female ( )

2. Age

Below 40 years ( )

41-50 years ( )

51-60 years ( )

3. What is your professional qualification?

P1 ( )

Dip ( )

B.Ed. ( )

M. Ed ( )

Any other (specify) \_\_\_\_\_

4. For how long have you been a Head Teacher?

1-5 years ( )

5-10 years ( )

11-20 year ( )

Over 20 years ( )

5. How long have you worked at your current station?

1-5 years ( )

6-10 years ( )

11-20 years ( )

Over 20 years ( )

6. The pupils in your school who sat for K.C.P.E in the years given below, averagely, how many scored 250 marks and above?

Year	No. of K.C.P.E Candidates	No. getting 250 marks and above
2012		
2013		
2014		
2015		

7. What is the average cost of putting a learner through Secondary school in a year?

Shs.15, 000 and below ( )

Shs.20, 000 –Shs.50, 000 ( )

Shs.60, 000 –Shs.100, 000( )

8. Kindly state shortly how the amount of money being paid affect the number of learners from your school transiting to Secondary School going by the financial ability of the parents

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---

9. On average how much money do you think the parents in your school earn from what they do?

Below Shs. 10,000 ( )

Shs.10, 000-Shs.50, 000 ( )

Shs.50, 000-Shs.100, 000( )

10. On average how many candidates who are orphans normally transit to secondary schools?

Not at all ( )

Half of them ( )

All of them ( )



11. On average how many candidates who are single parents normally transit to secondary schools?

Not at all ( )

Less than half of them ( )

Half of them ( )

More than half of them ( )

All of them ( )

12. On average how many candidates who are having both parents normally transit to secondary schools?

Not at all ( )

Less than half of them ( )

Half of them ( )

More than half of them ( )

All of them ( )

13. a) In your school on average indicate the level of education that most parents have attained?

Below primary Ed.( )

Secondary Ed.( )

Tertiary Ed. ( )

b) According to the level indicated above, which parents normally ensure that their children transit to secondary schools?

Parents with below primary education ( )

Secondary education ( )

Tertiary education ( )

14. What are some of the domestic chores that some of your candidates normally participate in?

Fishing ( )

Farming ( )

Quarrying ( )

Sand Mining ( )

15. On average how many candidates who participate in domestic chores

Normally transit to secondary schools?

Not at all ( )

Less than half of them ( )

Half of them ( )

More than half of them ( )

All of them ( )

**Thank you for participating.**

## **APPENDIX III: QUESTIONNAIRE FOR THE PRIMARY SCHOOL**

### **TEACHERS**

#### **Introduction**

The questionnaire is designed to help establish the Socio- economic factors influencing transition rates from Primary to Secondary Schools in Kisumu East Sub-county. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please fill in the required information on the spaces provided.

#### **Part A: Background information**

1. What is your gender?

Male ( )    Female ( )

2. Age

Below 40 years ( )

41-50 years ( )

51-60 years ( )

3. What is your professional qualification?

P1 ( )

Dip ( )

B.Ed. ( )

For how long have you been a Teacher?

1-5 years ( )

5-10 years ( )

11-20 year ( )

Over 20 years ( )

4. How long have you worked at your current station?

1-5 years ( )

6-10 ( ) years

11-20 years ( )

Over 20 years ( )

5. The pupils in your school who sat for K.C.P.E in the years given below

averagely how many scored 250 marks and above

Year	No. of K.C.P.E Candidates	No. getting 250 marks and above
2012		
2013		
2014		
2015		

6. What is the average cost of putting a learner through Secondary school in a year?

Shs.15, 000 and below ( )

Shs.20, 000 –Shs.50, 000 ( )

Shs.60, 000 –Shs.100, 000 ( ) .

Any other amount (specify)

7. Kindly state shortly how the amount of money being paid affect the number of learners from your school transiting to secondary school going by the financial ability of the parents.\_\_\_\_\_

8. On average how much money do you think the parents in your school earn from what they do;

Below Shs. 10,000 ( )

Shs.10, 000 Shs.50, 000 ( )

Shs.50, 000-Shs.100, 000( )

any other amount (specify)

9. On average how many candidates who are orphans normally transit to secondary schools?

Not at all ( )

Half of them ( )

All of them ( )

10. On average how many candidates who are single parents normally transit to secondary schools?

Not at all ( )

Less than half of them ( )

Half of them ( )

More than half of them ( )

11. On average how many candidates who are having both parents normally transit to secondary schools?

Not at all ( )

Less than half of them ( )

Half of them ( )

More than half of them ( )

All of them ( )

12. In your school on average indicate the level of education that most parents have attained

Below Primary Ed. ( )

Secondary Ed. ( )

Tertiary Ed. ( )

13. According to the level indicated above, which parents normally ensure that their children transit to secondary school parents with:

Below Primary Ed. ( )

Secondary Ed. ( )

Tertiary Ed. ( )

14. What are some of the domestic chores that some of your candidates normally participates in?

Fishing ( )

Farming( )

Quarrying ( )

Sand Mining ( )

Any other (Specify) \_\_\_\_\_

15. On average how many candidates who participate in domestic chores normally transit to secondary schools?

Not at all ( )

Less than half of them ( )

Half of them ( )

More than half of them ( ).

**Thank you.**

#### **APPENDIX IV: DOCUMENTS TO BE ANALYZED**

1. Class attendance register
2. Admission Book
3. Fees register
4. K.C.P.E Results performance.



## APPENDIX VI: RESEARCH AUTHORIZATION



### 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

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No.

Date:

**NACOSTI/P/16/58636/12253**

**5<sup>th</sup> July, 2016**

Eunice Akoth Amisi  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on “*Influence of socio - economic factors on transition rates from primary to secondary schools in Kisumu East Sub County, Kenya,*” I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for the period ending **4<sup>th</sup> July, 2017**.

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Kisumu County.

The County Director of Education  
Kisumu County. -

## APPENDIX VII: RESEARCH PERMIT


**THIS IS TO CERTIFY THAT:**

**MS. EUNICE AKOTH AMISI**  
**of UNIVERSITY OF NAIROBI, 443-40100**  
**KISUMU, has been permitted to conduct**  
**research in Kisumu County**

**on the topic: INFLUENCE OF SOCIO-ECONOMIC FACTORS ON TRANSITION RATES FROM PRIMARY TO SECONDARY SCHOOLS IN KISUMU EAST SUB COUNTY, KENYA.**

**For the period ending:**  
**4th July, 2017**

**Applicant's Signature**

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

**Permit No. : NACOSTI/P/16/58636/12253**  
**Date Of Issue : 5th July, 2016**  
**Fee Received : Ksh 1000**

**1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**



**2. Government Officers will not be interviewed without prior appointment.**

**3. No questionnaire will be used unless it has been approved.**

**4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**

**5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**

**6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

  
**REPUBLIC OF KENYA**  
  
**NACOSTI**  
**National Commission for Science, Technology and Innovation**

**RESEARCH CLEARANCE PERMIT**

**Serial No. A 9936**

**CONDITIONS: see back page**