

**INFLUENCE OF SOCIO- ECONOMIC FACTORS ON PUPILS TRANSITION
FROM PRIMARY TO SECONDARY SCHOOLS IN MACHAKOS
SUB-COUNTY**

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**A Research Project submitted in fulfillment of the requirement for the award of
the degree of Masters of Education in Economics of Education South Eastern
Kenya University**

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DECLARATION

I understand that plagiarism is an offence and therefore declare that this proposal is my original work and has not been presented to any other institution for any other award.

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DEDICATION

This research project is dedicated to my husband Joseph Muia and our children Felix Munyao, Damaris Katumbi and Nicole Mwongeli for their support and encouragement throughout the study period. To my mother Theresa M. Mwikya a beacon of hope and my heroin, thank you. May God bless you all.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASAL	-	Arid and Semi-Arid Lands
APRC	-	African Population and Health Research Center
EFA	-	Education for All
FGM	-	Female Genital Mutilation
GOK	-	Government of Kenya
GPI	-	Gender Parity Index
KNEC	-	Kenya National Examination Council
MDGs	-	Millennium Development Goals
MOEST	-	Ministry of Education Science and Technology
SSA	-	Sub - Saharan Africa
UNESCO	-	United Nations Educational Scientific and Cultural Organizations
UNICEF	-	United Nation International Children Education Fund
FDSE	-	Free Day Secondary Education
KESSP	-	Kenya Education Sector Support Programme
SDGS	-	Sustainable Development Goals

ABSTRACT

The aim of this study was to investigate the socio-economic factors influencing transition of pupils from primary school to secondary school in Machakos Sub-county. This study was necessitated by the relatively low transition rate of pupils in Machakos Sub-County of 75% compared to the national transition rate of 84%. The study was guided by three objectives which are to determine; the influence of cost of education on transition rates, the influence of parent's educational level on transition rate, the influence of cultural factors in the community on transition of pupils from primary school to secondary school. The study employed descriptive survey design. The target population included 127 head teachers of public primary schools and 145 class 8 class teachers. Respondents were identified by use of purposive and random sampling method. The sample size was 40 headteachers and 40 class teachers. Data was collected by use of questionnaires. Piloting, together with the professional advice from the supervisors ensured the validity of the instruments. Reliability of the instruments was tested by use of test-re-test method. The study established that the cost of education, the level of education of the parents and cultural factors of the community remarkably impacted on the rate of transition of pupils from Primary to Secondary Schools in Machakos sub-county. The study concluded that cost of education had the greatest influence on the transition rates of pupils from primary to secondary schools in Machakos County. The study recommended that government ensures that measures are put in place to ensure 100% transition is implemented. Children' performance should be firmly overseen by the school stakeholders. The education ministry should establish and enhance strict guidelines to ensure that no learner is subjected to child labor and all parents take their children to secondary school after completing class 8. Secondary education should further be subsidized to make it more affordable and more learning facilities constructed in day schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The human mind, character and physical ability can be changed by the kind of education one receives in their life time. Education is one way by which the society hands down knowledge, expertise and values from one generation to another (Fanuel, 2010). One who is empowered academically will be able to fight ignorance and acquire knowledge hence becoming a better citizen as expected in life (Fanuel, 2010). Hueblar (2011) defined transition rate as the percentage of learners advancing from one level of schooling to the next and can be calculated as percentage of learners enrolling in secondary school for the upcoming year divided by the number of learners in class eight in the preceding year.

The degree of change is taken to be the best show of a stable or unstable development of education between two levels. There are several changeovers in the education system from one levels of education to another, for instance, from pre-primary to primary and primary to secondary school. The low transitions of pupils from primary secondary has been a bother in a lot of nations as secondary education globally is emphasized because of its important role in empowering individuals socially and economically. It has been noted that many pupils at primary level consider education as a means of occupational mobility (Akinkunle, 2003). Transition of pupils from primary to secondary will improve the occupational mobility.

According to the UNESCO Institute of statistics (UIS) 2015, Worldwide 85% of children in the last grade of primary school go on to attend secondary school. Only two regions have transitions rate below this global average. Eastern and Southern Africa (67.1%) and west and Central Africa (52.4%). Transition rates are highest in the industrialized countries (98.2%) and in Eastern Europe and CIS Countries (96.1%). However even in the Sub-Saharan Africa some countries have transition rates above 80%. The UNESCO Report (2015) indicated that transition from Primary level progress to secondary was very high in developed countries and almost all children from the primary level progress to secondary school level. Bruns and Mingat,

(2003) stated that countries of Africa, Latin America, Caribbean and Oceania, the transition rate was low because attendance to secondary school was not compulsory as in developed countries such as Finland, Japan, Germany and Russia where secondary education was open.

This study is guided by policies formulated by Education For All (EFA) goals, millennium development goals (MDGs) and sustainable development goals (SDGs). During the Dakar Framework for Action in the year 2000, six goals were formulated (UNESCO, 2000) out of the six goals, two goals were related to education. These were goal 2 and goal. 6. Goal 2 was to provide free and compulsory primary education for all. A total of 1,100 participants were present from 164 countries Kenya being one of the countries represented. In response, Kenya government introduced Free Primary Education in 2003. The intention of the government was to have all children of school going age to be enrolled in primary schools (MOE, 2003). In respond to goal 6 which was to improve the quality of Education, the Kenyan government introduced and enhanced the office of quality assurance officer at National County and sub-county office to ensure that all children receive quality education. The EFA goals contributed to the global pursuit of the eight millennium development goals (MDGS) launched in 2000, especially MDG2 on universal primary education and MDG3 on gender equality in education by 2015. By the end of 2015, only a third of the counties had achieved global education goals. The SDGs were launched in 2015 when the MDGs expired. The SDGs affirmed and strengthened the eight (8) MDGs. The SDG4 on ensuring inclusive and equitable quality education and providing learning opportunities for all strengthens the right of education for every child (United Nations, 2015).

In sessional paper No. 1 of 2005 on Education, Training and Research, the emphasis was on the need to provide necessary skills for industrialization (Republic of Kenya, 2005). This was later emphasized in the vision 2030 which is the country's development program for the year 2008 to 2030 launched on 10th June 2008 by President Mwai Kibai (Republic of Kenya, 2007). The objective of vision 2030 was to help transform Kenya into a "newly industrializing, middle-income country, providing a high quality life to all its citizens by the year 2030 in a clean and secure environment (Republic of Kenya, 2007). The vision 2030 was based on three pillars

which are economic, social and political pillars. Under the social pillar, education and training are some of the key sectors which much be taken into consideration to achieve the vision 2030 (Republic Of Kenya, 2007). Education has been proven to substantially improve earning potential and help individuals lift themselves out of poverty. In Chile, the principal barrier in transiting from primary to secondary education is in institutional funding, the admission process and the quality of education at secondary level. In Latin America, for instance the playing field on which individuals and groups compete for their share of limited resources is far from level. The inequalities of education are related to children's home background status, cost of education, household vulnerability and low levels of parental education often resulting in early desertion and high rates of repetition at school affecting transition rates (Ali, 2007).

The form of selecting primary graduates based on norms rather than on academic performance has taken place in Asia and Latin America. Majority of Africa youth fail their junior examination while their counterparts elsewhere succeed at the rate of 60 – 70%. Most of these failures therefore fail to transit to secondary cycle. The situation is similar in West and South Asia where high population countries such as Bangladesh, India and Pakistan have Net Enrolment Ratios (NER) ranging from 20% and 24% respectively (ADEA, 2004). With gross enrolment rate (GER) of 26.8% compared to 56.6% for developing countries, Africa secondary education lags behind (ADEA, 2004). Studies on transition from primary to secondary education in Ghana show that although the FCUBE made an overall enrolment increase, children from poor households continue to be underrepresented in enrolments (Acheampong, 2002). A study of transition patterns in Malawi concluded that access to secondary education in the country continues to reflect household wealth (Chimombo, 2009). Despite direct fees being abolished, these studies clarify that abolition of fees is not enough to ensure transition from primary to secondary education. Access to education in Kenya has not been evenly distributed across sexes, regions and social groups (Ali, 2007).

In Kenya, the clamour for free primary education began in 1963 immediately after independence. The East African community in 1967 embraced a single education system of 7-4-2-3, 7 years in primary, 4 years secondary, 2 years in high school and 3-5 years in university consecutively. In 1977 the East Africa community collapsed

but Kenya continued with the same system but changed the examinations names. The East African Certificate of Primary Education became the Certificate of Primary Education (CPE), the East African Certificate of Education became the Kenya Certificate of Education (KCE) and the East African Advanced Certificate of Education became the Kenya Advanced Certificate of Education (KACE) (Wanjohi, 2011). 8.4.4 system was introduced in 1985 by the then President Daniel Arap Moi. With this system, CPE became KCPE (Kenya Certificate of Primary Education) while KCE became the Kenya Certificate of Secondary Education (KCSE). Out of all children in Kenya about 85 percent attend primary school, 75 percent of those who complete primary education proceed to secondary schools and 60 percent of those who complete secondary school proceed to higher institution of education which include business and vocational institutions, national polytechnics, public and private universities within the country (Wanjohi, 2011).

With the introduction of Free Day Secondary Education (FDSE) in secondary schools in Kenya, it was envisaged by policy makers that transition from primary to secondary schools could increase to 100% percent (GOK, 2012). However studies show that the country is yet to achieve the objective since the average national transition rate is 84%. The transition rates in Machakos sub-county are 75% which is way below the national transition rate. Although studies show that culture, level of parents level of education and cost of education contribute to lower transition rates, their influence on transition rates especially in Machakos Sub-County is yet to be known.

The Kenyan policy on transition rate from primary to secondary school is 100% transition to high school by 2021 (GOK, 2012). The government has scrapped the Kshs. 9,374 school fees which each student in public day secondary school has been paying per year. The parents are expected to only buy uniform and pay for lunch for day scholars. The Ministry of Education has stated that no girl should be denied access to secondary education due to pregnancy. All children regardless of their backgrounds, cultural or economic should not be discriminated in allocation of form one places. Fairness should be the guiding principal in all educational institutions. Bursaries are given to needy students who cannot afford secondary education through the Constituency Development Funds (CDF) and also through the County Government. Chege and Sifuna (2006) on their study on girls and women education

in Kenya attributed low transition from primary to secondary to high cost of education. These means that few children attain tertiary education where skills are developed despite the huge resources spent on education. The average years of schooling in Kenya is currently 8.4 years, a very limited time to enable a child acquire adequate skills for economic growth and development, thus a significant number of Kenyans have skill deficit, because eight years of education is inadequate.

Supporting education is one of the smartest economic and human development investments that any country can make (World Bank 2009). The cost of education is termed as one of the great challenges in transition rate from primary to secondary school. According to Lewin (2007) tuition fee is the greatest challenge to access to secondary education in Sub-saharan Africa. Acheampong (2002) states that direct and opportunity costs of education hinder access to education of the poor. A study done in Malawi concluded that access to education in the country is determined by the ability of parents to meet the costs (Chimombo, 2009). In Kenya FDSE government subsidy program only cover tuition in secondary schools and parents are required to supplement the government efforts to meet the financial shortfalls. Nyaga (2006) conducted a study on the impact of the free secondary school education to the transition rate from the primary to the secondary schools in Imenti central. The study found out that the transition rate only improved with a very small margin of 16.58% against the expectations of government that was to achieve 85% transition rate. In the recommendations he sought further researchers to unfold how the cost of education still remains an underlying challenge despite the government offering to subsidize the cost by paying the tuition fees.

There exists a positive relationship between level of education of an individual and lifetime earnings (Woodhall, 2005). In the event of having parents who are educated, they will insist on the learner achieving their academic pursuits. Those who are not educated may not see the importance of taking learners for the next level of schooling (Juma, 2010). School fees was cited as the biggest impediment to transition in Athi-River Sub-County (Kyuli, 2015). Parents with high level of education are expected to have better earnings thus able to educate their children (Woodhall, 2005). Parents with higher level of education perceive secondary education for their children valuable than those with lower education level (100% University, 89% for college,

78% secondary and 76% for primary graduates) in Taita Taveta (Werunga, 2011). A study on socio-economic on transition of pupils from primary to secondary need to be done in Machakos sub-County to determine if the level of education of parents in Machakos Sub-County influences transition rate from primary to secondary school.

Cultural factors refers to the value attached to education by a given community and practices which may hinder transition. Some of these practices are early marriages, gender differences and female genital mutilation (FGM). UNESCO (2010) asserts that gender disparity in education persist despite many world and national policy being put in place to make gender parity a reality. Female genital mutilations (FGM) is one of the cultural practices still being practiced in developing nations and has spread to other parts of the world such as Europe and North America where immigrant families have settled despite global efforts to abandon the practice (UNICEF, 2005). UNICEF (2010) argues that early marriages deny the girl child the right to education. Chege (2006) noted that some of the factors affecting the education of girls include attitude, financial constraints and cultural considerations. These have led to regional and gender disparities, low transition rates from primary to secondary and high dropout rates of girls compared to boys. The trends in transition rates nationally and Machakos Sub-County from 2014 – 2017 are shown in Table 1.1.

Table 1.1 Transition rate in schools

Year	National transition Rates	Transition rates in Machakos Sub-County
2014	80.4%	72%
2015	81%	73%
2016	82.05%	74%
2017	84%	75%

Data on table 1.1 shows that transition rates from primary to secondary schools in Machakos Sub-County has remained almost 10% below the national transition rates.

This shows that there are factors inhibiting transition of pupils from primary to secondary in Machakos Sub-County. The transition rate is expected to be higher than the national transition rate. The enrolment data from most sub-county day schools

show under enrolment (Ministry of Education, 2016). These schools receive government subsidy FDSE and therefore charge lower fees compared to boarding schools. This shows that resources are left totally idle or under-utilized. This study will investigate the socio economic factors influencing transition of pupils from primary to secondary school in Machakos Sub-County.

1.2 Statement of the problem

According to Common Wealth Education Fund (2003), student's mental, moral and spiritual growth is shaped by secondary school education which is also the underpinning factor for further education, training and work. The Basic Education Act (2013), assures every child a right to access free education both primary and secondary school education. Admission of secondary school students in Machakos sub-county is not done to the standard required, School facilities in this sub county are hence under-utilized. The transition rate of pupils from primary to secondary school in Machakos sub-county is 75%, that after primary education, 25% of the pupils do not manage to get to secondary school (Machakos sub-county director, 2016). The implication of this is that there are serious factors that leads to the problem of low transition of pupils from primary in Machakos Sub-County. Several studies have been done on transition rate from primary to secondary schools in Kenya. According to Werunga (2011) on study on factors affecting transition rate from primary to secondary school in Kenya, the amount of money spend on education is big load on the household incomes. He also suggested that there is need to address the problem of gender differences in the transition of pupils from primary to secondary. Kyuli (2012) in a study on influence of institutional factors on transition of pupils from primary to secondary schools in Athi River Sub-county, Machakos County found out that cost of secondary education influences transition of pupils from primary to secondary school and recommended that the government should make secondary education free and compulsory for all children and in so doing ensure that learners seamlessly proceed from primary to secondary school. Juma (2010) in a study on determinants of female participation in primary education in Kwale and Taita Taveta District found out that cultural factors like early marriages make girls not to transit from primary to secondary school and that level of education of parents influences the transition from primary to secondary especially for the girl child. A study on influence of socio economic factors on transition of pupils from primary to secondary schools in

Machakos Sub-County has not been done and that is the reason for conducting this study.

1.3 Purpose of the study

The aim of this study was to investigate the socio-economic factors influencing transition of pupils from primary to secondary schools in Machakos Sub-county.

1.3.1 Objectives of the study

The study based on the following objectives.

1. To assess the influence of cost of education on the transition of pupils from primary school to secondary schools in Machakos Sub-County.
2. To establish the influence of parents' level of education on transition of pupils from primary school to secondary schools in Machakos Sub-County.
3. To determine the influence of cultural factors in the community on the transition of pupils from primary school to secondary schools in Machakos Sub-County.

1.4 Research Hypothesis

The following hypothesis was formulated to guide the study.

H₀₁: Cost of education has no statistical significant influence on transition rate of pupils from primary to secondary school in Machakos Sub-County.

H₀₂: Parents' level of education has no statistical significant influence on transition rate of pupils from primary to secondary school in Machakos Sub-County.

H₀₃: Cultural factors have no statistical significant influence on transition rate of pupils from primary to secondary school in Machakos Sub-County.

1.5 Significance of the study

The findings of the study would guide the ministry of education in making policies to enhance transition of pupils from Primary schools to Secondary Schools. The government would use the findings from this study to make and implement policies that would increase the transition levels so as to enhance human capital in the country. Education planners would use the findings to forecast on the number of students expected to transit from primary to secondary school in a given period. Headteachers would use findings to advice parents on best practices to enhance transition from

primary to secondary school. In line with vision 2030, the key development stakeholders would use findings in this study to attain one of the key milestones of the vision 2030 compulsory and quality basic education. The United Nations would also find the findings of this study useful to attain one of the SDGs on quality education for all. Parents and guardians would use the findings of this research to understand their role in ensuring that their children comfortably transit from the primary education to the secondary education. This research would serve as a basis of reference for future scholars who would want to explore more on the factors influencing the rates of transition levels from one educational level to the next. The study would facilitate individual researchers and academicians in education to identify the gaps on factors that influence pupils transition rates from primary to secondary schools in Machakos Sub-County and carry out research in those areas.

1.6 Delimitation of the study

The study was delimited to Machakos sub-county and targeted primary school head teachers and class teachers for class 8. The study delimited itself to the socio-economic factors; cost of education, parents level of education, and cultural factors and how they influence transition of pupils from primary to secondary in Machakos Sub-County. The study was delimited to questionnaire as the tools for data collection.

1.7 Limitations

The school heads and the senior class teachers could have been biased especially when answering the questionnaire mainly due to their attitude and suspicion about the research. The researcher explained to the headteachers and teachers that the information given is confidential and was only used for the purpose of this research. Accessing some schools was a challenge especially those in hilly areas. Alternative means of transport like motorbikes were used to access such areas. Respondents were motivated by explaining to them the importance of the information in addressing transition challenges from primary to secondary schools. A copy of the final report will be availed to the respondents on request.

1.8 Assumptions

The study was based on the following assumptions;

1. All respondents were cooperative and provided reliable responses.
2. There are factors that influence transition rate from primary to secondary school in Machakos sub-county.

1.9 Operational Definition of Terms

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

Primary school: refer to the first stage of compulsory education, coming between early childhood education and secondary education.

Socio economic factor: refer to cost of education, level of education of parents and cultural factors

Transition rates: refers to the percentage of primary school graduate who proceed to secondary school level before getting into tertiary institutions.

Cultural factors-value attached to education by a given community and practices which may hinder transition.

Cost of education – total amount of money invested by parents and government to enable a student to access secondary education.

Parents level of education – this is the highest level of education of a parent.

Father – The male parent of a child.

1.10 Organization of the study.

The study was put into six chapters. Chapter one was concerned with background of the study, statement of the problem, general and specific objectives of the study, research hypothesis, significance of the study, limitations of the study, delimitations of the study, assumptions and definitions of significant terms. Chapter two dealt with introduction, influence of cost of education on rate of transition from primary to secondary, influence on parent level of education on transition rate, influence of cultural factors on transition rate from primary to secondary, summary of literature review, theoretical framework and conceptual framework. Chapter three dealt with research design, target population, sampling techniques and sample size, research instruments, validity of research instruments, data collection procedures, data analysis techniques and ethical consideration. Chapter four analysed results in sub-topics based on the objectives. Chapter five discussed and interpreted research findings based on the objectives. Chapter six has conclusions based on research findings, recommendations and suggestion for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Enclosed in this chapter is the review of related literature on the factors affecting the rate of transition from primary to secondary schools, and previous research works conducted by other scholars and experts in the same field of study. It was guided by the objectives of the study outlined in chapter one. The chapter also contains the theoretical and conceptual frameworks. Research gaps created by the existing literature and previous researchers and how this study will cover them in the summary of the literature are discussed.

2.2 Review of Related Literature

According to Bruce, (2007) education fulfills a number of vital objectives. It satisfies a basic human need for knowledge, provides a means of helping to meet other needs and helps sustain and accelerate overall development. It provides essential skilled manpower for both the industrialized and informal sector of the economy, provides the means for developing the knowledge skills and productive capacities of the labor force acting as a catalyst in encouraging modern attitudes and aspirations. It helps to determine not only the incomes of the present generation but also the future distribution of income and employment. It influences social welfare through its indirect effects on health, fertility and life expectancy and helps to increase the profitability of other forms of social and physical investment (Ayot & Briggs, 2002).

The degree of change for boys as compared to that of girls was quite higher, with boys having 66% transition rate whereas girls having 57% (UNESCO 2009). It has now been established globally that every child have access to education (UNICEF, 2001). Regardless of the circumstances of the child, each one of them must access education, this is according to the United Nations Convention article 28. The Kenya government too has shown its dedication in making sure that this dream comes true, this is according to the (Republic of Kenya 2005). In the gender parity index of 2005, for every 100 boys, there were 98 girls in form 1, a figure that has shown insignificance development since then. This suggests that there are persistent gender

disparities in access to secondary education despite rapid increase in form 1 enrollment in recent years. For this study, the literature review focused on the socio-economic factors and their influence on transition rates from primary to secondary schools. Socio-economic factors to be discussed include the cost of education, education level of parents and cultural factors.

2.3 Cost of Education and transition of pupils from primary to secondary schools

Poverty is major barrier to education even when it is officially free. Additional costs for uniforms, textbooks, teachers' salaries and school maintenance create financial barriers for many families and learners thus affecting transition of pupils from primary to secondary school. The lower the family's household income, the greater the effect that associated cost of education will have on the families ability to ensure the transition of their children from primary to secondary school. For children on the streets without family support, direct and indirect costs become insurmountable barriers. The improvement in transition from primary to secondary education in America constituted a shift in education policy which necessitated more investment in secondary school education by increasing public funding (World Bank, 2005). The US secondary school system was decentralized and access and transition into secondary school education was increased. Public schools in the US currently educate more than 90% of all children enrolled in elementary and secondary schools. This is the result of a process that relied heavily on public funding particularly of education expansion from local governments.

In Asian countries, public investments were made in primary and secondary education after the Second World War. Singapore and South Korea adopted policies aimed at increasing quality and access to secondary education and transition increased. Japan took urgent measures to increase transition to secondary school through increased public investment thus decreasing the cost burden from the parent and the country is enjoying economic benefits through industrialization (World Bank, 2005). In Cote d'Ivoire the international rescue committee (RC) is addressing the cost barrier through facilitating families with out of school children to form village savings and loan association. The association enables members to save money and obtain small loans for economic activities which in turn enable members to meet the direct and indirect costs of education. CARE-Somalia provides conditional cash grants to enable Somalia

families to meet the cost of schooling for girls. UNHCR provides school uniforms for displaced children in Chad and Rwanda. Cash grants for school fees, uniforms and learning materials are also provided for the displaced in Syria. In Kenya, Uganda and Timor Leste enrollment surged by 10 to 20% following abolition of fees. In Kenya the introduction of FSE increased enrollment to about 70%.

Parents face financial constraints in meeting the requirements for transiting their children from primary to secondary schools in SSA. The reason behind this is that secondary education is quite expensive for most of the countries to fully fund it in order to relieve the parents from paying fees. Parents are hence required to meet the requirements for the schools to smoothly run, for instance in raising operational costs, like tuition fees, food, uniforms, learning materials and special tools (Lewin, 2007).

According to the World Bank report (2007), most governments overlook secondary education funds to a great extent, this sector receives an average of 15% to 20% of the total funds set aside for education purposes by the governments. This is quite a low input in secondary education which is directly affecting the transition rate of learners from primary to secondary schools. Worldwide, countries are expected to allocate over 20% of National budget to Education. Kenya is targeting to increase its education budget to 30%. In Kenya, the cost of education is met by the government and household members. The public spending on education by the Government of Kenya is driven by the sessional Paper No. 1 of 2005 on policy framework for Education and Research and the Second Kenya Education Sector Support Programme (KESSP II) as well as the Basic Education Act, 2013.

According to Mutegi (2005) in his study on “factors affecting demand for secondary education in central division, Tharaka District”, some of the costs associated with secondary education are: school uniforms, transport, pocket money, motivation fees/remedial tuition fee, boarding fees, development fees and other levies on school uniform. The study shows that girls uniform is more costly than the boys’ uniform. On average a girls spends Kshs. 5,094.73 and boys Kshs. 4,035.75 on uniform every year. The cost of transport for students in day schools is lower than in boarding schools. The cost of secondary education has continually been on the rise. In public boarding schools, the fees per year is currently capped at a maximum of Kshs. 40,545 to Kshs. 53,533. In public day schools charge lunch and other approved development

levies are charged. The government subsidy is Kshs. 22,244 for both day and boarding secondary schools disbursed in three school terms in the ratio 50:30:20. (Ministry of Education, 2018). Previously the government subsidy was Kshs. 12,870 and the parents paid the remaining Kshs. 9374 in day schools plus lunch.

Psacharopoulos and Woodhall (1985) content that the cost of education inhibits access to education for poor families. According to KESSP (2003) the primary to secondary transition rate is low because of high cost of secondary education. Chabari (2010) carried out a study on the challenges of implementation of free secondary education in public schools in Kangundo district Kenya. The findings of the study indicated that the funds released by the government were inadequate and were never released in time. Ngware, Oketch, Ezehand Mudege (2009) examined whether household characteristics matter in schooling decisions in urban Kenya. The study found out that there was a strong association between the household wealth index and probability of transition from primary to secondary school. It is therefore necessary to establish whether the cost of education influence transition of pupils from primary to secondary school in Machakos Sub-County. Ellen (2005) carried out a research on the progress accessibility to secondary education in the African countries. Cluster sampling was applied to sample African countries that would represent their regions in the study and used mailed questionnaires to the ministry of education of the sampled countries. The findings concurred with the view that low transition to secondary education was common in African countries and was related to the high cost of education, lack of facilities and lack of space coupled with teacher shortages.

Omuga, (2010), found a great positive correlation between the cost of education and low transition rates from primary to secondary schools. In his study he used a sample size of 198 primary schools in Nakuru County. Questionnaires and interview schedules were used to collect data from the sampled population which comprised of teachers and parents of the sampled schools. The connection of primary education to secondary education in terms of transition rates was found to be a pain to many parents and the community. This is because primary schools are very committed to ensuring the transition and the schooling system is motivated by an examinations system bent on ensuring the scoring of high grades in the primary school leaving examinations. This leads to the production of very good results at the primary school

exams but causes pain to parents who cannot afford the secondary school education, which is not free (Omuga, 2010).

Wangari (2012) conducted a study on factors influencing transition rates from public primary schools to secondary school level in Murang'a East District. The study applied simple random sampling and questionnaires were used to collect data from the respondents. The study found out that, the transition rate was 76.24%. The findings cited lack of funds or ability to pay for children's secondary education as the major factor inhibiting transition rate which attributed to 84.21% of the total failure of transition. The study recommended for greater budgetary allocation to the education sector placing greater emphasis to financing secondary education to cater not only for tuition but other allied accompanying costs like boarding fees. Forum for awareness creation on the need to stem the tide of gender discrimination as a basis of deciding on the child to proceed to secondary level at household levels was required. The study did not however consider the family incomes such as agriculture, business etc. this study will close this gap by determining how the level of family income influence the transition level. According to GOK (2012) Parents often bear the burden of school fees for secondary education. Transition enrolment rates from primary to secondary are directly related to family income hence the poorer a child's household, the less likely the child is to attend secondary school (UNICEF, 2007).

Parents are forced to forgo the secondary education for their children especially so in the rural areas because they want them to be in regular work to earn an income and contribute to the sustenance of the family. There is evidence of reduced enthusiasm to proceed to secondary school in the rural areas because many consider it normal to stop learning and keep the household by way of earning a living (Mfumira, 2009). This brings out the social inequalities for advancement in life. The same impacts on the transition rates from primary to secondary school level by the very aspects of the cost involved. Weya (2010) stated that transition from primary to secondary school is measured by the enrolment in secondary school. He further said that there is direct correlation between family incomes and the transition rates from primary to secondary schools. This brings out the factor of social inequalities in that however bright a child 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 parents of the concern child have no income.

One of the reasons to justify government intervention in market for education is that education generates positive externalities. Education yields both private and social returns. Some of the private returns to education include higher wages and better employment prospects. Social returns of education include pro-social behavior like volunteering, political participation and interpersonal trust. Adults with higher qualification are more likely to report desirable social outcomes, including good and excellent health, participation in volunteer activities, interpersonal trust and political efficacy (Steer, 2015). Governments must therefore ensure that transition from primary to secondary school remains high through reduction of cost of education so that as many people as possible can access secondary education.

2.4 Parents Level of Education and Transition of pupils from primary to secondary schools.

High academic attainment of a mother and father increase chances of transition from primary to secondary. For a mother, this phenomenon could perhaps be attributed to the fact that educated mothers reduce the time spent doing household chores while increasing the time spent with their children than their uneducated counterparts. Also, educated mothers are more effective in helping their children in academic work and also monitor and supervise their children's academic progress (Krystall, 2008). The parent's level of education has a lot of impact on schooling of children because the more educated parents are, the more likely they are to enroll their children and push them through school.

Kaguma (2012) on his study on 'Girls completion rate in public mixed day schools in Kirinyanga West District', found out that all respondents suggested that it was important to involve parents more, reduce domestic chores to create study time for girl-child. It was also important to motivate the girls to go to school, pay fees, provide sanitary pads, offer guidance and counseling, provide learning resources, treat all children equitably, provide adequate meals at home, participate in school activities, enforce discipline, follow up on drop out cases and be role models as a step towards enhanced girl child transition to secondary school and completion. According to

Martins (2010) the family background has a great bearing on the parent development of a child's academic pursuits. It shows that the involvement of parents in the academic activities of the pupil and the extra-curricular activities as well greatly shaped their destinies in terms of achievement in academics. Alabi and Alabi (2012) asserts that, learners always have a role model to look up to for the purpose of emulation and a figure to exercise authority and control in cases whereby it is required. This ensures learners excel and progress in terms of academic advancement to the highest levels possible. A study done by Amisi (2016) on influence of socio economic factors on pupils transition rate from primary to secondary school in Kisumu East Sub-County in Kenya found out that parental level of education is a factor that influences their children transition rate from one level of education to another. This is because less educated parents do not know the private and social benefits of investing in education. Okumu (2008), in a study on socio economic determinants of primary school drop outs argued that educated parents are more likely to enroll their children in school and be fully involved in their education until they transit to the next level which is secondary school as opposed to parents who do not have any formal education.

Family networks and their compositions play a very big role on the transition rates from primary to secondary education. One can only live and flourish with the social class in which he involves himself with, Mbui (2010). The same applies to the matter of education and academic activities. If the child is inspired to go to school at home, they will have the urge to do so but if no one gives them the inspiration, they may end up dropping out of the schooling system. Parents who have been to school will insist on the learner achieving the academic pursuits but those who are not educated may not see the importance of taking learners to the next level (Juma, 2010). There is a positive relationship between the amount of education of an average individual and his/her level of earning (earning profiles Woodhall, 2005). The increased earnings enable parents to offer more children to join secondary schools because they can afford. Educating one generation has beneficial effects on the next. Parents will appreciate the child need of time and a place to study at home, help with homework, encourage and assess progress (Ayot, and Briggs 2002). As suggested by Leclercq (2001), educated parents are more aware of the possible returns to their children's education and they are more likely to have access to information and social networks

necessary for their children to engage in relatively human capital intense activities yielding high returns to education. The academic attainment of parents enhances positive attitudinal change towards children's education. In Kenya, parents who are not educated or have just basic education, do not see the benefits of education hence do not encourage their children to transit to high school (Kerlinger, 2013). This study will find out if the level of education of parents in Machakos Sub-County influence transition of pupils from primary to secondary school.

2.5 Cultural Factors and Transition of pupils from primary to secondary schools

According to Nkinyangi (1980) traditional beliefs and attitudes greatly influence the transition of girls from primary to secondary and equally influence the decision to withdraw them from schools. Njau and Wahiu (1994) stated that girls who have undergone initiation (FGM) found it difficult to return to school and therefore fail to transit to secondary school and next aspiration is to get married. Chege and Sifuna (2006) observed that parents fear investing a lot of money on girls who may become pregnant or get married before completing school. Parents in Islamic religion prefer to enroll their daughters in religious schools or madarasa arguing that formal schools are for Christians. They further say that the vulnerability of the girl child education is evident from the practice where the parents take boys to school when resources are scarce for anticipated economic gains. The girl problem is aggravated by the fact that motherhood and marriage are accorded high status in most communities. This study will investigate whether there are cultural factors influencing the transition of pupils from primary to secondary school in Machakos Sub-County. Most parents in developing countries still have traditional beliefs of preferring a particular sex to education. High education priority is given to a boy child as compared to girl child (Chimombo, 2009). This can be as a result of the limited resources to cater for the cost of education. Chimombo (2009) observed that females have less access to education sector than males hence parents decide that schooling is not relevant for the economic roles of their female children who will move to their husband's families when they marry and that gains in productivity or income due to education will accrue to the families of their sons in law rather than to them.

Increase of teenage pregnancies and young families has also greatly influenced the low transition rates. This is as a result of erosion of school and moral values. This has

increased the dropout rates of the concerned girls and given rise to low transition rates from primary to secondary school once they get into early motherhood (Wagacha, 2009). Generally families with limited resources give priority to boy's education which meant, that girls would receive their right to education only when and if these families had achieved a sound economic status (UNESCO, 2005). Indeed user charges in education were identified as giving major differences to poor girls entering and completing their schooling thus not offering them a fair chance to change their future life through learning (UNESCO, 2006). In situation of emergencies parents were unwilling and or unable to pay school fees and other charges for their girl child therefore the girls were required to work or to stay at home (UNESCO, 2005). According to the United Nations Educational Scientific and Cultural organization (UNESCO, 2005), most girls have failed to participate effectively in education due to early marriages, child labour and lack of interest to girls' education by some communities. A study done by Ngware (2009) on quality and access to Education Informal Settlements in Kenya, the probability of a male child being enrolled in school increased by 0.6%. This is an indication that in urban settlements, gender bias in schooling decisions still exists even in wealthier populations. Some of our socio-cultural practices are a hindrance to development. In some communities, the education of the girl child is not a priority. It is assumed that they will be married off and hence no need wasting resources on them. In pastorists communities, only the boys who cannot look after cattle are sent to school (UNESCO, 2005).

2.6 Summary of the Literature Reviewed

The literature reviewed clearly indicates that there are as well low transition of pupils rates from primary to secondary schools all over the developing countries. In Kenya for instance, most scholars attribute the low transition rates to low family earnings. Mfumira, (2009) states that there is evidence of reduced enthusiasm to proceed to secondary school in the rural areas because many consider it normal to stop learning and keep the household by way of earning a living due to poor living conditions. Others attribute the phenomenon to high cost of education. Omuga (2010) clearly outlines that teachers and parents efforts lead to the production of very good results at the primary school exams but causes pain to parents who cannot afford the secondary school education, which is highly costly and who struggle with the basics of life.

According to Martins (2010) the family background has a great bearing on the parent development of a child's academic pursuits. It shows that the involvement of parents in the academic activities of the pupil and the extra-curricular activities as well greatly shaped their destinies in terms of achievement in academics and advancement of the student. Cultural factors such as FGM early pregnancies greatly affect the girl child leading to increased drop out (Wagacha, 2009). With the introduction of the FDSE programme in secondary schools in Kenya, it was envisaged by policy makers that transition from primary to secondary schools would increase to nearly 100 percent. However, studies show that the country is yet to achieve the objective since the average national transition rate is 84%. The transition rates in Machakos Sub County are 75% which is way below the national transition rate. Although studies show that culture, level of parents and cost of education can contribute to lower transition rates their influence on transition rates especially in Machakos sub county is yet to be known.

2.7 Theoretical framework

This study was guided by the systems theory originally proposed by a biologist Ludwing Von Bertalanffy in 1928 and furthered by Talcot Parsons (1902 – 1979). Systems theory is an interdisciplinary study of systems, whereby a system is a cohesive conglomeration of interrelated and interdependent parts that are natural or man-made. Every system is delineated by its spatial and temporal boundaries, surrounded and influenced its environment, described by its structure and purpose or nature and expressed in its functioning (Beven, 2006). Changing one part of the system usually affects other parts of the whole system, with predictable patterns of behavior. Active systems are activity structures or components that interact in behavior and process (Parsons, 1977). Systems and subsystems are interrelated through the input and output of resources which are either as a result or the precondition of ongoing system process. Among these resources are the cognitive and motivational resources of participants, and the rights and values which are attributed to them. The theory has been selected for this study because it explains that the output of one level of education is the input of the next level of school since a school is a system. Kenya has the 8-4-4 system of Education. After eight years in primary school, pupils are expected to transit to secondary school and thereafter to university or tertiary institutions. The output of the primary level is the input of the

secondary level. The output of the secondary level becomes the input of the university and tertiary institutions. Inputs of parents paying the required levies in good time enable the learner to remain in school and therefore perform well in their studies.

Inputs at home in terms of culture, values and ethics taught to children influence the way the pupils value education and will affect transition rates from primary to secondary school. Furthermore, parents are key players in the education process. Their level of education helps them to conceptualise what goes on in school and influence either positively by encouraging or negatively by discouraging their children from attending school and transiting from primary to secondary school. Favourable government policies like subsidization of secondary education, providing learning materials, hiring more teachers and improving infrastructure in schools lowers the costs of education thus favouring higher transitions from primary to secondary school. These favourable government policies coupled with pupils academic ability are important during the process of teaching and learning. A pupil with high academic ability is expected to perform well in Kenya Certificate of Primary Education (K.C.P.E) and transit to secondary school.

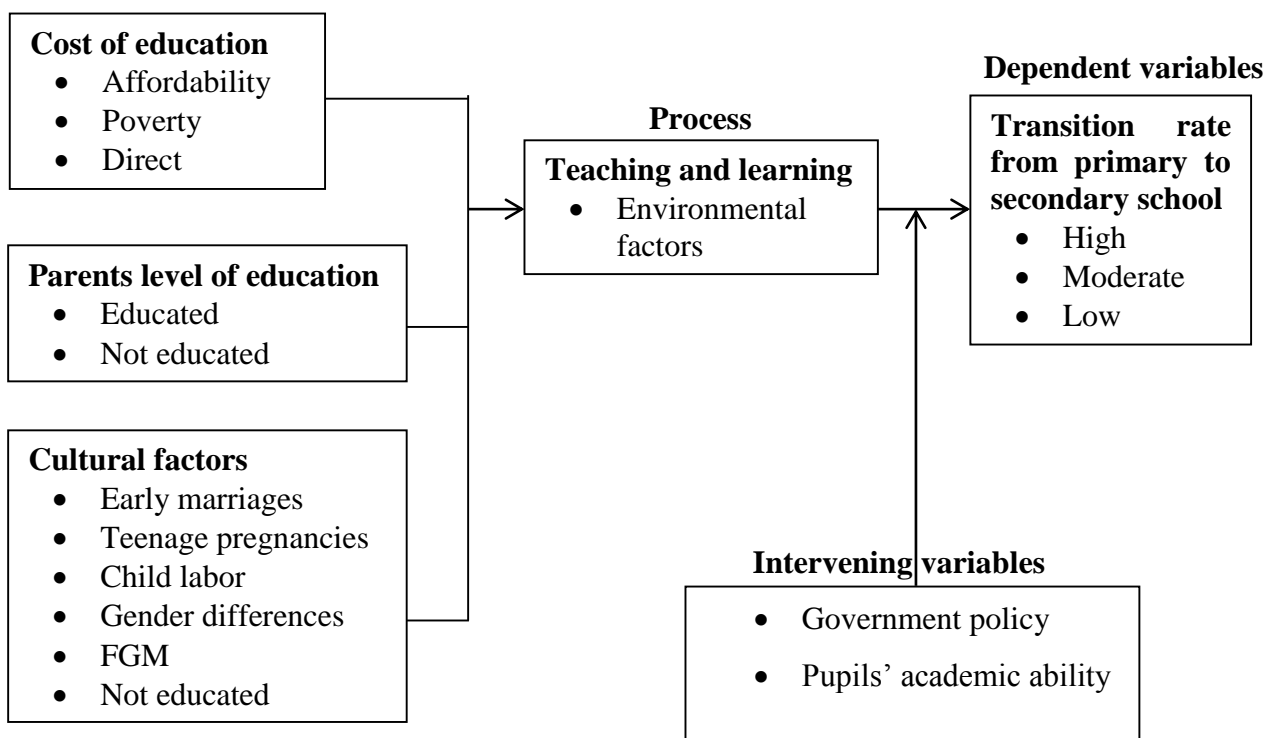
A system is governed by feedback or information. Data on transition rates from one level of the system to the next need to be provided to avoid wastage and adapt to changing circumstances. Factors hindering transition from one level of the system to the next need to be identified and addressed for the smooth running of the system. This theory provides a strong anchor to this study as it investigates the factors influencing transition of pupils from primary to secondary school.

2.8 Conceptual framework

Orodho (2005) defined a conceptual framework as a model of presentation where a researcher conceptualizes the relationships between variables in the study and shows how these relationships diagrammatically influence one another upto outcome as shown in Figure2.1. In this study (input) also called independent Variables affects the output in a network of relationships between the input variables process variables and the output variables.

Figure 2.1: Conceptual Frame Work

Independent variables



The variables of socio-economic factors i.e. cost of education, level of education of the parents and cultural factors influence transition of pupils from Primary to Secondary schools. In the event of families affording to pay for the secondary school education the learners will proceed to secondary schools and this is greatly influenced by the social economic factors and cultural practices in the community.

It is assumed that when the income of the household is high, poverty levels low, cost of education affordable, no early marriage, genital mutilation (FGM) or child labor transition rates will be high. When more pupils perform well in KCPE examination transition rate is expected to be high. When the society values education, treat all children equally and FGM and teenage pregnancies are avoided transition rates are expected to rise. Favorable government policies, conducive learning environment, provision of adequate learning materials, and high pupils academic ability favor high transition rates from primary school to secondary school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focused on the method to be used in carrying out the research. It was organized under the following sections research design, target population, sampling techniques, research instruments, and data collection procedures and data analysis.

3.2 Research Design

Descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. It is used to obtain information through use of questionnaire, personal interviews with the aid of study guide or interview schedule and observation either participatory or not. Descriptive research is used to describe characteristics of a population or phenomenon being studied (Kerlinger, 2001). The advantage of descriptive research design is ability to intergrate the qualitative and quantitative methods of data collection. It is less time consuming than quantitative experiments. Descriptive research design enabled the researcher to interact with teachers and headteachers in their natural environment that is the primary school. Descriptive research design has a short coming on researcher bias especially when formulating the question.

3.3 Target Population

The target population consisted of headteachers in public primary schools and class 8 teachers. There are 127 public primary school spread in six (6) zones in Machakos Sub-County (Education Office, 2016). These Zones are Mumbuni zone with 23 public primary schools, Muvuti zone with 29 public secondary schools, Mutituni zone with 16 public primary schools, Muumandu zone with 17 public primary schools, Kola zone with 13 public primary schools and Kalama zone with 29 public primary schools. The target population was the 127 headteachers of the public primary schools and 145 classteachers. The population was better placed to provide important information regarding the background of the pupils as well as their class performance.

3.4 Sample size and sampling techniques

According to Kothari (2004), 30% sample size is acceptable for descriptive survey studies. The research adopted stratified random sampling to ensure that all the public primary schools in all the six zones are proportionately represented in the study. Stratified random sampling decreases the chances of biasness thus increasing the objectivity of the study (Kombo, 2006). The schools were listed as per the zones. In Machakos Sub-County there are 127 public primary schools. Thirty percent (30%) of the total was calculated to decide on the sample size. This gives a total sample size of 40 schools. The headteacher of the selected schools was purposively selected because his/her position as the headteacher while one standard eight class teacher from the same school was randomly selected to make a sample of 40 headteachers and 40 class teachers where there was more than one stream.

Table 3.1: Summary of target population and sample size.

Zone	No. of schools	Sample size	%
Mumbuni	23	7	30.4
Muvuti	29	9	31.0
Muumandu	17	6	35.3
Kola	13	4	30.8
Kalama	29	9	31.0
Total	127	40	31.6

Table 3.1 gives a summary of the six zones, the number of schools in each zone and the sample size selected which is approximately 30 percent of the population. This gave a sample size of 40 public schools.

3.5 Research instruments

Data was collected using questionnaires. According to Orodho (2005), a questionnaire is the most used method because it ensures confidentiality of the respondents and thus can gather candid and objective responses. Questionnaires were designed with questions and statements related to the objectives of the study. The headteachers questionnaire had open and closed ended questions on the study objectives and this

was used to validate the teachers' responses. Each of the teachers' and headteachers questionnaires consisted of four sections. Section A, solicited for personal data, section B, dealt with cost of education and transition rates, section C, dealt with parents level of education and transition rate and section D, dealt with cultural practices and transition rate.

3.6 Validity of the Instrument

Kothari (2004), states that validity indicates the degree to which an instrument measures what it is supposed to measure, that is, the extent to which differences found with measuring instruments reflect true differences among those who have been tested. To ensure the content validity of the questionnaires, appropriate and adequate items relevant to the research questions was included. Mugenda and Mugenda (2008), state that the usual procedure in assessing content validity of a measure is to seek expert or professional advice in that particular field. Supervisors of this study was consulted to validate the instruments. Their comments were taken into account in revising the instruments in order to collect valid data. Piloting of the instrument were done using five primary schools outside the study sample in order to remove the possibility of respondents being testwise. This was important because it identified vague questions, unclear instructions and insufficient space to write responses, clustered questions and wrong phrasing of questions were detected and refined (Orodho, 2005). Expert professional advice and piloting are important to validate the instruments to be used for the study. According to Connelly (2008), a pilot study sample should be 10 percent of the sample project for the larger parent study. The study targeted 40 primary schools, headteachers and 40 classteachers of the same schools. Piloting five (5) schools will give 12.5 percent.

3.7 Reliability of the Instrument

Reliability is a measure of the extent to which an instrument consistently yields the same result after being administered several times to the same respondents. To ensure the reliability of the research instruments, the test-re-test method whereby the pilot study respondents were issued with questionnaires for them to fill and the same questionnaires subjected to a retest to see how the response was. The reliability coefficient was computed using Pearson's Product Correlation Co-efficient. The pilot

study respondents were selected from five (5) primary schools representing 12.5 percent of the parent sample size.

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

Where r = Pearson co-relation co-efficient

x = results from the first test

y= results from the second test

N= Number of observations

The Pearson correlation coefficient is a statistical formula that measures the strength between variables.

A correlation coefficient of between 0.7 to 1 was considered reliable according to Orodho (2005). The answers to the open-ended questions were grouped into themes and patterns. The results from the first test were compared to those of the second test. If the answers correlated the instruments were deemed reliable. A correlation of test-retest gave a correlation of 0.72 meaning that the instruments were reliable.

The hypothesis tested at level of 95% significance, and 0.05 degree of confidence. If the value of the level of correlation is ≥ 0.05 then the hypothesis was accepted, implying that there is a significant relation between the variables under study. If it is < 0.05 the value was rejected.

3.8 Data collection procedures

A letter was obtained from the School of Education South Eastern Kenya University and BPS, to enable the researcher seek a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher then contacted the Deputy County Commissioner and District Education officer (DEO) Machakos Sub-county, and then sought consent from head teachers of the schools of interest in the study. The researcher clarified to the respondents the intention of the study. The questionnaires were administered and collected immediately after they are filled in and confidentiality was assured to the respondents by the researcher.

3.9 Data analysis techniques

Data was analyzed using descriptive and inferential statistics. The descriptive statistics were used to analyze quantitative data while inferential statistics were used to analyze qualitative data obtained from hypothesis. Transition rates from primary school to secondary school in Machakos Sub-County was regressed against three variables namely cost of education, parents' level of education and cultural factors in the community. A regression analysis was carried out by use of Statistical Package for Social Science (SPSS) version 21.0 to establish the relationship between the independent and dependent variables. Means from responses calculated ranged between 1(one) to 5 (five). A mean of 5 implies that the factors has a very great extent. A mean of 4 implies that the factors influenced to a great extent. A mean of 3 shows that the factor has a moderate extend. A mean of 2 implies that the factor influences education to a low extend while a mean of 1 implies that the factor does not have any influence at all. Any mean between 2.5 – 5 is significant.

The first specific objective was to assess the influence of cost of education on transition rates from primary school to secondary schools in Machakos Sub-County and the corresponding hypothesis was stated as follows;

H₀: Cost of education has no significant influence on transition rate from primary to secondary school in Machakos Sub-County.

The empirical model representing the aforementioned hypothesis was as follows

$$Y = b_0 + b_1X_1 + \epsilon$$

Where:

Y= Transition rates from primary school to secondary schools in Machakos Sub-County

b₀= Constant term or the y intercept

b₁, = coefficient of X₁

X₁= Cost of education

The second specific objective was to establish the influence of parents' level of education on transition rate from primary school to secondary schools in Machakos Sub-County.

H0₂: Parents' level of education has no significant influence on transition rate from primary to secondary school in Machakos Sub-County.

The empirical model representing the aforementioned hypothesis was as follows

$$Y = b_0 + b_2X_2 + \varepsilon$$

Where:

Y= Transition rates from primary school to secondary schools in Machakos Sub-County

b₀= Constant term or the y intercept

b₂, = coefficient of X₂

X₂= parents' level of education

The third specific objective was to determine the influence of cultural factors in the community on the transition rate from primary school to secondary schools in Machakos Sub-County.

H0₃: Cultural factors have no significant influence on transition rate from primary to secondary school in Machakos Sub-County.

The empirical model representing the aforementioned hypothesis was as follows

$$Y = b_0 + b_3X_3 + \varepsilon$$

Where:

Y= Transition rates from primary school to secondary schools in Machakos Sub-County

b₀= Constant term or the y intercept

b₃, = coefficient of X₃

X₃= cultural factors

3.10 Ethical consideration

Permission were sought from the sub-county director of education Machakos Sub-County and the head teachers of the primary schools. The headteachers and teachers were explained the objectives of the study. Headteachers gave informed consent for the study to be conducted in their schools. Information collected was treated as confidential and used only for the purposes of this study.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

The chapter is composed of study findings organized according to study objectives. It entails response rate, demographic characteristics, descriptive correlation and regression outcomes.

4.2 Response Rate

The study sampled 40 head teachers and 40 class teachers. However, data was collected from 65 respondents giving a response rate of 82.5%. According to Nulty (2008), a response rate of 50 percent or more is acceptable for data analysis.

Table 4.1: Response Rate

Response	Sample size	Response	Response Percentage
Headteachers	40	31	77.5
Class teachers	40	34	85.5
Total	80	65	81.5

4.3 Demographic characteristics of the Study

This study scrutinized various demographic characteristics pertaining the headteachers, class teachers and the subject matter under study. The demography was a wide-range cutting from general to specific issues. In other words, the researcher collected data from different groups of respondents based on their gender, age bracket, highest academic qualifications, how long they have been teaching, number of students who sat for KCPE in the years and how many joined secondary schools, their school enrollment and whether their school had bright students who did not join secondary school.

4.3.1 Gender of the Respondent

The researcher collected data from both male and female headteachers and class teachers and in the questionnaire; they specifically indicated their sex and the results are as demonstrated in Table 4.2

Table 4.2: Gender of the Respondent

Gender	Headteacher		Teachers	
	Frequency	Percent	Frequency	Percent
Male	16	51.6	19	54.3
Female	15	48.4	16	45.7
Total	31	100%	35	100%

From the study results in table 4.2 male headteachers were the majority with 51.6 percent while female headteachers were represented by 48.4 percent. Male teachers were also the majority with 54.3 percent and female teachers were represented by 45.7 percent. This shows that there is almost gender parity in the teaching profession.

4.3.2 Age Bracket for headteachers

The researcher requested the headteachers to indicate their age bracket. Their replies were as shown in Table 4.3

Table 4.3: Age Bracket of headteachers

	Frequency	Percent
20-30 years	5	16.1
31-40 years	4	12.9
41-50 years	19	61.3
Over 50 years	3	9.7
Total	31	100

The results in Table 4.3 show that majority of the headteacher indicated that they were aged between 41-50 years as shown by 61.3 percent, 16.1 percent were aged between 20-30 years, 12.9 percent were aged between 31-40 years while 9.7 percent were aged over 50 years. This implies that majority of headteachers who filled the questionnaires were mature enough and cooperated in giving reliable information on the subject under study.

4.3.3 Academic Qualifications for headteachers

The researcher asked the headteachers to indicate their academic qualifications. Table 4.4 is a summary of their responses.

Table 4.4: Academic Qualifications for headteachers

	Frequency	Percent
Diploma in Education	7	22.6
Bachelor of Education	17	54.8
Master in Education	7	22.6
Total	31	100

The results in table 4.4 indicated that majority of the headteachers 54.8 percent have a bachelor of education. Those with a diploma in education qualification are 22.6 percent and those with a master in education academic qualification also are represented by 22.6 percent. These results show that the headteachers who participated in the study had good academic qualifications and therefore could comprehend and give reliable information on the subject under study.

4.3.4 Teaching Experience for headteachers and class teachers

The researcher further asked the headteacher and class teachers to indicate how long they have been teaching. Table 4.5 shows their replies.

Table 4.5: Teaching Experience for headteachers and class teachers.

	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Less than 5 years	0	0.0	7	20
6 to 10 years	2	6.4	7	20
11 to 20 years	21	67.8	20	57.1
Over 20 years	8	23.8	1	2.9
Total	31	100%	35	100%

Majority of the headteachers had a teaching experience of 11 to 20 years represented by 67.8 percent, 6.4 percent had a teaching experience of 6 to 10 years, while 23.8 percent of the headteachers had a teaching experience of over 20 years. No headteachers had a teaching experience less than 5 years. Majority of the classteachers, that is 57.1 percent had a teaching experience of 11 to 2 years; less than 5 years and 6 to 10 years teaching experience had the same percentage of 20 percent each. Teaching with over 20 years teaching experience were the least with 2.9

percent. This means that the teachers and headteachers involved in the study had enough teaching experience to give credible information.

4.3.5 Response of headteachers on number of Pupils who Sat for KCPE and Joined Secondary Schools

The researcher asked the headteachers to indicate the number of students who sat for KCPE in the last 7 years and how many joined secondary schools. Their replies were as shown in table 4.6

Table 4.6: Headteachers responses on Number of Pupils who sat for KCPE and Joined Secondary Schools

Year	KCPE Candidates	Number Joining Secondary	Transition Rate
2011	1798	1023	56.9%
2012	2046	1395	68.2%
2013	1612	1302	80.8%
2014	1426	1209	84.8%
2015	2263	1922	84.9%
2016	1922	1674	87.1%
2017	2077	1302	62.7%

As per the results in Table 4.6, the headteachers indicated that the transition rates for 2011 was 56.9 percent, 2012 was 68.2 percent, 2013 was 80.8 percent, 2014 was 84.8 percent, 2015 was 84.9 percent, 2016 was 87.1 percent and 2017 was 62.7 percent. This shows that for the last 7 years the transition rate was on average low compared since it was to government expectation of 100 percent transition.

4.3.6 Enrollment of the School

The class teachers were further asked to indicate their school enrollment. Their replies were as shown in Table 4.7

Table 4.7: Response of Class teachers on Pupils Enrollment in School

	Frequency	Percent
More than 700 pupils	4	11.4
Between 400- 700-pupils	15	42.9
Between 200-400 pupils	12	34.3
Between 100-200	4	11.4
Total	35	100

As per Table 4.7 above, 42.9 percent of the class teachers indicated that their school enrollment was between 400-700 pupils, 34.3 percent of classteachers to have low enrolment of indicated between 200-400 pupils while 11.4 percent indicated that their school enrollment was more than 700 pupils and between 100-200 pupils. This implies that majority of the class teachers had their school enrollment being as high as 700 pupils

The study made use of frequency values, mean and standard deviation for descriptive analysis purposes. The corresponding values were derived at through use of SPSS version 21 software. Mean is a measurement used to estimate central tendencies of a data while standard deviation shows the distance of actual observations from the expected outcome. This study determined the corresponding statistics for the four variables used in this study, namely; transition rate, cost of education, level of parent/guardian education and the cultural factors. The respondents were requested to point out the extent to which they agreed or disagreed with statements describing the diverse variables. The items were measured using five point Likert-type scale ranging from 5= Very Great extent; 4 = Great extent; 3= Moderate extent; 2= Low extent and 1 = Not at all

4.3.7 Influence of Cost of Education on the rate of transition in schools

The headteachers teachers were asked to indicate the average cost of putting a learner through secondary school in a year. Their responses were as shown in Table 4.8.

Table 4.8: Response of Headteachers on Average Cost of Putting a Learner in school

Cost (Kshs)	Frequency	Percent
11,000 – 20,000	18	58.0
21000-30000	6	19.4
31000-40000	3	9.7
Above 40000	4	12.9
Total	31	100.0

The Headteachers who indicated that the cost of putting a learner in a secondary school was ranging between 11,000 – 20,000 was represented by a (58%), for 21,000 – 30,000 it was (19.4%). Whereas, those who were characterized by a range of 31,000 up to 40,000 was represented by (9.7%) and above 40,000 it was (12.9 percent rate). This implies that the average cost of putting a learner in a secondary school was 11000 to 20000.

The Headteachers were further asked to indicate how the costs of education affected the number of learners from their institution who access secondary school education depending on ability of parents. Their replies were as shown in Table 4.9

Table 4.9: Headteachers responses on how the cost of education influences the number of learners in School

	Frequency	Percent
Very much	17	54.8
Fairly	14	45.2
Not at all	0.00	0.00
Total	31	100.0

From the findings, the headteachers indicated that the cost of education fairly included the number of learners from one's institution who access secondary school education depending on ability of parents as very much as shown by 54.8 percent and fairly shown by 45.2 percent . The not at all option had a zero response. This implies that the cost of education influence the number of learners from institutions who access secondary school education depending on ability of parents very much.

The headteachers were further asked to indicate whether there is a relationship between parents mode of earning a living and their ability to finance their children’s education in secondary school. Their responses were as shown in Table 4.10.

Table 4.10: Response of headteachers on relationship between mode of parents earning a living and their ability to finance education

	Frequency	Percent
Yes	28	90.3
No	3	9.7
Total	31	100.0

The findings in table 4.10 show that the headteachers indicated that there is a relationship between parents mode of earning a living and their ability to finance their children’s education in secondary school as shown by 90.3 percent while 9.7 percent said there is no relationship between their mode of earning a living and their ability to finance their children’s education in secondary school.

The headteachers were further asked to indicate whether they had a situation of parents from their school of parents who were unable to pay for their children’s secondary school education. Table 4.11 shows their responses.

Table 4.11: Response of headteachers on whether some parents are unable to meet the cost of their Children’s School Education

	Frequency	Percent
Often	23	74.2
Rarely	8	25.9
Not at all	0	0.00
Total	31	100.0

From the findings, majority of the Headteacher indicated that they often had situations of parents from their school unable to pay for their children’s secondary school education as shown by 74.2 percent while 25.8 percent of headteachers indicated that they rarely had have situations of parents from their school who were unable to pay for their children’s secondary school education. This shows that most of parents from

most schools are unable to pay for their children’s secondary school education. The respondents were further asked to indicate whether in the event of parent’s inability to pay their children secondary school education, have there being any initiative by the community to take care of the same. Their responses were as shown in Table 4.12

Table 4.12: Headteachers response on inability of Parents to pay their Children Secondary School Education and community intervention.

	Frequency	Percent
No	3	9.7
Yes	28	90.3
Total	31	100.0

Majority of the headteachers indicated that in the event of parent’s inability to pay their children secondary school education, there were initiatives by the community to pay for secondary education of such students as shown by 90.3 percent while 9.7 percent were opposed to the statement that in the event of parent’s inability to pay their children secondary school education, there were initiatives by the community to pay for secondary education. This shows that in the event of parent’s inability to pay their children secondary school education, there were some initiatives by the community to take care of the needy students/poor backgrounds. Finally, the class teachers were asked to indicate the extent to which the various cost aspects influence transition of pupils from primary to secondary schools in Machakos Sub-County. Their responses were as shown in Table 4.13

Table 4.13: Class teachers response on cost aspects influence on Transition in Schools

	Mean	S. D
Amount charged for school levies such as uniforms, food etc	4.461	0.720
Inadequate of educational subsidies by the government e.g FSE	4.368	0.538
Cost of learning materials such as books	3.824	0.961
Cost sharing of secondary tuition by parents and government	2.592	0.657
Form one student scholarships by corporate and other sponsors	3.737	0.597

As per the findings in Table 4.13, the class teachers indicated that the amount charged for school levies such as uniforms, food as expressed by a mean score of 4.461, inadequate educational subsidies by the government like FSE as shown by a mean score of 4.368, Cost of learning materials such as books as illustrated by a mean score of 3.824 and form one student scholarships by corporate and other sponsors as indicated by a mean score of 3.737 greatly affect influence transition of pupils from primary to secondary schools in Machakos County. However, the class teachers indicated that Cost sharing of secondary tuition by parents and government as shown by a mean score of 2.592 moderately influence transition of pupils from primary to secondary schools in Machakos County.

HO₁: Cost of education has no significant influence on transition rate from primary to secondary school in Machakos Sub-County.

The researcher performed simple regression analysis and the results were as shown in Table 4.14

Table 4.14: Cost of Education and Transition Rates in Schools

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.590 ^a	.349	.329	.43402		
a. Predictors: (Constant), Cost of Education						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.327	1	3.327	17.660	.000 ^b
	Residual	6.216	33	.188		
	Total	9.543	34			
a. Dependent Variable: Transition Rate						
b. Predictors: (Constant), Cost of Education						
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.288	.341		3.783	.001
	Cost of Education	.365	.087	.590	4.202	.000
a. Dependent Variable: Transition Rate						

From the research findings as presented in Table 4.14, the F statistic of model 1 on the influence of cost of education on transition rates from primary school to secondary schools in Machakos Sub-County was 17.660(p=.000). This implies that the influence of cost of education on transition rates from primary school to secondary schools in Machakos Sub-County was statistically significant at 95% confidence level with

($p < .05$). Hence this model was suitable to estimate transition rates from primary school to secondary schools in Machakos Sub-County. The study rejected the null hypothesis one (H_{01}) which states that; cost of education has no significant influence on transition rate from primary to secondary school in Machakos Sub-County. Hence the implication is that cost of education influence transition rate from primary to secondary school in Machakos Sub-County significantly. In addition, the model was subjected to other two goodness of fit tests, one; coefficient of determination (R^2) which indicates the proportion of variation in the dependent variable that is explained by all the independent variables taken together and two, the test of the slope (β) which determines the strength of the relationship between the dependent variable and each independent variable.

From Table 4.14 above coefficient of determination for model 1 was ($R^2 = .349$), and it shows that all factors related to cost of education (cost of education) taken together explained 34.9 percent of variations on transition rates from primary school to secondary schools in Machakos Sub-County. This implies that 65.1% of variations in transition rates are explained by other factors not included in this model. Similarly, based on test of fit test, the test of the significance of the slope revealed that the influence of cost of education on transition rates from primary school to secondary schools in Machakos Sub-County was statistically significant with ($p = .000$) whereby a unit change in cost of education resulted to $.365$ ($p = .000$) changes in transition rates from primary school to secondary schools in Machakos Sub-County which was positive. The empirical equation for the transition rates was as follows

$$TR = 1.288 + .365X_1$$

Where; TR is Transition Rate from primary to secondary school

X_1 is Cost of Education

4.4.2 Parental Level of Education and their learners Performance

The headteachers were asked to indicate whether parents and guardians in their school have keen interest on the learner's performance. The responses is as per Table 4.15

Table 4.15: Parents Level of Interest on Learner's Performance

	Frequency	Percent
Very much	26	83.9
Fairly	5	16.1
Not at all	0	0.00
Total	31	100.0

Majority of the headteachers indicated that parents and guardians in their school paid keen interest on the learner's performance as shown by 83.9 percent while the rest indicated that parents and guardians in their school paid fairly keen interest on the learner's performance by 16.1 percent. This shows that most of the parents and guardians in their school paid a keen interest on the learner's performance. Not at all option had zero response.

Further the headteachers were asked to indicate how parents with various academic backgrounds follow performance of learners. The responses of headteachers were shown in Table 4.16.

Table 4.16: Headteacher response on parents education qualification and interest on learner's performance

	Mean	S.D
Illiterate	1.501	0.428
Primary graduates	2.122	0.960
Form 4 graduates	2.987	0.115
Tertiary	2.666	0.660

The headteachers indicated that form 4 graduates (Mean=2.987) and tertiary graduates (Mean=2.666) pay a lot of interest on learner's performance while primary graduates (Mean=2.122) and Illiterate (Mean=1.501) pay fairly less interest on learner's performance.

Further, the researcher asked the class teachers to indicate based on their experience in the locality to indicate the extent to which the various scenarios on education can influence transition of pupils from primary to secondary schools in Machakos Sub County. Their responses were as shown in Table 4.17.

Table 4.17: Class teachers response on Educational Dimensions and their Influence on Transition in Schools

	Mean	S.D
Parents/guardians educated to primary school level influence children transition from primary to secondary to:	3.458	0.674
Parents/guardians educated to secondary school level influence children transition from primary to secondary to:	4.240	0.502
Parents/guardians having college or university level degree influence children transition from primary to secondary to:	4.187	0.683
Career/professional parents influence children transition from primary to secondary to:	2.461	0.502
Parents who are completely illiterate influence children transition from primary to secondary to:	3.871	0.755

From the finding in Table 4.17, the class teachers indicated that parents/guardians educated to secondary school level as shown by a mean of 4.240, parents/guardians having college or university level degree as shown by a mean of 4.187 of the teachers and that parents who are completely illiterate as shown by a mean of 3.871 of the teachers influence children transition from primary to secondary to a great extent. However, the teachers indicated that parents/guardians educated to primary school level as shown by a mean of 3.458 of teachers and career/professional parents as shown by a mean of 2.461 of teachers influence children transition from primary to secondary to a moderate extent.

The class teachers were also asked what they can say about majority of parents/guardians education of children in Machakos sub county primary schools. Their replies were as shown in Table 4.18.

Table 4.18: Class teachers opinion on Parents/ Guardians level of Education

	Frequency	Percent
Illiterate	8	22.9
Semi illiterate	23	65.7
Educated	4	11.4
Total	34	100.0

As the study results, the class teachers indicated that 65.7 percent of the parents are semi illiterate, 22.9 percent are illiterate while 11.4 percent are educated. This implies that majority of the parents are illiterate.

Simple regression was performed based on the second specific objective with the corresponding hypothesis which stated as follows;

H0₂: Level of education of parents has no significant influence on transition rates from primary to secondary in Machakos Sub-County.

The results were as demonstrated by Table 4.19

Table 4.19: Parents' Level of Education and Transition Rates in Schools

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.315 ^a	.099	.072	.51042		
a. Predictors: (Constant), Parents' Education Level						
Model	Sum of Squares		df	Mean Square	F	Sig.
1	Regression	.945	1	.945	3.628	.066 ^b
	Residual	8.598	33	.261		
	Total	9.543	34			
a. Dependent Variable: Transition Rate						
b. Predictors: (Constant), Parents' Education Level						
Coefficients						
Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1	(Constant)	3.509	.441		7.965	.000
	Parent Education Level	-.238	.125	-.315	-1.905	.066
a. Dependent Variable: Transition Rate						

From the research findings as presented in Table 4.19, the F statistic of model 1 on the influence of parents' level of education on transition rates from primary school to secondary schools in Machakos Sub-County was 3.628(p=.066). This implies that the influence of parents' level of education on transition rates from primary school to secondary schools in Machakos Sub-County was statistically insignificant at 95% confidence level with (p>.05). Hence this model was unsuitable to estimate transition rates from primary school to secondary schools in Machakos Sub-County. As a result, this study failed to reject the second null hypothesis which states that; level of

education of parents has no significant influence on transition rates from primary to secondary in Machakos Sub-County. This means that there was no statistically significant influence of parents' level of education on transition rates from primary to secondary in Machakos Sub-County.

From Table 4.19 above coefficient of determination for model 1 was ($R^2=.099$), and it shows that all factors related to parents' level of education (parents education) taken together explained 9.9 percent of variations on transition rates from primary school to secondary schools in Machakos Sub-County. This implies that 98.1 percent of variations in transition rates are explained by other factors which were ignored by this model. Similarly, based on best of fit test, the test of the significance of the slope (β) depicted that the influence of parents' level of education on transition rates from primary school to secondary schools in Machakos Sub-County was statistically insignificant with ($p=.066$) whereby a unit change in parents' level of education resulted to $-.238$ ($p=.066$) changes in transition rates from primary school to secondary schools in Machakos Sub-County which was negative. The empirical equation for the transition rates was as follows

$$TR = 3.509 - .238X_2$$

Where;

TR is Transition Rate from primary to secondary school

X_2 is Parents' level of education

4.4.3 Cultural Factors

The headteachers were asked to indicate if any of the various factors hindered the transition of learners from their school to secondary school. Their responses were as shown in Table 4.20.

Table 4.20: Headteachers response on factors hindering the Transition in Schools

	Mean	Std. Dev.
Teenage pregnancies	2.671	0.762
Gender discrimination	2.421	0.872
Short-term economic activities (house-helps, sand harvesting	2.211	0.416
Female genital mutilation	1.273	0.342
Early marriages	2.712	0.975
Apathy for education	1.234	0.614

From the study findings, the headteachers indicated that early marriages as expressed by a mean of 2.712 and teenage pregnancies as shown by a mean of 2.671 have hindered the transition of learners from their school to secondary school very much. The respondents also indicated that gender discrimination as illustrated by a mean of 2.421 and short-term economic activities (house-helps, sand harvesting as shown by a mean of 2.211 have hindered the transition of learners from their school to secondary school fairly. Moreover, the headteachers indicated that female genital mutilation as indicated by a mean of 1.273 and apathy for education as expressed by a mean of 1.234 have not hindered the transition of learners from their school to secondary school in Machakos county.

The headteachers were further asked to indicate whether their institution have a system of engaging old students who have excelled to act as role models for other learners to execute their passion for academic activities. Their replies were as per Table 4.21

Table 4.21: Headteachers response on system of engaging old students who have excelled to act as role models

	Frequency	Percent
Very much	25	80.6
Fairly	6	19.4
Total	31	100.0

Majority of the headteachers 80.6 percent indicated that their institution had a system of engaging old students who had excelled to act as role models for other learners to execute their passion for academic activities while 19.4 percent don't. This implies that most institutions in Machakos county had a system of engaging old students who had excelled to act as role models for other learners to execute their passion for academic activities.

The headteachers were further asked to indicate whether the system of engaging old students who have excelled to act as role models for other learners to execute their passion for academic activities has had any effect on the learner as regards their passion for education. Table 4.22 shows their responses.

Table 4.22: Headteachers response on effect of Engaging Old Students who have Excelled to act as Role Models

	Frequency	Percent
To a great extent	29	93.6
Fairly	2	6.4
Total	31	100.0

The headteachers indicated that the system of engaging old students has a great effect on the learner as regards their passion for education as shown by 93.6 percent while 6.4 percent indicated a fair effect. This implies that engaging old students who have excelled to act as role models influence learners to a great extent as regards their passion for education.

The classteachers were further asked to indicate their level of agreement with regard to the extent various factors affect pupils transition from primary to secondary schools in Machakos Sub County. Their responses were as shown in table 4.23.

Table 4.23: Class teachers response on the extent various factors influence pupils transition in schools

	Mean	Std. Dev.
Female genital mutilation	4.408	0.495
Religious beliefs	3.934	0.639
Early marriages	3.605	0.492
Proliferation of teenage pregnancies	2.526	0.503
Preference of the boy child over the girl child	4.421	0.497
Traditional beliefs such as witchcraft	4.342	0.825
Child labour practices	3.290	0.485

From the findings, the class teachers agreed to a great extent that preference of the boy child over the girl child as shown by a mean of 4.421, that female genital mutilation as expressed by a mean of 4.408, that traditional beliefs such as witchcraft as expressed by a mean of 4.342, religious beliefs as shown by a mean of 3.934, that early marriages as expressed by a mean of 3.605 and that child labor practices as shown by a mean of 3.290 influence pupils transition from primary to secondary schools in Machakos Sub County. However, they agreed to moderate extent that proliferation of teenage pregnancies influence pupils' transition from primary to secondary schools in Machakos Sub County as shown by a mean of 2.526 affect pupils transition from primary to secondary schools in Machakos Sub County.

The class teachers were also asked to comment regarding transition rates from primary to secondary schools in Machakos sub-County. Their comments were as shown in table 4.24.

Table 4.24: Class teachers response on transition rate

	Frequency	Percent
Low	1	2.9
Moderate	9	25.7
High	25	71.4
Total	35	100.0

The respondents indicated that the transition rate has been high as shown by 71.4%, moderate as shown by 25.9% and low as shown by 2.9%. This shows that indicated transition rate has been high for most of schools in Machakos Sub-county.

The third hypothesis was test was performed using simple regression analysis. The hypothesis stated as follows;

H0₃: Cultural factors in the community have no significant influence on transition rates from primary to secondary in Machakos Sub-County.

The results of the finding were as demonstrated in Table 4.25.

Table 4.25: Cultural Factors in the Community and Transition Rates in Schools

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.455 ^a	.207	.183	.47878		
a. Predictors: (Constant), Cultural Factors						
Model	Sum of Squares		Df	Mean Square	F	Sig.
1	Regression	1.978	1	1.978	8.629	.006 ^b
	Residual	7.565	33	.229		
	Total	9.543	34			
a. Dependent Variable: Transition Rate						
b. Predictors: (Constant), Cultural Factors						
Coefficients						
Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1	(Constant)	1.881	.286		6.580	.000
	Cultural Factors	.222	.076		2.938	.006
a. Dependent Variable: Transition Rate						

From the research findings as presented in Table 4.25, the F statistic of regression model 1 on the influence of cultural factors in the community on transition rates from primary school to secondary schools in Machakos Sub-County was 8.629(p=.006). This implies that the influence of cultural factors in the community on transition rates from primary school to secondary schools in Machakos Sub-County was statistically significant at 95% confidence level with (p<.05). Hence this model was suitable to estimate transition rates from primary school to secondary schools in Machakos Sub-County. Therefore this study failed to accept the third null hypothesis (H0₃) for there was significant influence of cultural factors in the community on transition rates from primary school to secondary schools in Machakos Sub-County.

From Table 4.25 above coefficient of determination for model 1 was (R²=.207), and it shows that all factors related to cultural factors in the community (cultural factors)

taken together explained 20.7% of variations on transition rates from primary school to secondary schools in Machakos Sub-County. This implies that 79.3 percent of variations in transition rates are explained by other factors which were ignored by this model. Similarly, based on best of fit test, the test of the significance of the slope (β) depicted that the influence of cultural factors in the community on transition rates from primary school to secondary schools in Machakos Sub-County was statistically significant with $.222(p=.006)$ whereby a unit change in cultural factor in the community resulted to a positive $.222(p=.006)$ changes in transition rates from primary school to secondary schools in Machakos Sub-County which was statistically significant. The empirical equation for the transition rate model was as follows

$$\mathbf{TR= 1.881 + 0.222X_3}$$

Where;

TR is Transition Rate from primary to secondary school

X_3 is cultural factors in the community

CHAPTER FIVE

SUMMARY AND DISCUSSION

5.1 Introduction

This chapter presents the summary and discussion of key data findings.

5.2 Summary of the Findings

The findings of this research are summarized as follows:

5.2.1 Cost of Education and Transition Rates

The study sought to assess the influence of cost of education on transition rates from primary school to secondary schools in Machakos Sub-County. The study found that the average cost of putting a learner in a secondary school is Ksh.11000 to 20000. The study also revealed that cost affect the number of learners from respective institutions who access secondary school education depending on ability of parents and that the institution enquires about how the parents of the learners earn their living. The study further found that there is a relationship between their mode of earning a living and their ability to finance their children's education in secondary school and that most of parents from most schools are unable to pay for their children's secondary school education. It was also clear that in the event of parent's inability to pay their children secondary school education, there were initiatives by the community to take care of the same. The study further found that amount charged for school levies such as uniforms, food, lack or inadequate educational subsidies by the government like FSE, cost of learning materials such as books and form one student scholarships by corporate and other sponsors greatly influence transition of pupils from primary to secondary schools in Machakos County. The cost sharing of secondary tuition by parents and government was found to moderately influence transition of pupils from primary to secondary schools in Machakos County.

5.2.2 Parental Level of Education and Transition Rates

The study further sought to establish the influence of parents' level of education on transition rate from primary school to secondary schools in Machakos Sub-County. The study revealed that most of the parents and guardians have a keen interest on the learner's performance. It was also established that parents who are form 4 graduates

and tertiary pay interest on learner's performance with primary graduates and illiterate paying fair interest on learner's performance. Parents/guardians educated to primary school level and career/professional parents affect children transition from primary to secondary to a moderate extent. Most of the parents in Machakos county were found to be semi illiterate.

5.2.3 Cultural Factors and Transition Rates

The study sought to determine the influence of cultural factors in the community on the transition rate from primary school to secondary schools in Machakos Sub-County. The study found that early marriages and teenage pregnancies have hindered the transition of learners from their school to secondary school very much. The study also found that gender discrimination and short-term economic activities (house-holds, sand harvesting have hindered the transition of learners from their school to secondary school fairly. Moreover, the study found that female genital mutilation and apathy for education have not hindered the transition of learners from their school to secondary school in Machakos Sub-County. The study further found that most institutions in Machakos Sub-County have a system of engaging old students who have excelled to act as role models for other learners to execute their passion for academic activities where this system has an effect on the learner as regards their passion for education. The study also established that preference of the boy child over the girl child, female genital mutilation, traditional beliefs such as witchcraft, religious beliefs and that early marriages and child labor practices greatly affect pupils transition from primary to secondary schools in Machakos Sub County. The study also found that proliferation of teenage pregnancies affects pupils transition from primary to secondary schools in Machakos Sub County moderately.

5.3 Discussion of the Findings

This section presents the discussion of the study findings guided by the research objectives.

5.3.1 Cost of Education and Transition Rates

The headteachers were asked to indicate the average cost of putting a learner through secondary school in a year. The results as reported in table 4.8 showed that the average cost was between Ksh.11,000 and Ksh.20,000 in public day schools as

supported by 58% of the headteachers. In public boarding secondary school, the school fees ranges between Kshs. 40,545 to Kshs. 53,533. The headteachers were further asked to indicate how the ability of parents to pay these costs affects transition from primary to secondary school. Majority of the headteachers as reported in table 4.9 said that the cost of education affects transition very much. Another 45.2% reported that the cost of education fairly affected transition rate. None of the headteachers supported the option that cost of education does not affect transition depending on ability of parents. This means that day schools are more affordable to most parents as shown by the cost of education from the headteachers responses.

Headteachers were asked to indicate whether there is a relationship between the parents' mode of earning a living and their ability to finance their children's education in secondary school. The results as reported in table 4.10 show that there is a strong relationship between the parents' mode of earning a living and ability to finance their children's education as represented by majority of headteachers shown by 91.4% of the responses. Headteachers were asked to indicate whether there were some parents who were unable to meet the cost of their children's secondary school education. The results as reported in table 4.11 show that 74.1 percent of the parents were unable while 25.9% were able to meet the cost of their children's secondary school education. In the event that the parents were unable to pay for their children education, the community had initiatives to take care of such children through bursaries and other forms of sponsorship as showed in table 4.12 represented by 90.1% of the responses. The majority of headteachers as reported in table 4.9 said that cost affects transition very much as showed by 54.8 percent. Another 45.2 percent reported that cost of education affected transition rate fairly. None of the headteachers supported the option that cost of education does not affect transition depending on ability of parents. This meant that day schools are more affordable to most parents as shown by the cost shown by the responses from headteacher.

Class teachers were asked to indicate the extend to which the various cost aspects influence transition of pupils from primary to secondary school in Machakos Sub-County. The results as reported in table 4.13 showed that amount charged for school levies such as uniform and food had the higher mean of 4.46, followed by inadequate educational subsidies by the government with a mean of 4.368. Cost of learning

materials such as books had a mean of 3.824. This means that these factors greatly influence transition rate from primary to secondary school in Machakos Sub-County. Cost sharing had the lowest mean of 2.592 showing that it moderately influences transition. This may be due to the fact that the government had taken over payment of tuition materials and parents are no longer levied on the same. These findings agree with a study by Wangari (2012), on factors influencing transition rates from public primary schools to secondary schools in Murang'a East District. The study found out that lack of funds or ability to pay for children secondary education as the major factor inhibiting transition rate which attributed to 84.21 percent of the total failure of transition from primary to secondary school. From the inferential statistics represented in table 4.14, the F statistic on the influence of cost of education on transition rate from primary to secondary school in Machakos Sub-County was 17.660 ($P=0.000$). This implies that the influence of cost of education on transition rates from primary to secondary schools in Machakos Sub-County was statistically significant at 95 percent confidence level with ($P<0.05$). The study rejected the null hypothesis one (H_{01}) which states that: cost of education has no significant influence on transition rate from primary to secondary school in Machakos Sub-County. In other words, there is a positive and significant influence of cost of education on transition rate from primary to secondary school. From table 4.14, a unit change in cost of education results to 0.365 positive changes in transition rates which are statistically significant.

These findings concur with Ngware, Oketch, Ezehand and Mudege (2009) who examined whether household characteristics matter in schooling decisions in urban Kenya. Analysis showed that different household and individual attributes motivate different decision. The findings showed that better off households were more represented in public schools. The predicted probability of a decision to attend a public school where government subsidy (FPE) has been paid for a primary age child increase as the household wealth increases. The study concluded that children from poorer households benefit less from the free public schools. This means that children from poor households are disadvantaged as their parents cannot afford to enroll them in primary school and as a result they also miss secondary school education. This is shown in table 4.11 where majority of the headteachers stated that most of the parents were unable to meet the cost of their children's education in secondary school. The findings of this study show that there is need for bursaries and sponsorships for

children from poor backgrounds/families whose parents cannot afford to pay for their secondary education because they have no means of earning a living. This will enable the 100% transition policy to be implemented. Their study found that there was a strong association between the household wealth index and the probability of transition from primary to secondary school. This is also true in Machakos Sub-County as shown by the study findings.

5.3.2 Parental Level of Education and Transition Rates.

Headteachers were asked to indicate whether parents and guardians had keen interest on learners' performance. The results as reported in table 4.16 show that majority of parents (82.7 percent) had keen interest on learners' performance. None of the parents/guardians did not have interest on learners performance as represented by 0% response for not at all response. Headteachers gave responses on how various category of parents pay interest on learners' performance. The results as reported in table 4.17 show that parents who had attained form 4 level of education had the highest mean of 2.987 showing that they pay a lot of interest towards their children's education. Parents who had attained tertiary education had a mean of 2.666 showing that they also pay a lot of interest towards their children's education. Those parents who had attained primary level of education had a mean of 2.122 showing that their level of interest was below average. Illiterate parents had a mean of 1.501 showing that they pay fairly less interest on their children. Those parents who have attained form 4 level of education and tertiary education are more enlightened and understand the education of their children more and can assist them in their homework. Those parents who have attained only primary level education or are illiterate pay less interest on their children education maybe because they don't understand the homework given to their children.

The findings show that all parents regardless of their education level pay some interest on their children's education. Responses from class teachers, table 4.18 showed that parents/guardians educated to secondary school level had the highest influence on transition from primary to secondary (mean 4.240) followed by those with college or universities degree (mean 4.187). Parents/guardians who were illiterate had a mean of 3.821 and those educated to primary level a mean of 3.458.

The career/professional parents had the lowest mean of 2.461. Class teachers were asked to indicate the extent to which the mentioned scenarios on education of parents influence transition rates. The results as reported in table 4.18 showed that parents/guardians who had secondary level education had the highest influence on transition with a mean of 4.240. The parents/guardians with college or university degree were second with a mean of 4.187. Parents with primary level education had a mean of 3.458. Parents/guardians who were illiterate had a mean of 3.821. The career professional parents had the lowest mean of 2.461. According to the class teachers parents/guardians level of education does not influence transition of children from primary to secondary school as children from parents with different levels of education transit from primary to secondary.

From table 4.18 majority of class teachers indicated that most of the parents were semi-illiterate (65.7 percent). This could mean that all parents regardless of their level of education are interested in the performance of children and transition from primary to secondary school. From the research findings, the F statistic on the influence of parents` level of education on transition rates from primary to secondary schools in Machakos Sub-County was 3.628 ($P= 0.066$). This implies that the influence of parents` level of level of education on transition rates from primary to secondary school in Machakos Sub-County was statistically insignificant at 95% confidence level with ($P>0.05$). This means that the null hypothesis H_{02} which states that parents level of education has no significant influence on transition rate from primary to secondary school in Machakos Sub-County was accepted. This agrees with Krystall (2008) who noted that high academic attainment of mother and father may not necessary imply increased chances of transition from primary to secondary. The study disagrees with Kerlinger (2013) who stated that in Kenya parents who are not educated or have just basic education, do not see the benefits of education hence do not encourage their children to transit to high school. This may be due to the fact that education is known to be the only thing able to break the poverty cycle even by the illiterate thus every parent will encourage their children to be educated.

5.3.3 Cultural factors and transition rates.

Headteachers were asked to indicate if teenage pregnancies, gender discrimination short-term economic activities, FGM, early marriages and apathy for education hindered transition rate. The results as reported in table 4.22 showed that early marriages (mean 2.712) and teenage pregnancies (mean 2.671) hinder transition from primary to secondary discrimination (mean 2.421) and short-term economic activities (mean 2.211) also affect transition. Female genital mutilation (FGM) (mean 1.273) and apathy for education (mean 1.234) had the least influence on transition from primary to secondary in Machakos Sub-County. Class teachers were asked to indicate the extent to which various factors affect pupil's transition to secondary schools. The results as reported in table 4.25 showed that preference of the boy child over the girl child (mean 4.421), female genital mutilation (mean= 4.408) traditional beliefs (mean =3.934), early marriages (mean = 3.605) and child labour (mean = 3.290) influence transition to a large extend. The proliferation of teenage pregnancies (mean=2.526) affect transition to a moderate extend. These findings mean that cultural factors influence transition rate from primary to secondary school in Machakos Sub-County. From the research findings represented in Table 4.25, the F statistic on the influence of cultural factors in the community on transition rates from primary to secondary school in Machakos Sub-County was 8.629 ($P=0.006$) This implies that the influence of cultural factors in the community on transition rates from primary to secondary schools in Machakos County was statistically significant at 95% confidence level with ($P < 0.05$). Therefore the study rejected the third null hypothesis because there was a positive significant influence of cultural factors in the community on transition rates from primary to secondary schools in Machakos Sub-County.

This study agree with Chege and Sifuna (2006) who observed that parents fear investing a lot of money on girls who may become pregnant or get married before completing school. Parents take boys to school when resources are scarce for anticipated economic gains. Wamahiu (1996) argued that girls who have undergone initiation (FGM) found it difficult to return to formal schooling and thus failed in their progression with secondary school education. Wagacha (2009) also argued that increase of teenage pregnancies and young families had also greatly influenced the low transition rates. This is as a result of erosion of school and moral values, which increase the dropout rates of the concerned girls and give rise to low transition rates

from primary to secondary school due to early motherhood. The study was based on the systems theory which is concerned about the environment suitable for a system to function well the input required output expected and feedback (information) from the study, it has been shown that the cost of education influenced transition to a large extent. If the cost of education is reduced transition from primary to secondary school will increase. Cultural factors in the community also influence transition of learners from primary to secondary school. A positive community (environment) increases transition from Primary to secondary school. Although the parental level of education does not influence transition to a great extent, parents need to be involved in the learning process of their children. The learners from primary school (output of primary) are the input of secondary schools. The study provides information as to how transition rates can be improved to make the education system more efficient.

CHAPTER SIX

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY

6.1 Introduction

This chapter presents the conclusions drawn from the findings highlighted and the recommendation made. The conclusions and the recommendations drawn are based on the objectives of the study.

6.2 Conclusion

The study concluded that cost of education significantly influenced transition rates from primary school to secondary schools in Machakos Sub-County. It was clear that average cost of putting a learner in a secondary school was 11000 to 20000. The study also established that there is a relationship between parents mode of earning a living and their ability to finance their children's education in secondary school and in this case most parents are unable to pay for their children's secondary school education. The study also deduced that amount charged for school levies such as uniforms, cost of learning materials such as books and form one student scholarships by corporate and other sponsors greatly influence transition of pupils from primary to secondary schools in Machakos County.

The study further concluded that parents' level of education does not significantly affect transition rate from primary school to secondary schools in Machakos Sub-County. This is because parents who have atleast form 4 and tertiary education pay alot of interest on learner's performance with primary graduates and illiterate parents paying fair interest on learner's performance. Respondent's said that parents level of education does not influence transition rate. On the other hand, the study concluded that cultural factors in the community significantly influence the transition rate from primary school to secondary schools in Machakos Sub-County. The study deduced that early marriages and teenage pregnancies have hindered the transition of learners from their primary school to secondary school very much while gender discrimination and short-term economic activities (house-helps, sand harvesting had a fair hindrance. The study further deduced that most primary schools in Machakos County have a system of engaging old students who have excelled to act as role models for other

learners to execute their passion for academic activities. The study also deduced that preference of the boy child over the girl child; early marriages and child labor practices greatly affect pupil's transition from primary to secondary schools in Machakos Sub County.

6.3 Recommendations

The study makes the following recommendations:-

On cost of education the study recommends that:-

- (i) Parents should be trained on income generating activities that can make them financially stable so as to support the education of their children.
- (ii) The government should subsidise secondary education more so make it more affordable.
- (iii) Day schools should be funded to construct enough learning facilities like laboratories as they are relatively cheap compared to boarding schools. This can be done by the Ministry of Education, constituency development fund (CDF) and the county governments.

On parental level of education the study recommends the following:

- (i) The Ministry of Education through the Sub-County Education office should sensitize parents on the importance of education in order to change their attitude.
- (ii) School Board of Management and Parents Association Committees should ensure an integrated programme that encourages parents/guardians to closely monitor the performance of their children in schools.

On cultural factors in the community, the study recommends the following:-

- (i) The local administration should monitor and report parents who do not take their girls to school and action should be taken against such parents.
- (ii) Action should be taken by the government against those parents who allow school going age girls to be married instead of being in school.
- (iii) The Ministry of Education should develop and enhance firm policies that protect the learner from socio-economic factors like children participating in domestic chores instead of going to school.

6.4 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 socio economic factors influencing transition from primary to secondary schools should be carried out in other sub counties other than in Machakos Sub-County.

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 A replica of the study should be carried out incorporating more variables that possibly influence transition from primary to secondary schools.

The researcher also recommends another study to be done on the impact of Free Primary Education and free day secondary education on transition rate of pupils from primary to secondary school. Also, another study can be carried out on the role of the government in re-admission of teenage mothers in school in order to reduce high rate of school dropout.

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APPENDICES

APPENDIX 1: INTRODUCTION LETTER

SCHOOL OF EDUCATION

South Eastern Kenya University,

P.O. Box 176,

Kitui.

OCTOBER, 2017

The Headteacher,

_____ Primary

Machakos Sub-County.

RE: LETTER OF INTRODUCTION

I am a post graduate student in South Eastern Kenya University pursuing M.ED (Economics). As part of the fulfillment of my degree programme, I am undertaking a research on “influence of socio-economic factors on pupils transition from primary to secondary schools in Machakos Sub-County”. I am humbly requesting you to assist me to collect this data by filling the attached questionnaire. The information collected will be treated confidential and will be used for academic purposes. A copy of the final research paper will be made available to you upon request.

Your cooperation will be highly appreciated.

Yours Sincerely,



Veronica N. Mwikya

M.Ed Degree Student

APPENDIX 2: THE HEADTEACHERS QUESTIONNAIRE

The aim of this questionnaire is to collect information on factors influencing transition rate from primary to secondary school. Information collected will be treated with utmost confidentiality and used purely for academic purposes. Please provide your honest opinion on the following questions.

PART A: Background Information

- 1 a) Gender Male [] Female []
 b) Age 20 – 30 yrs [] 31 – 40 yrs []
 40 – 50 yrs [] Over 50 yrs []
- 2 What is your highest academic qualifications
 Dip [] BED [] MED []
 Any other (Specify) _____
- 3 Teaching experience
 0 – 5 yrs [] 6 – 10 yrs []
 11 – 20yrs [] Over 20 years []
- 4 How long have you worked in the current station
 1 – 5 yrs [] 6 – 10 yrs []
 11 – 20 yrs [] Over 20 yrs []
- 5 Of the pupils in your school who sat for KCPE in the years given below, how many joined Secondary schools

Year	KCPE Candidates	Number Joining Secondary
2011		
2012		
2013		
2014		
2015		
2016		
2017		

16 How do the following category of parents pay interest on learners performance

	Not at all	Fairly	Very much
Illiterate			
Primary graduates			
Form 4 graduates			
Tertiary			

Does showing interest by parents on learners progress affect the rate of transition from primary to secondary school? Please explain_____

PART D: Cultural factors

17 Have any of the following factors hindered the transition of learners from your school to secondary school.

	Not at all	Fairly	Very much
Teenage pregnancies			
Gender discrimination			
Short-term economic activities (house-helps, sand harvesting			
Female genital mutilation			
Early marriages			
Apathy for education			

18 Which of the activities above has the most profound effect with regard to transition from primary to secondary school?_____

19 Does your institution have a system of engaging old students who have excelled to act as role models for other learners to execute their passion for academic activities

Very much [] Fairly [] Not at all []

20 Has it had any effect on the learner as regards their passion for education.

To a great extent [] Fairly [] Not at all []

Thank you for taking time to fill this questionnaire.

APPENDIX 3: THE CLASSTEACHERS QUESTIONNAIRE

The aim of this questionnaire is to collect information on factors influencing transition rate from primary to secondary school. Information collected will be treated with utmost confidentiality and used purely for academic purposes. Please provide your honest opinion on the following questions.

PART A: GENERAL INFORMATION

NB: Tick where applicable

1. Kindly indicate your gender. Male () female ()
2. For how long have you served as a teacher
 - More than 20 yrs ()
 - Between 10-20 yrs ()
 - Between 5-10 yrs ()
 - Less than 5 yrs ()
3. What is the enrollment of the school?
 - More than 700 pupils ()
 - Between 700-400 pupils ()
 - Between 200-400 pupils ()
 - Between 100-200 ()
 - Less than 200 ()
4. How many pupils did KCPE in 2016? _____
5. How many joined Secondary School? _____
6. Are there some bright pupils who did not join Secondary School?
Yes () No ()
7. What are some of the reasons that made them not join Secondary school?
 - Lack of school fees ()
 - Marriage ()
 - Lack of interest ()
 - Parents attitude towards education ()
 - Any other, specify _____

PART B: COST OF EDUCATION

Indicate the extent to which the following cost aspects influence transition of pupils from primary to secondary schools in Machakos County. Use the scale 5= Very Great extent; 4 = Great extent; 3= Moderate extent; 2= Low extent and 1 = Not at all

Cost of secondary school tuition	5	4	3	2	1
Amount charged for school levies such as uniforms, food etc					
Lack or inadequate of educational subsidies by the government e.g FSE					
Cost of learning materials such as books					
Cost sharing of secondary tuition by parents and government					
Form one student scholarships by corporate and other sponsors					

What cost aspects do you think will need to be addressed to ensure higher transition rates in machakos sub county?

PART C: PARENT / GUARDIAN EDUCATION

The following statements relates to the education of the parents or guardian. Based on your experience in the locality, indicate the extent to which the mentioned scenarios on education can influence transition of pupils from primary to secondary schools in Machakos Sub County: Use the scale 5= Very Great extent; 4 = Great extent; 3= Moderate extent; 2= Low extent and 1 = Not at all

	5	4	3	2	1
Parents/guardians educated to primary school level influence children transition from primary to secondary to:					
Parents/guardians educated to secondary school level influence children transition from primary to secondary to:					
Parents/guardians having college or university level degree influence children transition from primary to secondary to:					
Career/professional parents influence children transition from primary to secondary to:					
Parents who are completely illiterate influence children transition from primary to secondary to:					

What can you say about majority of parents/ guardians of children in Machakos sub county primary schools?

- a) Educated b) semi- literate c) illiterate

PART D: CULTURAL FACTORS

The following cultural factors do affect the transition of pupils from primary to secondary schools. Indicate your level of agreement with regard to the extent these factors affect pupils transition from primary to secondary schools in Machakos Sub County: Use the scale 5 =strongly agree; 4 agree; 3 moderately agree; 2 = disagree; 1= strongly disagree

	5	4	3	2	1
Female genital mutilation					
Religious beliefs					
Early marriages					
Proliferation of teenage pregnancies					
Preference of the boy child over the girl child					
Traditional beliefs such as witchcraft					
Child labour practices					



What other aspects of culture do you think could be affecting transition rates from primary to secondary schools within the county?

What is your comment regarding transition rates from primary to secondary schools in machakos sub county?

- a) High b) Moderate c) Low

Thank you for your honesty and time taken in filling this questionnaire

APPENDIX 4: RESEARCH PERMIT

CONDITIONS	REPUBLIC OF KENYA NACOSTI National Commission for Science, Technology and Innovation RESEARCH CLEARANCE PERMIT Serial No.A 20163 CONDITIONS: see back page
<ol style="list-style-type: none">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.	 <p>REPUBLIC OF KENYA</p> <hr/>  <p>NACOSTI</p> <p>National Commission for Science, Technology and Innovation</p> <p>RESEARCH CLEARANCE PERMIT</p> <p>Serial No.A 20163</p> <p>CONDITIONS: see back page</p>

APPENDIX 5: RESEARCH CLEARANCE PERMIT

THIS IS TO CERTIFY THAT:
MS. VERONICA NDUKU MWIKYA
of SOUTH EASTERN KENYA UNIVERSITY,
2687-90100 MACHAKOS, has been
permitted to conduct research in
Machakos County

on the topic: SOCIO- ECONOMIC
FACTORS INFLUENCING TRANSITION
RATES FROM PRIMARY TO SECONDARY
SCHOOLS IN MACHAKOS SUB-COUNTY

for the period ending:
17th August,2019


.....
Applicant's
Signature

Permit No : NACOSTI/P/18/61122/24300
Date Of Issue : 18th August,2018
Fee Received :Ksh 1000




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

APPENDIX 6: 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

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

Ref. No. **NACOSTI/P/18/61122/24300**

Date: **18th August, 2018**

Veronica Nduku Mwikya
South Eastern Kenya University
P.O. BOX 170-90200
KITUI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Socio- economic factors influencing transition rates from primary to secondary schools in Machakos Sub-County*" I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for the period ending **17th August, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Machakos 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.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.