INFLUENCE OF SOCIO-ECONOMIC FACTORS ON TRANSITION FROM PRIMARY TO SECONDARY EDUCATION IN MWINGI CENTRAL DISTRICT, KITUI COUNTY KENYA

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E55/CE/23715/2012

A RESEARCH PROJECT REPORT SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILMENT OF REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTERS OF EDUCATION (ECONOMICS OF EDUCATION) OF KENYATTA UNIVERSITY

MARCH, 2017
DECLARATION

I declare that this research project report is my original work and has not been presented in any other university/institution for consideration of any certification. This research project report has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

Kanyaa Mutua
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DEDICATION

This research project report is dedicated to my husband Fredrick and our daughters Keziah and Ruth Mueni for their understanding and support that saw me through this work. To the memory of my late sister Ruth, may her soul rest in eternal peace.
ACKNOWLEDGEMENT

Above everything else, I acknowledge our heavenly father for giving me the energy to read various materials in coming up with this paper, glory and honor be unto His holy name.

Secondly, I wish to thank my supervisors Dr. T. O Rugar and Dr. S. N. Waweru for the advice and counsel in shaping up this research project report.

I deeply appreciate the understanding and selfless support of my husband Fredrick during my pursuit of this master’s Programme. I also appreciate our daughters Keziah & Ruth Mueni and our house help Christine for their emotional support as well as taking care of our home when I was away for school and collecting data for writing this report.

I also take this opportunity to thank and acknowledge my colleagues in the class of economics of education -2013 for the knowledge and skills they shared with me. To my classmate Alice Okonya, may God abundantly bless you for the many ideas we shared in writing this paper.

Last but not least, I thank my parents, for teaching me the value of hard work and self-sacrifice in the pursuit of my goals not forgetting to mention my brothers and sisters for always reminding me that I am able.
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>FDSE</td>
<td>Free Day Secondary Education</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>GED</td>
<td>Global Education Digest</td>
</tr>
<tr>
<td>GER</td>
<td>Gross Enrolment Rate</td>
</tr>
<tr>
<td>KIPPRA</td>
<td>The Kenya Institute for public policy Research and Analysis</td>
</tr>
<tr>
<td>KNBS</td>
<td>Kenya National Bureau of Statistics</td>
</tr>
<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
</tr>
<tr>
<td>NER</td>
<td>Net Enrolment Rate</td>
</tr>
<tr>
<td>NGOs</td>
<td>Non-Governmental Organizations</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<tr>
<td>SSA</td>
<td>Sub-Saharan Africa</td>
</tr>
<tr>
<td>UIS</td>
<td>UNESCO Institute for statistics</td>
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<td>UNESCO</td>
<td>United Nations Scientific and Cultural Organization</td>
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The central problem of this study was to trace the influence of socio-economic factors on transition from primary to secondary school level in Mwingi central Sub County; Kitui County. The transition rate to secondary school in Mwingi Central District stood at 66.5% in 2015, a transition rate below the government target of 70%. The study sought to establish the factors that influence transition to secondary school. The study also sought to relate the parental level of education and transition of pupils from primary to secondary school. The influence of household income on transition to secondary school and sibling position were also examined. The study employed descriptive survey design and correlation research design to establish the socio-economic factors influencing transition from primary to secondary education in Mwingi Central District. Is study was based on “Classical Liberal theory of Equal Opportunity and Social Darwinism” advanced by Charles Darwin (1982). Simple random sampling was used to select samples of fifteen (15) secondary schools from a population of thirty nine (39) secondary schools. The target population of the study consisted of all the 4820 secondary school students (form one to form three) in Mwingi central district, four area chiefs. Three hundred and fifty seven secondary school students were used as the representative sample. A sample of fifteen K.C.P.E graduates who had not transited to secondary school was also interviewed. The study utilized a questionnaire as a research instrument to collect data. An interview schedules for Area chiefs and fifteen (15) class eight graduates who did not transit to secondary school in the past three years was used to collect data that may not be directly observed. Responses from questionnaires and interview guides were organized according to pertinent aspects of the study. Descriptive statistics including percentages, mean, frequency counts were used to analyze the data obtained. The results of the data analysis were presented in frequency tables, pie charts and bar graphs. The study found that level of parents’ education influence transition to school most, followed by level of income and gender socialization factors. The study also found a linkage between sibling position and transition to secondary education. The study recommends sensitization of the community on the need for education of boys as well as that of girls. The study also recommends that the government should subsidize secondary education on the basis of financial background of the learner. The study also recommends that adult education should be availed to those who have not had access to formal schooling in the past especially the parents. Finally the study recommends that clear penalties to parents who withhold their children from secondary school be defined.
CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Education is considered a key element in the social and economic development and transformation of societies. Indeed, available research data indicate that no country has experienced social and economic development without investing heavily in human resource development and improvement. Quality education is also regarded as key to poverty reduction. According to the World Bank (1995), acquisition of both primary and secondary education i.e. basic education equips the recipients with the necessary skills to actively participate and contribute in the society’s economy. This in return results to increased productivity of people hence reducing poverty levels in the society.

Transition may be defined as the movement of learners from the previous level to the next within the school system. During this time of transition from one level to another within the education system, learners may continue schooling, take another direction or drop from school Boudon (1974). The UNESCO Report (1991) indicates that the rate of transition to secondary school in developed countries is very high and almost all children from the primary level progress to secondary school level. It further says that in African countries and other third world countries the transition rate is low because secondary school attendance is not compulsory as in developed countries where secondary education is open. Lynn (1998) observes that in Japan children automatically move from primary schools to the neighboring junior secondary school. Fuhr (1979) says that in Germany there are no examination or selection procedures for those wishing to join the second level of education. In
Japan the percentages of students of relevant age who entered upper secondary school rose from 40-50 percent in the mid-1950s’ to 70 percent in mid 1960s’ and to over 90 percent in the mid 1970’s. In the fiscal year 1994 the percentage stood at 95.5 (MOESC Japan, 1994).

Global Education Digest (2011) indicates that, 88% of children in the globe covered the primary level cycle in 2009, while in SSA only 67% did. Sub-Saharan Africa formed half of the countries where fewer girls received and completed primary education as compared to boys. In Chad, Central African Republic, and the Democratic Republic of Congo, between 57 and 69 girls enter the last grade of school for every 100 boys. In 2009 the chance of transiting to secondary school by a child in the last grade of primary school was 75% in about 20 countries in the world, most of which are in SSA. In Tanzania and Nigeria their transition were the lowest at 36% and 44% respectively.

Evidently, significant attention has been given to primary education Since the Worldwide EFA process was initiated in Jomtien in 1990. A lot of focus has been paid to the initial years of schooling by international donors, development lending institutions and by the national policies as well. For instance, in Kenya, development expenditure on primary education was expected to grow considerably from Ksh.330.0 Million in 2012/13 to Kshs.16.1Billion in 2013/14 (Economic Survey, 2014). The more emphasis on provision of primary education has consequently brought about imbalances in the education sector since other levels of education have received less attention. Although the number of secondary schools has increased from 8,197 in 2012 to 8,848 in 2013, it is at a slower rate of 7.9 percent. This expansion does not correspond with the increase of primary schools in
the country from 29,161 in 2012 to 30,122 in 2013 which is a higher increase than
the 2.1 per cent registered in 2012 (Economic survey 2014). This is a clear
indication that more children have access to primary school education than
secondary education, in some regions children having to walk long distances to
secondary schools. The country has relatively low participation rates at secondary
school level compared to primary school level. For instance, the number of KCPE
candidates in 2014 was 932000 yet the number of children enrolled in form one in
the 2015 are 732664. This implies that 199336 K.C.P.E candidates did not enroll for
secondary education in 2015.

Table 1.1: Secondary school Gross Enrolment Rate (GER) and Net Enrolment
Rate (NER), 2011-2015

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
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<tbody>
<tr>
<td>GER</td>
<td>47.80%</td>
<td>50.5%</td>
<td>54.3%</td>
<td>58.7%</td>
<td>62.9%</td>
</tr>
<tr>
<td>NER</td>
<td>32%</td>
<td>33.9%</td>
<td>38.5%</td>
<td>47.4%</td>
<td>47.9%</td>
</tr>
</tbody>
</table>

**Source:** Economic Survey, 2016

Even though the secondary school GER rose from 58.7 percent in 2014 to 62.9
percent in 2015 and the NER rose to 47.8 percent in 2015, this does not match the
growth in primary school where the GER was at 103.5 percent and the NER at 88.4
percent in 2015. On average, the secondary school GER (62.9%) has risen slowly
(increased by 4.2% in 2015/16) as compared to the rate at which levels of
expenditure have, where the recurrent expenditure in secondary education has grown
by 16.9% in 2015/16. This can be attributed to the fact that the factors influencing
demand for secondary education are mainly related to the socio-economic
background of students in terms of household characteristics (Onsomu, Muthaka and
Manda, 2005).
Table 1.2: Primary to Secondary Transition Rates (2010-2015)

<table>
<thead>
<tr>
<th>Year in STD 8</th>
<th>Year in form 1</th>
<th>KCPE Candidates</th>
<th>Enrollment in Form 1</th>
<th>% Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>2010</td>
<td>736500</td>
<td>498933</td>
<td>67.74</td>
</tr>
<tr>
<td>2010</td>
<td>2011</td>
<td>741500</td>
<td>521601</td>
<td>70.34</td>
</tr>
<tr>
<td>2011</td>
<td>2012</td>
<td>789600</td>
<td>532128</td>
<td>67.39</td>
</tr>
<tr>
<td>2012</td>
<td>2013</td>
<td>828900</td>
<td>617528</td>
<td>74.50</td>
</tr>
<tr>
<td>2013</td>
<td>2014</td>
<td>894100</td>
<td>667151</td>
<td>74.62</td>
</tr>
<tr>
<td>2014</td>
<td>2015</td>
<td>932000</td>
<td>732664</td>
<td>78.61</td>
</tr>
</tbody>
</table>

Source: Ministry of Education, Science and Technology.

There has been an improvement in transition rate to secondary school in Kenya for the past three years (from 2013-2015). The transition rate for the same period has already hit the government target of 70% transition rate. This improvement can be attributed to the efforts made by the Kenya government in attaining the EFA and MDGs goals, where policies and programs have been implemented in the education sector. Through the Free Day Secondary Education started in 2008 by the Kenya government, every student receives Kshs.10,265 annual capitation grant of as tuition fees. This in turn has resulted to increased access to secondary school. Again, a lot of emphasis has been laid to provision of basic education by the Kenya government. The Basic Education Act enacted in 2013, redefined basic education to include secondary education where each child has a right to free and compulsory basic education with the cost of this education being the responsibility of the government and the parents (The Basic Education Act, 2013). The Kenya constitution (2010) entitles each child to a right of free basic education, parents and the government being obligated to facilitate acquisition of quality basic education. This has also been emphasized by the Sessional Paper No. 14 of 2012 and the government of Kenya is committed to the same. Even with such commitments by the government
and improvements in transition rate to secondary school in Kenya, there has been a substantial inequality among counties with some counties recording quite low GER in Secondary school education (Daily Nation Reporter 23rd Feb.2010). Some of the regions like Garissa having very low attendance rates to secondary school level, out of 7,505 KCPE candidates in 2013 less than 2000 candidates proceeded to secondary school, a transition rate of 26.65% (Standard Reporter 18th June 2014). In Mwingi Central District the transition rates from 2013-2015 have been below 70% which is the government target (table 1.3). It is thus evident that, there are regional disparities as long as transition rates to secondary school are concerned.

Table 1.3: Primary to Secondary Transition rates in Mwingi Central District (2013-2015)

<table>
<thead>
<tr>
<th>Year in Std. 8</th>
<th>Year in form 1</th>
<th>% transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>2013</td>
<td>62.56</td>
</tr>
<tr>
<td>2013</td>
<td>2014</td>
<td>64.11</td>
</tr>
<tr>
<td>2014</td>
<td>2015</td>
<td>66.54</td>
</tr>
</tbody>
</table>

Source: Ministry of Education (Mwingi Central District Education office)

(Onsomu, Muthaka and Manda 2005), noted that the factors influencing demand for secondary education are mainly related to social-economic background of the student. Some of the social-economic factors influencing transition to secondary school have been discussed in this paper. Gender socialization is one of the factors that influence ones chance of attaining an education in most of the communities. According to Sessional Paper No. 14 of 2012, one of the constraints in the education sector is gender disparity. Although there has been a remarkable growth in education, achievement of gender parity in primary education enrolment and near
parity in secondary level, there still exists gender disparity in secondary level especially among the poorest quintile group of Kenya (UNICEF 2012). In some regions, the boys are highly favoured as far as provision of education is concerned. Parental level of education is another factor, which determines ones chances of schooling especially at higher levels of education. Davis- Kean (2005) noted that the level of education attained by a parent is an important predictor of children’s educational achievement. Educated parents have expectations for their children’s success. Their children as a result develop high expectations of their own.

The level of parent’s income influences a child’s access to education. Children who come from families experiencing financial constraints are less hopeful about their educational futures. Apart from tuition fees which is subsidized at secondary school level, there are other costs of sending a child to school; such costs include, transport, uniform, stationery, beddings e.t.c. parents earning low income find it hard to pay for such costs and therefore their children’s retention at school is endangered as (Abagi 1997) notes.

Another factor which influences transition to secondary school is sibling structure. In many families of low socio-economic background, the families are large and sibling position is associated with responsibility, where older siblings take up roles to help their parents run their families. As a result such children are enrolled to school late and they consequently drop out of school in later years as (Hossain 2010) argues.
1.2 Statement of the Problem

Mwingi Central District is in Kitui County, its immediate neighboring county being Garissa. There are only thirty nine (35 public and 4 private) secondary schools in the region against 124 (109 public and 15 private) primary schools. It has a population of 101,237 people according to the Kenya national census of 2009. The main economic activities in this region are livestock rearing, bee keeping, small scale farming done seasonally. Over the years Mwingi Central District has been receiving inadequate and unreliable rains which has resulted to many farmers realizing small or no harvest at all from their farms. Consequently many of the residents of Mwingi Central district (73.3%) are living below poverty line according to poverty report by KNBS 2013.

Since the implementation of FDSE in 2008 by the Kenya government, there has been improved access and transition to secondary school nationally. This is evidenced by the rise of transition rate to secondary school from 74.50% in 2013 to 78.61% in 2015 (Economic Survey 2016). Despite such an improvement, some regions in Kenya still have low access to secondary education. In Mwingi central district whose population is 101,327 persons according to 2009 census, there were only 10.8% people who had a secondary education in 2013 (KNBS report 2013). Additionally, in Mwingi Central district, the transition rate to secondary school rose from 62.56% in 2012 to 66.54% in 2015 (table 1.3), a transition rate below the government target.

The government of Kenya has been doing a lot of effort in financing secondary education through the FDSE program, bursary funds which is aimed at relieving parents of some financial burden of education in order to promote access. Even with
this relief, secondary education has still been costly due to imposition of levies and
other fees by schools as (Kattan 2006) observes. Due to the increased costs beyond
the normal allocation, majority of people in rural areas of Kenya like Mwingi
Central district who have perennially faced low incomes due to dependency on
farming face difficulties in paying for the extra levies which has consequently
resulted to low access to secondary education.

The efforts made by the Kenya government, churches, non-governmental
organizations and other players towards secondary education are all to ensure that
there is universal access to secondary education, improve transition rate, ensure
equity and quality education across all the regions. Despite these efforts, attendance
to secondary education in Mwingi central district is still low as it is evidenced by
low transition rate below the government target of 70%. It is thus clear that there are
factors within the society that influence transition to secondary school, (Onsomu
2005). This study is aimed at finding out the influence of socio economic factors on
transition to secondary school.

1.3 Purpose of the Study
The purpose of the study was to examine the socio-economic factors influencing
transition rates from primary to secondary school level in Mwingi central district,
Kitui County.

1.4 Objectives of the Study
The study was guided by the following specific objectives:

i. Determine the relationship between gender and transition from primary to
   secondary education in Mwingi Central District, Kitui County.
ii. Relate parental level of education to student’s transition to secondary education in Mwingi Central District, Kitui County.

iii. Establish the influence of household income on transition from primary to secondary education in Mwingi Central District, Kitui County.

iv. Determine the influence of sibling position on transition from primary to secondary education in Mwingi Central District, Kitui County.

1.5 Research Hypothesis

The study was guided by the following null hypothesis:

H₀₁: There is no significant relationship between gender of pupils and transition from primary to secondary school in Mwingi Central District, Kitui County.

H₀₂: There is no significant relationship between parental level of education and transition to secondary education in Mwingi Central District, Kitui County.

H₀₃: Household income has no significant influence on transition to secondary school in Mwingi Central District, Kitui County.

H₀₄: There is no significant relationship between sibling position and transition to secondary school in Mwingi Central District, Kitui County.

1.6 Significance of the Study

The study is significant since the findings and recommendations of the study may assist educational planners and educational policy makers in planning and making appropriate decisions concerning equitable provision of secondary education.

The study may also reveal other issues of concern that call for further studies of the issues. It may be used for reference purposes by future researchers in related areas. Overall, it may help uplift the educational provision and reduce regional disparities in secondary education attainment.
1.7 Limitations of the Study

Limitations to the study included the fact that some respondents were unwilling to provide information. To address this, the researcher tried to provide information that the research was purely for academic purposes and confidentiality was assured.

There was a challenge obtaining data on primary school completion and form one enrolment from the district education office because the office computers had been stolen. The officer in charge however searched for the data from the files which took time to find forcing the researcher to visit the office several times. There were also logistically challenges including poor infrastructure, vast distances between respondents, high cost of carrying out the research and some uncooperative respondents.

1.8 Delimitations of the Study

Due to the challenge of finances, time and other logistical problems like ease of access, the study was carried out in only one district. The respondents were three hundred and fifty seven (357) secondary school students, fifteen standard eight graduates who did not transit to secondary school in the last three years and four area chiefs.

1.9 Assumptions of the Study

This study assumed that there were no interferences like the national teachers strike which paralysis learning and causes closure of schools for some time. The study also assumed that the weather was favorable enough to enable easy movement within the area during data collection.
The respondents cooperated with the interviewers and provided accurate information required without much resistance. The researcher assumed that the respondents were honest and provided accurate information so that inferences and conclusions from the research were a true reflection of transition rates to secondary school and the socio-economic factors influencing transition rates to secondary school in Mwingi Central District, Kitui County.

1.10 Theoretical Framework

The guide of the study was “Classical Liberal theory of Equal opportunity and social Darwinism” advanced by Charles Darwin (1982). Equal opportunity requires that every person be treated alike without allowing unnatural barriers and prejudices bring any hindrance except when particular differences can be absolutely warranted. Among these barriers are socio-economic factors such as level of education attained by parents, family income level, position of the sibling and gender which all influence the quality and availability of education. Low socio-economic status and its associates, such as lower education, poverty and unemployment, eventually affect a society as a whole.

Charles Darwin (1982) in the classical liberal theory observes that each person is born with a given amount of capacity and potential. Therefore the system of education should be built in a way that eradicates differences of all kinds (Socio-economic, gender, geographical and Policy) that hinder learners from taking advantage of their inborn talents. This theory suggests participation in the education should be determined on the basis of one’s merit and not gender, socio-economic background, policies and geographical barriers. In simple terms, education is an empowerment tool and an equalizer.
According to Social Darwinism theory all citizens should be given, through education, their social status. In agreement to this theory (Orodho, 2004) says that provision of formal equity of access to education guarantees fairness in the competition for resources and opportunities. This theory is relevant for the study because by researching on the problem it will address socio-economic factors that hinder transition of learners to secondary schools; suitable conditions could be generated to execute the vision of equal opportunity where each one accesses the type of education suiting his or her in borne capacity. This would then reduce the issues of absenting oneself from school, dropping out of school and repeating the same levels of education which negatively affects education.
1.11 Conceptual Frame Work

The conceptual framework aimed at investigating the influences of socio-economic factors on transition from primary to secondary level of education. The dependent variable was transition while the independent was socio-economic factors, which comprised of gender, household income, parental level of education and sibling position.

Parents with high levels of education, preferably secondary education and above have high expectations for their children and they therefore encourage them, assist them in their studies, allow them to carry personal studies at home and follow up

Source: Researcher’s 2016

Figure 1.1: Economic Factors Influencing Transition
their progress at school (Davis-kean 2005). As a result, children from such families tend to attain even higher levels of education than their parents because they are motivated to attain much.

In addition, educated parents are able to secure well-paying jobs in the labour market. This results to improved incomes in such families where both the mother and father are earning an income. These parents are therefore able to cater for the expenses of their children’s education especially at the secondary level and higher levels of education.

In families where parents have low levels of education, the levels of income are also low and families tend to be large. Children from these families are withdrawn from school to take care of young siblings as parents go to work. In other families, when children attain the age of fifteen years and above they get employed as house helps, shamba boys and in other menial jobs to help their parents raise their families instead of proceeding to secondary school. In most cases the affected children from such families are the older siblings. As a result few or no children from such families have access to a secondary education. This is contrary to families where parents are educated and earn a better income.

In families of low socio-economic standing, where families are large, a decision has to be made as to which children should attend school especially higher level of education and who should not. Older children especially the girls are tasked with the responsibility of taking care of young siblings. This worsens when the mother has a low level or no education at all; this makes the mother unable to fight for the education of the girl child. Girls from such families get married off early instead of attending secondary school.
1.12 Operational Definition of Key Terms

Curriculum - a plan or blue print or vehicle of education which transforms ideas related to life, needs, aspirations and problems of people.

Education - All experiences an individual goes through, through one’s entire life that enables that individual acquire relevant or desired knowledge, skills and attitudes that in turn cause positive and permanent behavior change which in turn enables that individual fit in the society.

Enrollment - Refers to the number of students who get admitted and registered in a school system.

Transition – the movement of learners within the given stages in the school system; from one level to level.

Transition rate– the number of newly admitted learners to a higher level of education in a given year compared to the number of learners who were enrolled in the immediate lower level in the previous year; it is expressed as a percentage.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The first section of this chapter outlines some general perspectives on transitions to secondary school on the global outlook narrowing down to growth of secondary education in most countries of the world in general and Africa in particular. Section two discusses the specific factors acting as barriers in transiting from Primary to secondary education in Kenya. While section three consists of measures undertaken by education stakeholders to improve on transition to secondary school in Kenya and finally is the summary.

2.2 Primary to Secondary Transitions

The flow of students within the stages of education is composed of several diverting points where learners can go on schooling, take a diversion or leave altogether Boudon (1974). During this time of school transitions, several international studies have shown that pupils are highly susceptible and can get detached and at a risk of withdrawing from school. Withdrawal from school is generally seen to imperil the future of youngsters as acquisition of education opens the path towards the world of formal employment, career development and other chances in life. Of all levels of education, secondary education acts as the preparatory level before one joins the world of employment and higher education. It also prepares one for youth hood equipping him or her with the skills necessary for handling life’s issues.

United Nations Scientific and Cultural Organization (UNESCO 1991), notes that basic education includes both primary and secondary education. At the age of
joining secondary school, many changes occur in the pupil’s school life including a change in the teaching-learning surroundings; this makes transition an important area of study. Again, this age of transiting to secondary school is the same age when puberty sets in causing the learner undergo rapid social, emotional, physical and cognitive development. In comparison, the learning environment in secondary school is more formal and structured than in primary schools and subject centered approach is used in secondary school instead of the child centered approach in primary schools. Additionally, in secondary schools there are more subjects taught than in primary schools. These subjects are taught by different subject teachers and rules and regulations are stricter compared to those in primary schools. Further, the methodologies applied in teaching in secondary level differ from the ones used in primary schools. This, therefore, makes transition to secondary school a major area of concern to educational planner’s worldwide (Lockheed 1991).

Many researchers in the field of education have found that learners who abandon school early and those who fail to transit to secondary life generally secure employment in lower paid jobs. Some of the reasons why pupil fails to transit to secondary schools or disengage from schools and finally drop out are because all their needs which are very wide in nature are not fully catered for by the formal school system. According to (UNESCO 2011) report on a study done on transition rates to secondary school across countries in the globe, the transition rate to secondary school in Chile was 93%. Among the barriers in transiting to secondary education in Chile include; finances for running the institutions, the process of admitting the learners and the quality of education at secondary level. In Latin America the transition rate was 91% and there is unfair distribution of the limited
resources among individuals and groups. Factors like low income among families, vulnerable families, parents whose levels of education are low make learners from such families abandon school earlier while others suffer continuous repetition at the same classes which affects transition rates; this explains the unfair provision of education in the country (ADEA 2004). In Cambodia, transition rate to secondary education is 81% while in China and Kuwait the transition rates are 100%.

In Africa, few children were found to continue their education past the primary level according to Global Education Digest done by UNESCO in 2005. In Eastern and Southern Africa, the transition rate was 67.1% while in West and Central Africa it was 52.4% and these were the lowest transition rates in the globe according to the study. This could be linked to low levels of education among parents, low levels of family income and other related socio-economic factors. This same phenomena of low attendance rates to secondary school is experienced in West and South Asia where high population countries such as Bangladesh, India and Pakistan have net enrolment ratios (NER) in secondary school level ranging from 20% and 24% respectively (UNESCO 2011). In underscoring the importance of primary to secondary transition, Obwacha (2006) says that almost half the uneducated teenagers (46 percent) begin child bearing compared to only 10 percent with no such education. The failure of many pupils to progress to secondary school, poses many problems, observes Bogonko (1992). According to Bogonko such problems include exerting pressure on social facilities and are an economic burden.

According to a new UN report, more than 60% of children in Africa do not transit to secondary school; this report says that secondary education is posing a development challenge to many of the poor countries in the world. In these developing countries
the number of pupils completing primary school has greatly increased consequently a lot of pressure is placed to these governments on how to meet the increasing demand for secondary education (Education Digest 2011, UIS). A positive growth in enrolment at secondary school has however been observed in these countries although it does not match that of primary school; pupils enrolled in secondary school rose from 4.3 million in 1970 to 39 Million in 2009 in SSA with Nigeria having the highest increase from 400,000 in 1970 to over six million in 2007. In Ethiopia the students enrolled in secondary school in 1971 were 135,000 which grew to 3.9 Million secondary school students in 2009 (UIS data from 2005). Even with this growth, participation in secondary education is lowest in Sub-Saharan Africa in the whole world. In 1990 the population–weighted average Gross Enrollment Rate for Sub-Saharan Africa was 20 percent; this figure rose to 25 percent by 2002. This increase is way below the increase realized in other countries over the same period for example in South and Southwest Asia Gross Enrollment Rate rose from 20 percent to 28 percent; from 30 percent to 41 percent in East Asia and the pacific; and from 29 percent to 58 percent in Latin America and Caribbean.

It is high time that SSA creates the many skilled workers and youth needed for the development of the economy and social capital of the continent and this calls for renewal of the programs of its secondary education. The same way primary education has been prioritized through EFA, a lot of attention needs to be paid to secondary education and this will call for national debates, increased co-operation among regions and structuring the current education system anew (ADEA, Newsletter July-September 2004). A range of policy choices will determine how the increase in primary enrollments will translate into more places required at secondary
level. These choices include fast expansion of primary school, reduction of repetition and dropout rates, revised procedures of selecting pupils into lower- and upper-secondary, managing the changes in primary to secondary transition rates, and reduction of repetition and over-age enrollment at the secondary level.

In Kenya, secondary education is the second level in the formal education system; it caters for students aged 14-17 years. Like in many African countries, the education sector has been faced by various challenges including: inadequate human capital for a fast growing and more diverse economy, high quality standards in education, raising the standards of the regions that lag behind in enrolment and improving of overall transition rates.

Over the years, significant achievements have been made in the Kenyan education sector. For instance, enrolment in the various levels of education system has improved in the country (Economic survey 2014). There has also been a positive growth in the rate of transition from primary to secondary school in the country. Primary to secondary transition increased from 57.3 percent in 2005 to 59.9 percent in 2007. Following the introduction of free secondary tuition education commenced in 2008, the rate of transition to secondary school rose to 66.9 percent in 2009. The GER and NER rose from low rates of 28 percent and 19.4 percent, respectively in 2005 to38 percent and 24.2 percent in 2007 and then to 45.3 percent and 35.8 percent in 2009, respectively.

Although such positive improvements have been made in Kenyan Secondary education, secondary education participation rates are still low as attested by low transition rates in some regions in Kenya (Economic Survey 2014). Similarly,
certain regions in Kenya especially the ASAL regions, have been experiencing low GER and low NER compared to other regions in the country. One of the challenging factors in the growth of secondary school enrolment is that the rate at which the number of secondary schools is increasing has not matched that of primary schools. For example, the number of primary schools grew from 29,460 in 2014 to 31,333 in 2015 compared to an increase from 8,747 secondary schools in 2014 to 9,440 secondary schools in 2015 (Economic Survey 2016). Further, increase in secondary school enrolment has been hampered by the high cost of other expenses of sending a child to secondary school apart from the subsidized tuition fees. Another major barrier in transiting from primary to secondary education has been the family networks and household composition. (Eshiwani 1993) notes that family networks are of importance since the expense of educating children is shared by extended family members where the networks are strong. The probability that a child accesses school decreases with the number of children in the secondary age cohort in the household, thus household composition is a crucial factor in determining ones chances of schooling. This implies that high dependency rates diminish chances of transiting to secondary education (Onsomu et al, 2006).

The Kenya government in 2008 commended provision of Free Secondary Education (FSE) except for boarding expenses in order to address the problems facing the secondary education sub sector. This resulted to increase in Gross and Net Enrolment rates to 42.5 percent and 28.0 percent, in 2000 respectively. In the recent past, enrolment in Secondary school has grown from 532,128 students in 2012 to 617,528 students in 2013. The transition from Primary to Secondary improved from 67.39% in 2012 to 74.50% in 2013 (Economic survey 2014). This implies that
about 26 percent of pupils who completed primary school in the year 2012 could not actually access secondary education.

The development as opposed to mere expansion of secondary education is still a challenge. The universalization of primary schooling has resulted to increases in entry and completion rates and these calls for increased access to secondary education. Access to secondary education should thus be a major political and social concern in countries with low rates of enrollment at secondary-school level. Students will need to access secondary education and training opportunities since they will leave primary school before the age of legal employment. Policies need to be put up in order to manage secondary expansion which will consequently meet the education pressures and needs, (GED 2011).

2.3 Gender Socialization and Transitions in Education

(Jyotsha Jha and Fatimah 2006) says that gender is a social construct, referring to the ways in which societies differentiate women from men and allocate them social and economic roles. Femininity and masculinity exist together and the construction and power of the one determines the construction and power of the other. This has led to various forms of inequality and disparity between women and men that affect their capacities and lives in significant ways.

In education, gender disparity has been experienced even in the past. In most parts of globe, girls have been at a disadvantage, and they continue to be so even today. (Boyle et. al., 2002) notes that the quality of education and gender disparity have hindered access to education. Further, in another study by UNICEF 2006 on the state of world’s children, the findings were; for every 100 boys out of school, there
are 115 girls in the same state. These cases are more common in developing countries, where misrepresentation of gender in school participation rates is experienced. In many common wealth countries in the Caribbean, Europe, East Asia and pacific gender equality in primary and even secondary participation has been achieved; however in SSA there are still significant gaps, with girls attending school at a lower rate than boys. For example, in 2005 the transition rate of girls to secondary school in West and Central Africa was 49.4% while that of boys was 54.6% (UNESCO 2011).

(Birdsall, Levine and Ibrahim 2005) notes that education to girls is a human right, it provides both economic and social benefits, and is an international objective. Many countries have responded to this objective. This has been witnessed by a steep rise of primary school enrollment rates in developing world for both girls and boys since 1960, with girls’ participation conveying with that of boys. However, an estimate in 2005 found that about 72 million school-age children were still not in school (down from about 98 million in 1999), and a majority of them were girls (UNESCO 2007). Additionally, (Lewis and Lockeed 2006) notes that of the 41 million school-age girls not enrolled, about 70 percent came from “socially excluded groups”. From such socially excluded groups of any country, girls’ chances of enrolling to school are low; they most likely drop out of school before completing primary school and majority of them do not join secondary school. On encountering such constraints in access to learning, girls’ performance can lag. These constraints occur when girls are kept home from school and receive fewer hours of instruction; when discriminated against by their teachers, or when negative stereotypes and expectations are activated in the classroom, and girl’s motivation is reduced.
Abagi (1997) notes that gender division of labor, with special regard to women plays a major part on how school going children participate in education. In the rural settings particularly in the poverty stricken households, women generally have low status and lack power to make important decisions on matters affecting their lives and those of their daughters. They have limited control on who should have access to education and who should not, particularly when household resources are limited. The general belief is that educating boys make more social economic sense given their utilitarian value in household as an ultimate bread winners and family heads. There is also a misconception that boys are more intelligent than girls and are not vulnerable to dropping out of school as girls who could get pregnant before finishing school. Such practices limit girls’ chances of not only gaining access but also completing schooling, especially higher education. The social dynamics within the households force girls to develop negative attitudes towards schooling and in some cases see little relevance of continuing with formal education especially after completing the primary cycle.

One of the EFA goals of which Kenya is committed to is eliminating gender disparities in primary and secondary education by 2015 (UNESCO 2003). To achieve these goals, the Kenya government started programs like FPE and scrapping of school fees which has helped girls to access education. This has resulted to progress towards achieving gender equity (International journal 2014). According to a UNICEF study in 2012, enrolment to secondary school has increased and gender gap reduced. A percentage of 83.2 youths (ages 15-24) are literate. Girls showing slightly higher enrolment than boys in primary school, 84.5% enrolment compared to 83.5% for boys. The relationship switches and widens in secondary school with
51.6% for boys against 48.4% for girls. The GPI at secondary education level was 0.93 in 2012, a male’s advantage. The greatest gender disparity exists among the poorest quintile group of Kenya and it’s more complex at secondary level (Link 2011).

2.4 Household Income

(Ayot H.O 1992) notes that throughout the world the rich are disproportionately represented at the top levels of education and in many third world countries at all levels. This may be because they can better afford whatever costs the system demands of them, or may be that the home background and motivation that well – to –do parents can provide, helps their children to do better. The result is that no equity in provision of education hence regional disparities. Even with the introduction of FDSE in Kenya, the cost of sending a child to secondary school is high. Although the government has set guidelines for school fees rates, in practice schools charge different rates.

Other school related essential costs of sending a child to an average low cost secondary school (boarding or day), include transport, textbooks, uniforms, stationery, building fund, bedding, sports equipment, activity fee, and miscellaneous. There is a general consensus that the cost of secondary education is high and most parents find it difficult to cope especially those from poor households. The inability of parents implies that, the access to secondary Education for children from poor back grounds and their retention is endangered (Abagi 1997).

According to UNICEF (2004), poverty plays a role in boys under achievement in education in the Caribbean and Latin America with governments becoming
increasingly aware that boys and young men coming from families earning low income have high chances of being alienated from school. In Lesotho, rearing of livestock is an economic practice. About one third of the population in Lesotho lives in highlands where the tradition is of boys herding livestock. Boys start grazing family’s livestock the whole day from a tender age of ten years. On the onset of dry season they are forced to take the animals a few miles from home. Consequently, these boys do not get access to modern education. This situation is similar to Kenyan pastoralist communities. (Jyotsna Jha and Fatimah 2006) notes that most herd boys come from a poor family background, and the situation is worse for children who serve other families as herd boys and stay with their employees. They are poorly remunerated from a tender age and do not get access to many basic rights including formal education. On the other hand girls from humble backgrounds are employed as house helps and others get married immediately after completing the primary cycle of education. This hinders them from proceeding to secondary level of education.

Sessional paper no.1 of 2005 notes that high numbers of youths are out of school due to poverty at household. Even with the subsidized secondary education, there is imposition of levies and other fees by schools which pose a challenge to parents who earn a little income.

2.5 Level of Education of Parents

Moreover, higher levels of parents education has a direct bearing on household incomes (Abagi 1997) parental level of education is significant in influencing the likelihood of active participation of girls and boys. A higher level of educations is
normally associated with: extended education support for pupil, increased awareness about benefits of education for both males and females and less discrimination against the education of girls and support towards education. Increases in the level of parents’ education should therefore be accompanied by the active participation of pupils.

To the contrary, children from households with relatively lower education of parents are likely to participate less actively in schools or even fail to proceed to secondary school after primary cycle. (Syombua, 2007) argues that children with parents who supervise and regulate their activities, emotionally support them, help them learn the heart of making decisions on their own and assist them with their school work are more likely to complete a given education cycle. According to Ayot (1992) educated parents can help their children with homework, encourage them at school and assess their progress, their own interests will be widened and the level of language used in the home will be improved. Parental motivation is a crucial factor in the educational progress of children.

2.6 Sibling Position and Transition in Education

In many families, sibling position is associated with responsibility, where older brothers or sisters take up roles to help their parents run their families. Ayot (1972) argues that in African context children are often needed to work on the family land and the loss of their labour is a cost to their parents. According to (Nation Newspaper 23 January, 2005: 10) “A child is sent to school between six and nine years of age because at this age a child is seen as a burden at home than a help. At age nine or ten the child becomes economically active since he can work at home or earn something outside”. This is especially for the older sibling from poor families.
The child is withdrawn from school especially after completing the primary cycle, thus not proceeding to secondary level.

There is no gain saying of the fact that the economic status of a family is a powerful force shaping its behavior in many other aspects of life including the engagement of their children in productive labor thus restricting their participation in schooling, particularly the older age children. Among the poor families, children occupying top positions in a family take the roles of caring for their young siblings as their parents engage in income generating activities. As a result, such children are enrolled to school late and they consequently drop-out in later years Hossain (2010) argues. For boys, the opportunity cost for attending school becomes high when they are seen as ready for being engaged in paid or unpaid work. Immediately puberty starts for girls, they are under family and community pressure to marry; parents are also more concerned about the safety and security of older girls walking to school or within the school. Some researchers have argued that because of the bias, parents tend to pull daughters out of school first whenever there is a shortage of money in the household (a likely outcome of a large family), (Gichuhi 1993).

2.7 Measures of Improving Transition to Secondary School Level by Education Stakeholders

In Kenya a lot of progress has been made in education since 1963. For instance there has been increase in the number of learning and training institutions to meet the educational needs. The government of Kenya has taken several measures in order to improve participation in secondary school including integration of secondary education as part of basic education cycle since 2008. Day secondary schools have been promoted by the government where the government pays
secondary school fees for all day secondary schools in Kenya. There has also been provision of instructional materials to needy secondary schools by the government as parents and communities provide infrastructure and operational costs. Two centers of excellence, one for boys and girls were established in each district since 2010. With the increased educational expansion, the proportion of girls and boys enrolled at each educational level has risen perceptibly.

A lot of interest has been shown by government, international organizations, non – government organizations (NGOs), and researchers on the issue of equality of educational provision to both boys and girls. For instance, the Kenya Constitution (2010) provides for basic education as a right and obligates both the state and the parents to facilitate acquisition of basic quality education by all children. In order to achieve this, the government has come up with initiatives including, FDSE programme, promotion of girl child education through policies, legal frame works and advocacy resulting to increased access to secondary education. The government has also introduced bursary funds for needy students resulting to increased access, retention and address to issues of equity and equality. equity group Foundation of (Equity Bank) under its Corporate Social Responsibility (CSR) Programmes in partnership with the MasterCard Foundation launched a 9–year Kshs.4 billion comprehensive secondary school education fund to assist academically gifted students from poor backgrounds to pursue secondary education in 2010. Other non – governmental organizations in collaboration with the education stakeholders are exercising their social responsibility by offering seminars to guidance and counseling teachers, others like the Dorcas Aid International provide sanitary towels to girls and offer counseling services to HIV/AIDs affected children. All these efforts have caused improved transition to secondary school level.
2.8 Summary

Despite the improvements in the Kenya education sector, transition to secondary education is low. The number of secondary institutions has increased over time resulting to increase in spaces across almost all regions in Kenya yet disparities in transition to secondary school still exist, with some regions having transition rate below the 70% government target. The Kenya government has been obligated by its constitution (2010) to cater for free and compulsory basic education for children of school going age. In response to this, programs have been implemented including FDSE, bursary funds for needy students, scrapping of examination fees among others. These funds cater for text books and tuition fees, these calls for head of institutions to impose levies and other fees in order to run the institutions. This makes the cost of secondary education unaffordable to people living in pockets of poverty within the community resulting to regional disparities in access to secondary education.

The efforts made by the Kenya government, churches, non-governmental organizations and other players towards secondary education are all to ensure that there is universal access to secondary education, improve transition rate, ensure equity and quality education across all the regions. Despite these efforts, attendance to secondary education in Mwingi central district is still low as it is evidenced by low transition rate below the government target of 70%. It is thus clear that there are gaps in the provision of secondary education including; financial gaps, regional disparities, low transition rates among others which to some extent are as a result of socio-economic factors within the society that influence transition to secondary school as (Onsomu 2005) observes. The current study aims to fill these gaps by
specifically addressing the pertinent issue with lasting solutions. Socio–economic factors influencing transition to secondary education vary from one geographical region to another and are only peculiar to these regions, this makes them impossible to be generalized to other places. Socio- economic factors, such as household income, educational level of parents, gender and sibling position will thus be examined.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

The chapter contains the research methodology used in conducting and presenting the findings of the study. It highlights the following: Research Design, study locale, Target population, and study sample, sampling procedures, Data collection and Data analysis.

3.2 Research Design

This study used the descriptive survey design and correlational research design to establish the socio-economic factors that influence transition from primary to secondary school level in Mwingi Central District; Kitui County, Kenya. Descriptive survey designs are applied in preliminary and exploratory studies where they allow researchers collect information in a natural setting and report occurrences the way they are. Descriptive survey design obtains information that describes the prevailing situation by asking individuals about their perceptions, attitude, options and values, (Mugenda and Mugenda1999).

Correlational research design was also used in this study to examine the degree of relationship between socio-economic factors and transition to secondary education in Mwingi Central District. Njenga and Kabiru (2009) define correlational research design as the one in which the researcher gathers information without changing the participant’s experiences and examines relations between variables.
3.2.1 Variables

The independent variable in this study was socio-economic factors which are further split to gender, parental level of education, household income and sibling position. The dependent variable is transition to secondary education the main indicator being the transition rate to secondary school.

3.3 Location of the Study

The location of the study was in Mwingi Central District, Kitui County. The district has four divisions, Mwingi Central, Waita, Mumbuni and Kiomo. The economic activity in the area is mainly subsistence farming where the inhabitants grow drought resistant crops like millet, sorghum, cowpeas, etc. due to unreliable rainfall in the area. Residents of Mwingi Central District also practice livestock keeping where indigenous breeds of goats, sheep and cattle are kept. The area was ideal for the study because of the diverse socio-economic factors that could be leading to low transition rates from primary to secondary education in the locale.

3.4 Target Population

Secondary school students in Mwingi Central District were of interest to researcher because they were the ones who had transited to secondary school as a result of influence of certain socio-economic factors. The study targeted all the 4820 students (form one to form three) in thirty nine (39) secondary schools in Mwingi Central District. The group was targeted in order to provide current information for the past three years. Four area chiefs and a sample of fifteen class eight graduates who had not transited to secondary school in the past three years were also targeted.
3.5 **Sampling Designs and Sample Size**

Sampling design is the part of the research plan that indicates how cases are to be selected for observation (Orodho 2009).

3.5.1 **Sampling Techniques**

Random sampling was used to select fifteen (15) secondary schools to provide a representative sample. This will form 38.5% of the secondary schools in the district. According to Morgan and Daryle (1970) a sample of 357 students was enough presentation for a population target of 4820 students. 357 secondary school students were randomly selected as a representative sample of secondary school student population in Mwingi Central District.

3.5.2 **Sample Size**

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<tr>
<th>Table 3.1: Sampling matrix table</th>
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<tbody>
<tr>
<td><strong>Private Sample</strong></td>
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<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Secondary Schools</td>
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<tr>
<td>Boys</td>
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<tr>
<td>Girls</td>
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3.6 **Research Instruments**

The research instrument for the study was a questionnaire (appendix 1). The questionnaire was used in data collection as it was appropriate in descriptive survey (Orodho, 2009). This questionnaire aimed at collecting information on socio-
economic background of secondary school students. The questionnaire was divided into five sections.

The first section (Section A) was on bio data of the respondents’ school. The second section (Section B) aimed at finding out gender characteristics of the students enrolled in secondary school and gender socialization in Mwingi Central District. The third section (Section C) gathered information on parental level of education and the fifth section (Section E) looked at sibling position and its influence on transition to secondary education. The questionnaire was preferred because it is easy to administer, analyze, interpret and avoid overflow of information and irrelevant data.

The survey also used interview guides for four area chiefs and fifteen eligible class eight graduates who did not transit to secondary school in the recent past three years. There were two types of interview guides, one for area chiefs and another for class eight graduates’. The interview guides were used to gather information that could not be directly observed or written down because of its complexity.

3.7 Validity

Validity is a measure of how well a test measures what it is supposed to measure. Experts in the area of education planning assessed the instruments for face and content validity. My supervisors read the questionnaires against the research questions to ascertain whether the items were valid to answer the questions.
3.8 Reliability of Instruments

To improve on the reliability the study used a test re-test design by administering the questionnaire and twice to the same group. The questionnaire was administered to six respondents not included in the study sample and the results analyzed manually. After a period of two weeks, the same questionnaire was administered to the same respondents and the results obtained analyzed manually. For the two sets of responses, spearman rank order correlation was employed to calculate the correlation coefficient. A correlation coefficient (r) of 0.73 was obtained and it was considered high enough to conclude that the instrument was reliable.

The interview guides for eligible class eight graduates who did not join form one were administered to five respondents not include in the sample and the results analyzed manually. The same guide was administered to the same respondents after a period of two weeks after administering the guides for the first time. The results again were analyzed manually. The two set of responses were subjected to spearman’s rank order and a correlation coefficient of 0.78 was obtained. This value was considered high enough to judge the instrument as reliable.

3.9 Piloting

The quality of a research depends on the accuracy of the data collection procedures (Mugenda and Mugenda 1999). Piloting of the questionnaire was done with twenty secondary school students selected from two secondary schools (ten students from each school) which were not part of the study group. This was in order to ensure the selected respondents do not influence the results of the study. The responses were evaluated to a certain whether; the questions were measuring what they were meant to, the wording was clear, the respondents interpret all the questions in the same way
and the questions provoked response and if there was researcher bias (Orodho, 2004). The faulty questions were eliminated and others readjusted accordingly.

### 3.10 Data Collection Procedures

The research instruments were taken and distributed to the respondents in various schools. This was after obtaining necessary permits from the Ministry of Higher Education Science and Technology, Head teachers of individual secondary schools and an introduction letter from Kenyatta University. The respondents were given instructions and assured of confidentiality after which they were given enough time to fill the questionnaires. The research instruments were then collected for analysis.

### 3.11 Data Analysis and Presentation

The data collected from the respondents was organized, tabulated and analyzed using the computer software known as Statistical Package for Social Sciences (SPSS). Before coding and entering the data in tables for analysis editing was done to check on internal consistency of the recorded data. The number of times views were expressed and the number of respondents that expressed the views were carefully noted. This was to form the basis for drawing conclusions. Responses to the four objectives were generated by subjecting the quantitative data relating to parental level of education, household income, gender socialization factors, sibling position and transition to descriptive statistical analysis. The descriptive analysis was presented as percentages in tables and bar graphs. Descriptive statistics are advantageous since they enable the researcher to use one or more numbers to indicate the average score and the variability of scores of a sample. They however don’t show the strength of relationships among variables.
Responses to each of the four hypothesis were generated by subjecting the corresponding data to inferential statistics more specifically, Pearson’s Moment correlation. Hypotheses were tested using p-value approach. Levels of significance were determined using two-tailed tests within a confidence level of 0.05. The results were presented in tables. Null hypothesis were rejected whenever P values obtained were less than the level of significance. Correlational statistics helps to measure the strengths of relationships, they can also be used inferentially to infer from a sample to a total population.

3.12 Logistical and Ethical Considerations

Research permit was obtained from the National Council for Science and Technology after getting an introductory letter from the graduate school Kenyatta University. The copies of research authorization letter from the National Council for Science and Technology were distributed to sub county director of education Mwingi Central.

In addition to making courtesy calls, ethical considerations for the study included consents from the principals of the sampled schools. All respondents in the study were treated with respect and assured that all data was to be treated confidentially.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter is divided into two main sections. Section one: demographic data and section two: presentation of research findings. After each presentation there is a summary statement of the conclusion of the study in regard to the research question.

4.2 Demographic Information

The researcher first sought to establish some demographic characteristics of the respondents which involved type of school, category of school and gender.

4.2.1 Type of School Table

Table 4.1: Type of school according to 312 secondary school students interviewed

<table>
<thead>
<tr>
<th>Respondents opinion</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed day</td>
<td>185</td>
<td>59%</td>
</tr>
<tr>
<td>Mixed Day and Boarding</td>
<td>67</td>
<td>21%</td>
</tr>
<tr>
<td>Girls Boarding</td>
<td>20</td>
<td>6%</td>
</tr>
<tr>
<td>Boys Boarding</td>
<td>40</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>312</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.1 shows that 185(59%) of the respondents were from Mixed Day secondary schools, 67 or 21% were from Mixed Day and Boarding, 20( 6%) were from Girls Boarding and 40 respondents (13%) were from Boys Boarding secondary schools. The study had a fair distribution of respondents within the region. The highest percentages of the respondents were from Mixed Day secondary schools owing to the fact that a majority of the schools in Mwingi Central District are of the type.
4.2.2 Category of School

![Figure 4.1: Category of Respondents' School](image)

Figure 4.1 above shows that 272 (87%) of the respondents were from public secondary schools and 40 (13%) were from private secondary schools. Two private secondary schools were sampled out of the four private secondary schools in the region, this accounted for the lower percentage of respondents from the latter.

4.2.3 Gender of the Respondent

**Table 4.2: Respondents by gender from 312 secondary school students interviewed**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>155</td>
<td>50%</td>
</tr>
<tr>
<td>Female</td>
<td>157</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>312</td>
<td>100%</td>
</tr>
</tbody>
</table>

Out of the 312 respondents who filled the questionnaires correctly, 155 (50%) were boys and 157 (50%) were girls as shown by table 4.2 above. The two sexes were fairly presented in the study.
4.3 Gender Characteristics and Transition to School

This study aimed at establishing the relationship between gender and transition to secondary school among pupils in Mwingi Central District. The data on the number of girls and boys who did K.C.P.E in the recent past three years and those who transited to form one in the same cohorts was obtained from the office of the Ministry of Education Mwingi Central District. The percentages were calculated and the results presented in table 4.3 below.

Table 4.3: Transition Rate to Secondary School among Boys and Girls

<table>
<thead>
<tr>
<th>Year in Std. 8</th>
<th>Year in form 1</th>
<th>% Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>boys</td>
</tr>
<tr>
<td>2012</td>
<td>2013</td>
<td>58.5</td>
</tr>
<tr>
<td>2013</td>
<td>2014</td>
<td>61.2</td>
</tr>
<tr>
<td>2014</td>
<td>2015</td>
<td>65.3</td>
</tr>
</tbody>
</table>

Source: Ministry Of Education (Mwingi Central District Education Office)

From the above findings, transition rate of boys to secondary school is lower compared to that of girls. This was witnessed by 58.5% against 66.9% in 2012/2013, 61.2% against 67.3% in 2013/2014 and 65.3% against 67.8% in 2014/2015. This study established that girls are more likely to transit to secondary school as compared to boys in Mwingi Central District. Moreover the four area chiefs interviewed reported that more girls are accessing secondary. A new behavior among boys was reported to be cropping up by the same area chiefs, that boys of secondary school age are getting employed as bodaboda riders and in other menial jobs at the expense of joining secondary school. The better representation of girls at secondary school level could be due to the robust campaign focusing on girl child education resulting in minimum attention being paid to boys as reported by the 2013
National Taxpayers Association report. This study agrees with (Birdsall, Levine and Ibrahim 2005) who says that many countries have responded to the international objective that educating girls is a human right, which has both economic and social benefits.

Table 4.4: Pearson Moment Correlation of Gender Socialization Factors and Transition to Secondary School

<table>
<thead>
<tr>
<th></th>
<th>Transition to secondary school</th>
<th>Gender socialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition to secondary school</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>312</td>
</tr>
<tr>
<td>Gender socialization</td>
<td>Pearson Correlation</td>
<td>.738**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>312</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.05 level (2-tailed)

Pearson’s moment correlation coefficient between transition to secondary school and gender socialization factors was calculated as shown in table 4.4. A positive and significant correlation between gender socialization factors and transition to secondary education was obtained ($r = 0.738$, $p = .000$) at $\alpha = 0.05$ level of statistical significance. Since the p-value ($p = .000$) was found less than the level of significance ($\alpha = 0.05$), the null hypothesis that there is no significant relationship between gender of pupils and transition from primary to secondary school in Mwingi Central District of Kitui County was rejected.
The findings of this study confirmed that there was a positive correlation between gender socialization factors and transition to secondary school as shown by a positive correlation coefficient. This study therefore agrees with Abagi (1997) who notes that gender division of labor, plays a major part on how school going children participate in education. In the rural settings particularly in the poverty-stricken households, women generally have low status and lack power to make important decisions on matters affecting their lives and those of their children. They have limited control on who should have access to education and who should not, particularly when household resources are limited.

4.4 Parental Level of Education and Pupil’s Transition to Secondary School

The study sought to establish the relationship between parental level of education and transition of children to secondary school. Respondents were asked to indicate highest level of education attained by father and mother. The responses are presented in figures 4 and 5 as shown below.
4.4.1 Level of Education Attained by Respondent’s Father

Figure 4.2: Father’s Level of Education

Figure 4.2 shows responses by the respondents on the levels of education attained by their fathers. 10(3%) of the respondents were of single mothers. Out of the remaining 304(97%) respondents, 8(3%) of the respondents indicated that their fathers were completely illiterate, 15% indicated that their fathers were primary school drop outs and 33 (11%) indicated that their fathers were secondary school drop outs. The highest percentages were among 94 (30%) and 121(39%) for fathers who had completed primary school and secondary school respectively.
4.4.2 Levels of Education Attained by Respondent’s Mother

Figure 4.3: Mothers’ Level of Education

Figure 4.3 above shows responses by all the 312 respondents on the highest level of education attained by mothers to the respondents. 6(2%) of the respondents indicated that their mothers were completely illiterate, 54(17%) indicated that their mothers were primary school drop outs and 33(11%) indicated that their mothers were secondary school drop outs. The highest percentage, 141(45%) indicated that their mothers were primary school graduates followed by 78(25%) who indicated that their mothers were secondary school graduates.

From figures 4.2 and 4.3, it is evident that the illiterate and primary school dropout parents were under represented. This is shown by the 8(3%) & 6(2%) of the respondents whose fathers and mothers were illiterate respectively and 46(15%) & 54(17%) of the respondents whose fathers and mothers were primary school drop outs respectively. The next group of parents under represented was the secondary
school drop outs at 33(11%) for both cases. From the same figures, primary school leavers were represented at 94(30%) & 141(45%) while those parents who had attained secondary school certificate and above were represented at 121(39%) & 78 (25%) respectively.

From the above findings, this study established that in Mwingi Central District, those children whose parents have not received any basic education (primary and secondary education), that is, illiterate parents, primary school dropout or secondary school dropout are more likely not to join secondary school. This was shown by the low percentages of 8(3%), 46(15%) and 33(11%) for fathers and 6(2%), 54(17%) and 33 (11%) for mothers. On the other hand, those children whose parents have received and completed basic education (primary and secondary education) are more likely to join secondary school. This is due to the fact that the highest percentages were among these group of parents, at 94(30%) & 141(45%) and 121(39%) & 78(25 %.).

Table 4.5: Pearson Moment Correlation of Parental Level of Education and Transition to Secondary School

<table>
<thead>
<tr>
<th>Transition to secondary school</th>
<th>Transition to secondary school Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
<th>Level of education Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition to secondary school</td>
<td>1</td>
<td>.000</td>
<td>312</td>
<td>.848**</td>
<td>.848**</td>
<td>312</td>
</tr>
<tr>
<td>Level of education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.05 level (2-tailed).
In support of the descriptive statistical analysis, Pearson’s Moment Correlation Coefficient between transition to secondary school and parent’s level of education was calculated as shown in table 4.5. A positive and significant correlation between parent level of education and child’s transition to secondary education was obtained \( r = 0.848, p = .000 \) at \( \alpha = 0.05 \) level of statistical significance. The null hypothesis that there is no significant relationship between parental level of education and transition to secondary school in Mwingi Central District of Kitui County was rejected on the basis that the p-value \( p = .000 \) was found less than the significance level \( \alpha = 0.05 \). From the findings, it is clear that the higher the level of formal schooling among parents the more they sent their children to secondary school. Parents with high levels of education, preferably secondary education and above have high expectations for their children and they therefore encourage them, assist them in their studies, allow them to carry personal studies at home and follow up their progress at school (Davis-kean 2005). As a result, children from such families tend to attain even higher levels of education than their parents because they are motivated to attain much. On the other hand, as (Abagi 1997) argues, children from households with relatively low levels of education are likely to participate less actively in schools or even fail to proceed to secondary school after primary cycle.

4.5 Influence of House Hold Income to Pupils’ Transition to Secondary School in Mwingi Central District.

4.5.1 Parent’s Level of Income According to Responses given by Secondary School Students Interviewed

This study sought to determine the influence of household income to pupil’s transition to secondary school. The respondents were asked to rate the house hold
income earned by their parents (both father and mother) as either low, moderate, high or very high. Descriptive analysis was used to analyze the responses in percentages as presented in figure 4.4 below. There after Pearson’s Product Moment Correlation (r) Technique was used to calculate correlation coefficient between household income and transition to secondary school.

![Parent’s Level of Income](image)

**Figure 4.4: Parent’s Level of Income**

The study findings revealed that 164(53%) of the respondents came from families earning a moderate level of income, 137(44%) from families earning a low income, 10(3%) from families earning a high income and respondents from households earning a very rate of income were represented at1 (0%). The underrepresentation of households with high and very high income does not imply that children from these households do not join secondary school possibly the reason is that they sent their children to county, national or even expensive private schools given that majority of the schools in Mwingi Central District are mixed day Sub-County schools.
The findings of this study show that the higher the level of income earned in a household, the higher the chances of sending a child to secondary school. This was witnessed by a lower representation of families with low household income at secondary school level; they were represented at 137(44%) while households earning a moderate income were represented at 53% at secondary school level. Other than paying tuition fee, other expenses of sending a child to secondary school include transport, activity fee, school uniform, food, stationery among other expenses which parents of low income backgrounds may find hard to cope with.

In Mwingi Central District, farming is the main economic activity done by people in many rural areas of Kenya. Most farmers in Mwingi Central District rely on seasonal rains which have not been reliable for many years now. In the event of insufficient rains, farmers get very little food which is not even enough for family consumption hence most people relying on relief food from the government and other donors. Due to the lack of enough rains again, people lack any surplus food to sell, livestock which could be sold lack pasture and die hence very low income levels in most families. The lack of income renders many parents unable to cater for their children’s’ education expenses especially secondary school education where parents need to buy their children uniforms, books, travelling expenses, school fee among other expenses. According to the opinions given by the respondents, it is clear that most of the people in Mwingi Central District are peasant farmers relying on the seasonal rains.

Out of the fifteen K.C.P.E graduates interviewed, thirteen interviewees said that their parents relied solely on farming as their only source of income. Only two interviewees have their parents as masonry and tailor respectively in addition to
farming. All the fifteen interviewees indicated that their parents earned a low income. The low income was due to dependency on peasant farming as the only source of income consequently being unable to meet the financial obligation of their children’s education. This is in agreement with Abagi (1997) who argued that the cost of secondary education is high and most parents find it difficult to cope especially those from poor households. The inability of parents implies that, the access to secondary education for children from poor backgrounds and their retention is endangered.

Table 4.6: Pearson Moment Correlation of Household Income and Transition to Secondary School

<table>
<thead>
<tr>
<th>Transition to secondary school</th>
<th>Pearson Correlation</th>
<th>Level of income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition to secondary school</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.756**</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>312</td>
</tr>
<tr>
<td>Level of income</td>
<td>Pearson Correlation</td>
<td>.756**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.001</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>312</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.05 level (2-tailed).

In order to compare the moderate and low income earners representation at secondary level of education at Mwingi Central District, Pearson’s Product Moment Correlation (r) Technique was used where correlation between house hold income and child’s transition to secondary school was found (r = 0.756, p = 0.001) α = 0.05 level of statistical significance. The null hypothesis that household income has no significant influence on transition to secondary school in Mwingi Central District of Kitui county, was thus rejected since the p-value (p = .0010) was found to be less
than the level of significance ($\alpha = 0.05$). According to the correlation coefficient obtained, it is evident that the higher the level of household income the higher the likelihood of sending a child to secondary school. This study agrees thus with (Ayot and Briggs 1992) who argues that the highest percentages of those who have acquired highest levels of education in the whole world are the rich and in many third world countries at all levels. This may be because they can better afford whatever costs the system demands of them.

### 4.6 Sibling Position and Pupil’s Transition to Secondary School

This study aimed at establishing the influence of sibling position on child’s transition to secondary school. The respondents were asked to indicate their birth positions, education levels attained by their siblings and give their opinions as to whether birth position determines ones chances of schooling. The responses were subjected to descriptive statistical analysis and the results presented in frequency tables 4.7, 4.8 and 4.9 as shown below.

#### 4.6.1 Respondent’s Birth Positions

<table>
<thead>
<tr>
<th>Birth positions</th>
<th>Frequency</th>
<th>% Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>First born</td>
<td>81</td>
<td>26%</td>
</tr>
<tr>
<td>Middle born</td>
<td>181</td>
<td>58%</td>
</tr>
<tr>
<td>Last born</td>
<td>50</td>
<td>16%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>312</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
According to the responses given, this study established that children occupying middle positions in birth order are better represented at secondary school 181(58%) as opposed to children occupying first and last positions who are represented at 81(26%) and 50(16%) respectively. The underrepresentation of the last born pupils may have been due to their young age implying that they were still in primary school. For the first born children, it may be either they did not transit to secondary school or they were at higher levels of education.

4.6.2 Education Level Attained by Respondents’ Older Sibling

Table 4.8: Highest Education Level Attained by Respondents’ Siblings According to the Secondary School Students Interviewed

<table>
<thead>
<tr>
<th>Respondents Opinion</th>
<th>First Born</th>
<th>First Born %</th>
<th>Second Born</th>
<th>Second Born %</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>13</td>
<td>6%</td>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td>Primary</td>
<td>48</td>
<td>21%</td>
<td>84</td>
<td>29%</td>
</tr>
<tr>
<td>Youth Polytechnic</td>
<td>32</td>
<td>14%</td>
<td>24</td>
<td>8%</td>
</tr>
<tr>
<td>Secondary</td>
<td>55</td>
<td>24%</td>
<td>134</td>
<td>46%</td>
</tr>
<tr>
<td>College</td>
<td>44</td>
<td>19%</td>
<td>28</td>
<td>10%</td>
</tr>
<tr>
<td>University</td>
<td>39</td>
<td>17%</td>
<td>16</td>
<td>5%</td>
</tr>
</tbody>
</table>

Table 4.8 shows the education level attained by respondents’ siblings, where the part for the first born was filled by those respondents who were not first borne in their families. The part for second born was filled by all the respondents irrespective of their birth positions in their families. According to the respondents who filled the part for education levels attained by the first born in their families, 13(6%) of the respondents indicated that their oldest sibling did not receive any formal education, 48(21%) of the respondents indicated that their older sibling had attained only primary education, 32(14%) of the respondents indicated that their older sibling
joined youth polytechnic after primary school. Another 55(24%) indicated that their older siblings attained secondary education, 44(19%) diploma and degree level at 39(17%).

The highest percentage of those who had not received any formal education was among the first born at 13(6%) while for the second born it was 5(2%). Again 48(21%) of the respondents’ older sibling had attained primary education at the highest level against 84(29%) for the second born, the higher percentage of 84(29%) for the second born was possibly due to the respondent being older than the sibling, meaning that the siblings were still in primary school. A good comparison of education levels among siblings would be based on percentages of those siblings who joined local youth polytechnic after completing primary education instead of proceeding to secondary school. 32(14%) of the respondents indicated that first borne in their family joined youth polytechnic after completing primary school education while second borne were at 24(8%). From the above responses, the study deduced that birth order influences ones chances of receiving education and more so education at higher levels, where children occupying the first position in birth order are more disadvantaged in Mwingi Central District. This study therefore concurs with Ayot (1972) who argues that in many families, sibling position is associated with responsibility, where older brothers or sisters take up roles to help their parents run their families in the African context. It also agrees with the (Daily Nation Newspaper 23 January, 2005:10) that a child is sent to school between six and nine years of age because at this age a child is seen as a nuisance at home than a help. At age nine or ten the child can assist in carrying out household chores or even work outside for a pay and therefore he or she becomes an economic asset to the family.
This is especially for the older sibling from poor families. The child is withdrawn from school especially after completing the primary cycle, thus not proceeding to secondary level.

4.6.3 Does Birth Order Influence Transitions in Education?

Table 4.9: Birth Order Interferes with Ones Chance of Schooling According to the 312 Secondary School Students Interviewed

<table>
<thead>
<tr>
<th>Respondents opinion</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>171</td>
<td>55%</td>
</tr>
<tr>
<td>No</td>
<td>141</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>312</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.9 shows respondents’ opinions as to whether birth order affects ones chance of schooling in Mwingi Central District. 171 (55%) of the respondents indicated that birth order influences ones chance of schooling while 141 (45%) indicated that birth order does not influence ones chance of schooling. From all these responses on tables 4.8 to table 4.10, this study established that sibling position influences ones chance of schooling, where the first born children are more affected. This is especially true for older siblings from poor families. The child is withdrawn from school especially after completing the primary cycle, thus not proceeding to secondary level, as Abagi (1997) argues.
Table 4.10: Pearson Moment Correlation of Sibling Position and Transition to Secondary School

<table>
<thead>
<tr>
<th></th>
<th>Transition to secondary school</th>
<th>Sibling position</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition to secondary school</td>
<td>Pearson Correlation</td>
<td>1</td>
<td>.680**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>312</td>
<td>312</td>
<td></td>
</tr>
<tr>
<td>Sibling position</td>
<td>Pearson Correlation</td>
<td>.680**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>312</td>
<td>312</td>
<td></td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.05 level (2-tailed).

The result in table 4.10 indicates that there is a positive relationship between sibling position and transition to secondary school. This is evidenced by the correlation coefficient \( r = .680, p\text{-value} = 0.000 \) at \( \alpha = 0.05 \) level of statistical significance. The null hypothesis that there is no significant relationship was rejected since the p-value \( (p = .000) \) obtained was less that the statistical level of significance \( (\alpha = 0.05) \). The findings of this study indicate that there is a positive linkage between sibling position and transition to secondary school in Mwingi Central District of Kitui County. This study agrees with (Hossain 2010) who argues that in many families of low socio-economic standing, the families are large and sibling position is associated with responsibility, where older siblings take up roles to help their parents run their families. As a result such children are enrolled to school late and they consequently drop out of school in later years.

The four area chiefs interviewed reported that more girls are accessing secondary. A new behavior among boys was reported to be cropping up by the same area chiefs, that boys of secondary school age are getting employed as bodaboda riders and in
other menial jobs at the expense of joining secondary school. The better representation of girls at secondary school level could be due to the robust campaign focusing on girl child education resulting in minimum attention being paid to boys as reported by the 2013 National Taxpayers Association report. The same chiefs also reported that majority of the people in Mwingi Central District are small scale farmers who rely on the seasonal rains which are most of the times insufficient. This results to low incomes among households consequently resulting to low transition of children to secondary school.

Out of the fifteen K.C.P.E graduates interviewed, thirteen interviewees said that their parents relied solely on farming as their only source of income. Only two interviewees have their parents as masonry and tailor respectively in addition to farming. All the fifteen interviewees indicated that their parents earned a low income. The low income was due to dependency on peasant farming as the only source of income consequently being unable to meet the financial obligation of their children’s education. This is in agreement with Abagi (1997) who argued that the cost of secondary education is high and most parents find it difficult to cope especially those from poor households. The inability of parents implies that, the access to secondary education for children from poor back grounds and their retention is endangered. The interview guide issued to fifteen K.C.P.E graduates who had not joined form one in the last three years, one interviewee indicated that both of his parents were illiterate. Ten of the interviewees indicated that their parents were primary school drop outs, three of the fifteen interviewees indicated that their parents were secondary school drop outs and one interviewee’s parents had completed secondary school education cycle.
CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter consists of the summary of findings of the study, conclusions, recommendations and suggestions for further study.

5.2 Summary of the Findings
The study aimed at establishing the factors influencing transition from primary to secondary school in Mwingi Central District.

5.2.1 Gender Characteristics and Transition from Primary to Secondary School in Mwingi Central District
There is a positive and significant relationship between gender socialization factors and transition to secondary school as evidenced by a positive correlation coefficient, \( r = 0.756 \). Again, from the descriptive analysis, in the recent past three years (2013, 2014 & 2015), girls transition to secondary school in Mwingi Central District has been higher than that of boys. In the year 2012/2013 the rates were 58.53% against 66.85%, 61.17% against 67.33% in 2013/2014 and 65.28% against 67.82% in 2014/2015.

5.2.2 Parental Level of Education and Pupil Transition to Secondary School in Mwingi Central District
A strong relationship was found to exist between the level of education attained by parents and transition of pupils to secondary school. This is evidenced by a strong
positive correlation, $r=0.848$. In addition, the responses given by the 312 respondents on educational level attained by their parents show that parents with no or incomplete basic education were underrepresented. Only 6(2%) and 8 (3%) of the respondents indicated that their mother or father were completely illiterate. Parents who had dropped out of primary school were represented at 54(17%) and 46(15%) for mothers and fathers respectively. Secondary school dropouts were represented at 33(11%). Generally those parents with complete primary or secondary education were fairly represented by their children at secondary school level in Mwingi Central District. Those parents with complete primary education were represented at 141(45%) & 94(30%) for mothers and fathers respectively while those with complete secondary education and above were represented at 78(25%) & 121(39%) for mothers and fathers respectively. The interview guide issued to fifteen K.C.P.E graduates who had not joined form one in the last three years, one interviewee indicated that both of his parents were illiterate. Ten of the interviewees indicated that their parents were primary school drop outs, three of the fifteen interviewees indicated that their parents were secondary school drop outs and one interviewee’s parents had completed secondary school education cycle.

5.2.3 Influence of House Hold Income on Transition from Primary to Secondary Education in Mwingi Central District

House hold income was found to have influence on transition to secondary school. A positive correlation coefficient, $r = 0.756$ confirm this. Moreover, 164(53%) of the respondents from the 312 secondary school students interviewed indicated that their parents earned a moderate income 137(44%) indicated that their parents earned a low income, 10(3%) a high income and respondent equivalent to 1(0%) indicated
that parent’s rate of income was very high. Majority of the respondents 281(90%) indicated that farming is the main economic activity in Mwingi central district. This was followed by 162(52%) for small scale business, 156(50%) livestock keeping and 6(2%) for formal employment. 165(53%) of the respondents indicated that their parents’ rate of income was a moderate and 137(44%) of the respondents indicated that their parents’ rate of income was low; probably this was due to their types of occupation. All the fifteen K.C.P.E graduates interviewed indicated that their parents solely depended on farming as the source of income with an exception of only two interviewees whose parents in addition to farming do masonry and tailoring respectively.

5.2.4 Sibling Position and Transition from Primary to Secondary School Education in Mwingi Central District

This study found a positive correlation between sibling position and transition to secondary school (r =.680). Moreover Out of the 312 secondary school students who correctly filled the questionnaires, 81(26%) were first born children, 181(58%) were middle born and 50(16%) were last born. When asked of the levels of education attained by their older siblings, 13(6%) of the respondents indicated that first born children had received no formal education against 5(2%) for second born children again 48(21%) of the first born children had received only primary school education. Out of the respondents interviewed, 171(55%) were for the opinion that sibling position influences ones chances of joining secondary school after completing primary school while 141(45%) of the respondents disagreed to this opinion.
5.3 Conclusion

Based on the findings of this study the researcher concluded that parental level of education was a major factor influencing transition from primary to secondary level of education in Mwingi Central District of Kitui County.

The study also concluded that household income influences pupil transition from primary to secondary school education in Mwingi Central District. This was evidenced by a positive correlation coefficient of ($r=0.756$). The study also concluded that gender characteristics also influenced transition to secondary school in Mwingi Central District. Boys were the ones who were slightly more likely not to transit to secondary school as compared to girls.

Finally the study concluded that there was a linkage between sibling position and transition to secondary school education in Mwingi Central District. The first born children were more likely not to proceed to secondary school as compared to middle born children.

5.4 Recommendations

i. The study recommends that there is need to sensitize the community on the need for education of boys as well as that of girls. Campaigns for education should focus on both girls and boys so that one gender be overlooked.

ii. The study also recommends that adult education should be availed to those who have not had access to formal schooling in the past especially the parents so that they may be able to understand the need for educating their children.

iii. The study recommends that the government should subsidize secondary education on the basis of the learner’s financial background.
iv. Finally the study recommends that clear penalties on those parents who do not let their children proceed with education after completing primary education should be stated and implemented.

5.5 Suggestions for Further Research

i. Further research should be done on factors influencing boys’ education attainment at secondary school level.

ii. Future researchers to extend their researches in the whole sub county of Mwingi targeting more K.C.P.E graduates who do not join secondary school.
REFERENCES


Ayot H.O (1926). Economics of Education, ERAP. Nairobi


Hossain (2010). Poverty, Equity and Access to Education in Bangladesh; University of Sussex, Bangladesh.


APPENDICES

APPENDIX I: SOCIO ECONOMIC BACKGROUND OF SECONDARY SCHOOL STUDENTS

Dear respondent,

This questionnaire is for collecting data for research concerning influence of socio-economic factors on transition rates to secondary school in Mwingi Central District. You are kindly requested to give information by filling this questionnaire. You are assured that all the information you give will be strictly held in confidence and will only be used for the purpose of research.

Please respond to all questions by filling in the spaces provided or use a tick [✓] in the indicated boxes as is appropriate. For confidentiality purposes, do not write your name.

SECTION A: BIO DATA

a) Name of school

b) Type of school

<table>
<thead>
<tr>
<th>Mixed day</th>
<th>[ ]</th>
<th>Mixed boarding</th>
<th>[ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed day and boarding</td>
<td>[ ]</td>
<td>Girls boarding</td>
<td>[ ]</td>
</tr>
<tr>
<td>Boys boarding</td>
<td>[ ]</td>
<td>Boys day</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

c) Category of school

| Public | [ ] | Private | [ ] |

SECTION B: GENDER CHARACTERISTICS

1. Gender; Male [ ] Female [ ]

2. What is the number of girls and boys in your class? (for mixed schools)
   Boys ............................................... Girls .............................................

3. How many of your classmates from your former primary school didn’t transit to secondary school after doing K.C.P.E?
   Boys ............................................... Girls .............................................
4. From your community, who have attained highest levels of education?
   Men [ ]   Women [ ]

SECTION C: PARENTAL LEVEL OF EDUCATION
1. What is your father’s highest level of education? ________________________________
2. What is your mother’s highest level of education? ________________________________
3. Do your parents assist you in doing holiday assignment or homework? __________
4. What language do you speak at your home? ________________________________
5. Do your parents voluntarily visit school to discuss your performance? ______________

6. Did your parents assist you in selecting the secondary school to join while you were in primary school? ________________________________

SECTION D: HOUSEHOLD INCOME
1. What is your father’s occupation?
   Teacher [ ]   Lawyer [ ]   Doctor [ ]
   Farmer [ ]
   Any other (specify) ________________________________

2. What is your mother’s occupation?
   Teacher [ ]   Lawyer [ ]   Doctor [ ]
   Farmer [ ]
   Any other (specify) ________________________________

3. How would you rate your parent’s income, low or moderate?
   Low (ksh.5, 000-10,000) [ ]
   Moderate (ksh.20, 000-50,000) [ ]
   High (Ksh.60, 000-100,000) [ ]
   Very high (Above Ksh.100,000) [ ]

4. Who pays your school fees?
   Guardian [ ]   Parents [ ]   Sponsor [ ]
   Any other (specify) ________________________________
5. If your school fees is paid by your parents, do they pay the entire amount at once or it is paid in parts?

6. Do you assist your parents in generating family income in between the term or during holidays?

7. Is there child labour in your community e.g. bodaboda riding, rearing of livestock etc in which K.C.P.E graduates engage instead of joining secondary school?
   Yes [ ]  No [ ]

8. If your answer in (7) above is yes, who are mostly involved in child labour?
   Boys [ ]  Girls [ ]  Both [ ]

9. What are the main economic activities from your community?
   i) .................................................................................................................................
   ii) .................................................................................................................................
   iii) .................................................................................................................................

10. Is the secondary school you are in the one you were admitted to?
    Yes [ ]  No [ ]

11. If your answer in (10) above is No, give reasons as to why you did not go to your school of choice
    ........................................................................................................................................

SECTION E: SIBLING POSITION
1. Are you the first born, middle born or last born in your family?
   First born [ ]  Middle born [ ]  Last born [ ]

2. If you are not the first born in your family which is the highest levels of education attained by your older sibling? None, primary, youth polytechnic, secondary, college or university?
   Fist born ........................................................................................................................
   Second born ....................................................................................................................
   Third born .....................................................................................................................
3. At what age did you enroll in standard one? ..........................................................
   As the first born (if so), are you given any roles which interfere with your schooling?
   Yes [ ]  No [ ]

4. From your community, are the first borne tasked with responsibilities in the family which make them not to continue with formal schooling?
   Yes [ ]  No [ ]

5. In your own opinion, does birth order interfere with ones chances of schooling?
   Yes [ ]  No [ ]

6. If your answer to (7) above is yes, explain briefly how it does ..........................................
   ................................................................................................................................................
   ................................................................................................................................................
   ................................................................................................................................................
   Thank you for your kind assistance!
APPENDIX II: INTERVIEW GUIDE FOR ELIGIBLE CLASS
EIGHT GRADUATES WHO HAVE NOT TRANSITED TO SECONDARY SCHOOL FOR THE RECENT PAST THREE YEARS

1. Sex...........................................................

2. Are you the first born, second, third .................. or last born in your family?

3. What is your parents’ highest level of education?

4. What do your parents do to earn a living? Would you rate the level of their income as low or moderate?

5. Where did you get engaged after completing primary school education?

6. Was it your choice not to proceed to secondary school after completing primary school education? Whether yes or no, explain briefly.

7. In your community, who are given first priority for secondary education? Boys or girls?

8. What are the main incomes generating activities undertaken by youths who don’t transit to secondary school?
APPENDIX III: INTERVIEW GUIDE FOR AREA CHIEFS

1. Is there gender discrimination in provision of secondary school education in this area?

2. Do parents’ misconceptions influence transition to secondary school of either boys or girls?

3. Does birth order in a family, determine one’s attendance to secondary school in this area?

4. Is there practice of child labor in this area? If yes, explain briefly.

5. Does bodaboda affect boys’ education in this area?
## APPENDIX IV: RESEARCH BUDGET

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procurement of stationeries</td>
<td>2000.00</td>
</tr>
<tr>
<td>Printing of questionnaires and other Research tools</td>
<td>6000.00</td>
</tr>
<tr>
<td>Travel Charges</td>
<td>5,000.00</td>
</tr>
<tr>
<td>Communication costs</td>
<td>2000.00</td>
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<tr>
<td>Data collection costs</td>
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<tr>
<td>Data analysis costs</td>
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<tr>
<td>Report writing expenses</td>
<td>10,000.00</td>
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<tr>
<td>Photocopies</td>
<td>2800.00</td>
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<tr>
<td>Binding</td>
<td>2700.00</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>44,500.00</strong></td>
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</table>
## APPENDIX V: WORK PLAN FOR THE STUDY

<table>
<thead>
<tr>
<th>Time Frame/Schedules</th>
<th>2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity/Month</strong></td>
<td><strong>Time</strong></td>
</tr>
<tr>
<td>Developing research topic and concept paper</td>
<td>July - August</td>
</tr>
<tr>
<td>Writing a research proposal and tools for data collection</td>
<td>Sept. - April 2015</td>
</tr>
<tr>
<td>Piloting and actual research</td>
<td>July - August</td>
</tr>
<tr>
<td>Data entry, interpretation and analysis and Compiling of the final draft</td>
<td>Sept.- Oct. 2016</td>
</tr>
<tr>
<td>Presentation of findings</td>
<td>November</td>
</tr>
</tbody>
</table>
APPENDIX VI: LETTER FROM GRADUATE SCHOOL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

Our Ref: E55/CE/23715/2012
DATE: 20th June, 2015

The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION KANYAA MUTUA – REG. NO.E55/CE/23715/2012

I write to introduce Mrs. Kanyaa Mutua who is a Postgraduate Student of this University. She is registered for M.Ed degree programme in the Department of Educational Management Policy and Curriculum Studies.

Mrs. Mutua intends to conduct research for a M.Ed project proposal entitled, “Influence of Socio-Economic Factors on Transition from Primary to Secondary Education in Mwingi Central District, Kitui County, Kenya.”

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
APPENDIX VII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MS. LOIS KANYAA MUTUA
of KENYATTA UNIVERSITY, 0-90400
Mwingi, has been permitted to conduct
research in Kitui County

on the topic: INFLUENCE OF
SOCIO-ECONOMIC FACTORS ON
TRANSITION FROM PRIMARY TO
SECONDARY EDUCATION IN MWINGI
CENTRAL DISTRICT, KITUI COUNTY,
KENYA.

for the period ending:
11th December, 2015

Applicant’s
Signature

Director General
National Commission for Science,
Technology & Innovation

Permit No: NACOSTI/P/15/7813/7059
Date Of Issue: 27th August, 2015
Fee Received: Ksh 1,000