CONSTRAINTS TOWARDS THE ACHIEVEMENT OF ONE HUNDRED PERCENT TRANSITION TO SECONDARY SCHOOL IN KENYA: A CASE OF CHESUMEI SUB-COUNTY.

Korir Kiplimo Kenneth.

A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Curriculum studies.

KOITALEEL SAMOEI UNIVERSITY COLLEGE.

THE UNIVERSITY OF NAIROBI.

2023

DECLARATION

This Research Project is my original work and has not been presented to any university or any other institution for a degree.

NAME : KENNETH KIPLIMO

Registration Number: E55/0025/2020

Signature:……

Date:……11/12/2023……..

This Research Project has been submitted for examination with our approval as university supervisors.

Signature:……

Date:……11/12/2023……..

Dr. Samuel Ronguno.

Lecturer

Department of Educational management, policy and curriculum studies.

Koitaleel Samoei University College (a constituent college of the University of Nairobi).

Signature:……

Date:……11/12/2023……..

Dr.Paul Ejore.

Lecturer

Department of Educational management, policy and curriculum studies.

University of Nairobi.

DEDICATION

I dedicate this work to my beloved wife Emily for her encouragement and to my children: Chelagat, Kimutai, Cherop, Chepchirchir, Cheptoo and Kipkemei. To my mother Esther Chepngetich and Uncle Barnabas Kemboi for inculcating a spirit of hard work in my academic endeavors.

ACKNOWLEDGEMENT

My sincere gratitude goes to God Almighty for granting me good health throughout my study period. To my supervisors Dr. Samuel Ronguno and Dr. Paul Ejore for their dedication and professional guidance. My heartfelt gratitude goes to my wife Emily for her encouragement and understanding throughout my studies. Not forgetting my colleagues, the pioneer team and the entire fraternity of Koitaleel samoei university for their unwavering support throughout the study period. Finally, my acknowledgement goes to the entire respondents for taking time to respond to the questionnaires and participate in the interview schedule.

TABLE OF CONTENT

Pages

Title page……..……..……..…...i

Declaration.....ii

Acknowledgement.....iv

Table of content.....v

List of figures.....x

Abbreviations and acronyms.....xi

CHAPTER ONE

INTRODUCTION

1.1 Background to the study.....1

1.2 Statement of the problem.....7

1.3 Purpose of the study. 7

1.4 Objectives of the study. 8

1.5 Research questions. 8

1.6 Significance of the study. 8

1.7 Limitations of the study.....9

1.8 Delimitation of the study. 9

1.9 Assumptions of the study. 10

1.10 Definition of significant terms.....10

1.11Organization of the study 10

CHAPTER TWO

REVIEW OF RELATED LITERATURE.

2.1introduction.....12

2.2 Influence of family background on one hundred percent transition...12

2.3 Influence of legal framework on one hundred percent transition.....17

2.4. Influence of learner related factors on one hundred percent transition.

.....20

2.5 Influence of secondary schools' preparedness for smooth transition. 23

2.6 Summary of the literature reviewed. 25

2.7 Theoretical construct. 26

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction. 29

3.2 Research design. 29

3.3 Target population.....30

3.4 Sampling procedure and sample size.....31

3.5 Data collection instruments: 32

3.6 Instrument validity.....32

3.7 Reliability of instruments. 33

3.8 Data collection procedure.....36

3.9 Data analysis techniques.....37

3.10 Ethical consideration. 38

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction 39

4.2 Response rate 40

4.3 Background information. 41

4.4 Objectives of the study 45

4.4.2. The influence of legal frame works towards one hundred percent transition. 50

4.4.3. Influence of learner related factors on one hundred percent transition. 54

4.4.4 Influence of secondary schools preparedness towards transition. ...60

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction 67

5.2 Summary of the findings 67

5.3 Conclusion 71

5.4 Recommendation for the study. 71

REFERENCES 73

APPENDICES

Appendix I: transmittal letter 86

Appendix II: Questionnaires.....87

Appendix III: Authorization permit - Nacosti 94

Appendix IV: Nandi county Authorization.....95

Appendix V: Ministry of education Authorization.....96

Appendix VI: Institution’s authorization 97

AppendixVII: Study area 98

LIST OF TABLES

Table 1.1 Completion and transition rates in Kenya since 2017……..….6

Table 1.2 Transition rates in Chesumei sub-county from 2018…….....6

Table 2.1 Education financing in Kenya……..……19

Table 3.1 Target population ……..…….….30

Table 3.2 Cronbach's alpha reliability results for teachers……..34

Table 3.3 Cronbach's alpha reliability results for learners…….....35

Table 4.1 Summary of teachers and head teachers' respondents…….40

Table 4.2 Distribution of learner respondents by gender…….……....41

Table 4.3 Students who did not transition to secondary schools….....41

Table 4.4 Teachers length of service…….…...44

Table 4.5 Teachers response on influence of family background……....47

Table 4.6 Learner response on influence of family background …….…….....48

Table 4.7 Teachers response on influence of legal frameworks towards 51

Table 4.8 Learner response on influence of legal frame works……...53

Table 4.9 Teachers response on influence of learner factors……...55

Table 4.10 Learner response on learner factors and their influence…….…...58

Table 4.11 Teachers response on Secondary school preparedness…….....60

Table 4.12 Learner response on Secondary schools' preparedness…….....62

Table 4.13 Teachers and learners average responses……..….……...64

Table 4.14 Summary of common teachers and students responses…….....66

LIST OF FIGURES

Fig 2.1 Conceptual framework…….....27

Fig 4.1 Teachers responds per gender distribution……..…42

Fig 4.2 Current age of Teacher respondents……...……..…43

Fig 4.3 Length of time at the current station……..…..…45

Fig 4.4 Presence of learners missing classes due to early pregnancies…..…56

Fig 4.5 Mean of averages.....65

ABBREVIATIONS AND ACRONYMS

APHRC Africa population And Health Research Centre

CAS Chief Administrative Secretary

EFA Education for All

G.E.R Gross Enrollment Rate.

HRD Human Resource Development.

GOK Government of Kenya

GPE Global Partnership for Education.

KCPE Kenya Certificate of Primary Education.

M.O.E Ministry of Education

MDGs Millennium Development Goals.

R O K Republic of Kenya.

N E R Net Enrolment Rate

S.C.D.E Sub-county Director of Education.

SDG Sustainable Development Goal

SSA Sub-Saharan Africa

UIS Unesco Institute of Statistics

UNDP United Nations Development Program

UNESCO United Nations Educational scientific and Cultural Organization

ABSTRACT

The government of Kenya is committed to raising the transition rates of learners from primary to secondary schools. Transition rate is seen as a measure of internal efficiency of education system. The aim of carrying out the current study was to investigate the constraints towards the achievement of 100% transition to secondary schools in Chesumei sub-county in Nandi County then use the findings to suggest ways of raising transition rates. The objectives which guided the study were four and stated as: to find out the influence of family background on 100% transition from primary to secondary schools, to establish the influence of legal frameworks towards realization of 100% transition to secondary schools, to find out the influence of learner related factors towards realization of 100% transition to secondary school and to examine preparedness of secondary schools towards 100% transition from primary to secondary schools. While conducting the study, descriptive survey was used and therefore questionnaires and interview schedule were used in data collection. The study was guided by the life course theory. The study targeted 4112 form one students, 55 head teachers, 55 class masters, learners who missed to transition to secondary school and the sub-county Director of Education. With the help of head teachers and class masters, purposive sampling was used to identify learners who did not transition to secondary schools. 23% of learners in form one were selected to participate in the study. The total number of respondents was 1136.The questionnaires used for teachers and students had an average correlation coefficient of 0.747 and 0.681 respectively. Pilot test was done to check the reliability of research tools. Raw data collected was analyzed both qualitatively and quantitatively. Content analysis was used to analyze qualitative data obtained while quantitative data was analyzed with the aid of SPSS package then presented in tables and charts. Data analysis and conclusion indicated that for family background and its influence on 100% transition to secondary schools, the study concluded that family background enhances transition of learners to secondary schools, single parental upbringing, learners from poor families, level of education of parents, engaging in emergent economic activities and paid wage, absence of role models and poor family networking all contribute to low transition rates in the sub-county. In regards to legal frameworks on influence of one hundred percent transition, the study concluded that one hundred percent transition policy has managed to increase the number of learners who join secondary schools. Relating to learner factors, the study concluded that, drugs and substance abuse, pregnancy and early marriage together with truancy influenced transition rates in Chesumei Sub-county. For the influence of secondary schools' preparedness towards transition process, the study concluded that how well secondary schools are prepared to accommodate learners with special needs and persistent use of KCPE score for placement to available vacancies reduces transition rates to secondary schools. By close examination of available literature review and the fore going findings the study recommends that; the sub-county needs to put in place deliberate measures early enough to contain learner factors which interfere with their

transition to secondary schools. Through the ongoing digitization of Education Management Information Systems, the government should in co-operate deliberate mechanism by law and penalty to keep the learners in the system. The aim being to admit, retain and have smooth transition. Stiff measures and penalties need to be put in place for those found colluding for early marriage and pregnancies. More so those parents found to have married off their children after class Eight should consider repaying government expenditures on learners for the eight years. Mob-up and guidance and counseling to be intensified in schools in collaboration with outreach programmes. Schools need to be adequately prepared by human and material resource for the transition process.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study.

Investing in Education brings forth accruing benefits in both private and social returns which include earning more wages and enhancing political participation (Steer and Smith, 2015). Education transitions are Phases in which pupils, students and teachers have to organize and rebuilt their teaching and learning environment. Levels of transition include; home to pre-primary, pre-primary to primary, primary to secondary and secondary to tertiary institutions (Kaburu, 2013). This transition impacts on school life as well as Continuity and progression in curriculum as observed by (Huggins and Knight, 1997).Transitions from primary to secondary school are significant in the life of learners as it coincides with social, physical and emotional changes during adolescent stage as described by Jindal et al (2020).

Education transition to secondary schools has been a world concern since the system has been characterized by low transition rates from one level to another revealing high wastage. UNESCO (2012) revealed that there is a disparity in transition rates per region. For example the average worldwide transition has been indicated at 85%.The region with the lowest transition rate is West Africa at 62%, East Africa and South Africa are at 67%.The industrialized countries have high transition rates of 98%. Eastern Europe has a transition rate of 96%.Because of this low transition rates the world has been forced to go back to the drawing board in order to formulate new approaches to education after the elapse of the time lines for the Millennium Development Goals, Accra Accord and Jomtien conference as argued by (Boeren, 2019).The objectives of these conferences are yet to be achieved. However, sustainable development goal (SDG) number four is geared towards transformation of education in order to combat the rapid environmental changes; it bears urgent calls for all Nations to offer inclusive and equitable education for lifelong learning. Education is seen as the only vehicle to drive the world towards industrial and technological

advancement. The SDG number four is expected to enable young people to go through basic education circle as they acquire knowledge, skills and competencies in a fair equitable, flexible and adaptive environment (UNESCO, 2014).

Education is a major catalyst for human development and equal access is important in addressing problems like poverty and social inequality (Barret et al, 2014).The transformations from elite to a mass system of secondary education occurred in the first half of 20th century in the United States of America (USA) in the year 1970 and 1980 in Europe. At the beginning of 20th century, majority of today's industrialized countries had made considerable strides in providing basic education for children up to the age of 14 years. Asian countries were able to invest heavily in public primary and secondary schools after the end of First World War in 1914. Such countries were able to adopt drastic policies aimed at improving access to basic education and offer quality education to its citizens.

Barret et al (2014), points out the challenges which faced the Education and transitions in Chile which included limited institutional funding, inability to sustain quality of education and challenges in the admission process. Chile experienced inequality in Education occasioned by difference in home background, house hold vulnerability, cost related to Education and low parental level of Education. Parental level of Education is associated to early dropout and high level of repetition rates which highly influence transition rates.

According to United Nations Education Scientific and Cultural Organization (UNESCO, 2012), Korea struggled to improve quality and access in education despite being a low-income country in 1960s.Other than attaining universal primary education by 1990 it also attained 90% secondary enrolment. Eastern Europe was able to register 96% transition rate as a result of quick address to intermediating variables. Japan was able to establish necessary structures to increase primary to secondary transition and was able to reap from such investments since economic and industrial revolution was realized. Dakar framework for action had unanimously agreed on issues pertaining education ranging from early childhood, universal primary education (UPE), practical

skills for young persons, reduction of adult literacy, narrowing gender parity and offering quality education .The Africa region's commitment over the same has not borne any fruits since over 64 million children are out of school (UNESCO, 2012).

Many learners who enroll in primary schools are not able to progress to lower secondary in Sub-Sahara Africa. UNESCO, (2014) estimated that, of 63 million out of school children in the world, 34 million (54%) are located in sub-Saharan Africa. Majority of African countries had a median transition of 62% by 2005 with several countries registering very low transition rates below 50% as seen in Botswana 35%, Cameroon 33% and Burundi 34%. Transition to secondary schools in Botswana was 50% in 2015, though low is said to have had improvement. Low rates is attributed to uneven distribution of secondary schools and also attributed to lack of innovations to design effective Programmes. In a study done by World Bank, there is an indication that school-based factors affect transition rates. Such factors vary according to countries and therefore the Challenges of making transitions more efficient and equitable in African countries are accordingly different. Eritrea for example is flooded with repeaters in last grade in primary because of poor performance while Senegal has few unevenly distributed schools. Namibia too has secondary school concentration in urban centre's making transition and access to secondary education poor. Some Anglophone states have tried to promote lower secondary education enrolment through link up of primary and secondary by providing universal basic education cycle (UNESCO, 2012).Rwanda introduced free basic education in 2009 with an aim of increasing access, currently her concentration is on improving quality after successfully recording significant enrolment in primary schools. However her challenge is on cost associated to schooling which affects access and progression particularly affecting those from low income households (Williams et al, 2014).

Lewin observes that countries struggle to invest in secondary education and despite all efforts; access to secondary education is still a challenge because of a number of constraints (Lewin, 2008). According to the report from the human right watch of (2017), it is estimated that over 49 million girls are out of primary school in sub-Sahara Africa. As a result of this, equal access and

retention should be key issues of concern especially at post primary. Education reforms are therefore being done in order to open up secondary education and increase its accessibility (Achola and Pillai, 2016).The rising demand for secondary education is driven by the need for economic liberation. In an attempt to bridge the income inequality a number of countries in Africa have adopted pro poor education policies aimed at promoting universal access to education at basic stages and secondary. Kenya being a signatory to international and regional conventions like SDGs, African Union agenda 2063,and continental Education strategy for Africa(CESA) 2016-2063 it is committed to attaining national and international goals of education at all levels. Kenya is one country whose enrolment to primary has risen together with her counter parts Burundi, Burkina Faso, Niger and Tanzania. Though it has undertaken a number of reforms and attained considerable primary enrolment, access to secondary education in Kenya is still a challenge (Wango, 2011). The remarkable enrolment rate at primary and secondary schools has given rise to a serious teacher shortage. This challenge influences academic achievement and its ability to cope with enhanced transition rates. Where there is a shortage of qualified teaching personnel the system is affected (UNESCO, 2012).The ministry of Education in Kenya recommends a teacher pupil ratio of between 1:40-60. These challenge influences transition rate.

The Government of Kenya under the 2010 constitution expects all learners to graduate and transition to secondary schools irrespective of their economic background or academic achievement. (R.O.K, 2013).To achieve this transition rate, additional physical facilities, teachers and support materials towards the achievement of quality education are necessary demands. The government has devised and implemented programmes which have resulted in rapid expansion of Education. It has undertaken a number of reforms in infrastructure and curriculum both in primary and secondary. It first introduced free primary education in the year 2003.Free primary education program has given countless children an opportunity to access education they would not have otherwise had. With an aim of raising the low transition rates to 70% by 2015, the Kenyan government introduced free day secondary education in 2008 which was launched because of a noted decline in secondary enrolment

caused by high cost of secondary education, poverty and inability to raise development levies (Wango, 2011) This act shows its commitment to provide Education and training to its citizens as their constitutional rights. This move has not yielded higher transition rates since transitions from primary to secondary in Kenya has always been based on availability of secondary schools and achievement in summative assessment. This criterion disadvantages many pupils and that every year after release of Kenya Certificate of Primary Education (KCPE) results in Kenya, many learners miss to join secondary schools. For example, in 2016, 18% of pupils did not join secondary schools (G.O.K, 2018). The 2012 Session Paper Number 14 pointed out that despite the introduction of free primary and secondary education, 2.7 million secondary school aged children were not in school in 2009.The main reason was introduction of extra levies. Oyugi et al (2016) argued that fees and extra levies charged in secondary schools is a constraint to transition rates and this impact negatively to access to secondary education in Kenya. Kenyan Government introduced bursary allocation scheme in 1993 in order to cushion the vulnerable groups against adverse inaccessibility to secondary education (Njeru and Orodho, 2003).Furthermore the government introduced constituency development (CDF) in the same year. To date transition rates is still generally low.

In 2018 the Government introduced one hundred percent transition policy as a way of enabling all learners to progress to secondary schools. Transition is seen as an indicator which influences the development of Education between two subsequent levels. The 100% transition policy was devised in line with Kenya's ambition of being a developed nation by the year 2030 and the anticipated transition point is expected to raise the number of both middle and higher man power which will drive the country socially, politically and economically in line with Kenya's vision 2030 (GOK, 2010). Table 1 gives a summary of primary to secondary completion and transition rates nationally from 2017 up to 2022.

Table 1.1 National Primary to Secondary completion rates and transition rates

Year.	2017	2018	2019	2020	2021	2022
Completion Rate	84%	84.2%	85.5%	94.6%	85.8%	91%
Transition Rate	83.1%	83.3%	85.4%	91.%	78.5%	78%

Source: Economic survey 2022.

The table above indicates a disparity between completion and transition rate from primary to secondary schools and that 100% transition has not been achieved since its adoption in 2017. It is worthy to note the worrying trend over transition rate decline in 2021 and 2022.This calls for a study to ascertain constraints in meeting the objective of 100% transition policy. The decline is also noted in transition rates in Chesumei Sub-county according to table 1.2.

Table 1.2: Transition rates in Chesumei Sub-County over four years.

2018	2019	2020	2021	2022
80%	81%	85%	75%	74%

Source: Chesumei Education report 2022.

From the report on analysis over transition to secondary schools in Chesumei Sub-county, the transition rate has remained lower than the national rate over the last three years. The sub-county rate being lower clearly indicates its contribution in lowering the national transition rate and hence hindering government effort of striving to achieve 100% transition rate. Despite government commitment to raise transition rates, the 100% transition target is missed by both National and county governments. This informs that there are persistent hidden constraints towards achievement of targeted transition rate from primary to secondary schools in Kenya. The question is who actually transition and who misses to transition? This study therefore sought to investigate constraints towards achievement of 100% transition to secondary schools in Chesumei sub-county- Kenya.

1.2 Statement of the problem.

The 2001 children's act in Kenya requires the government to undertake all the necessary steps to make available free basic education to every child since education is a major catalyst for human development. The Kenyan constitution further spells out the right to free and compulsory basic education in article 43(1) f and 53(1) b respectively. As the country is pursuing universal secondary education, the primary Gross Index Rate should be one hundred percent and secondary completion rate should also be one hundred percent as stipulated by Basic Education Booklet of 2016. The 2019 National last mile aimed at following over 130,000 learners who had not joined form one is a clear indication of high rate of system wastage despite adoption of 100% transition policy. Nandi County transition rates average at 79% implicating that it has not achieved the targeted one hundred percent transition rate. The National Education Report of 2021 shows it was ranked 32 out 47 counties in 2021 in terms of 100% transition. In view of the anticipated transition rate and the current low transition rates, the current case study on constraints hindering 100% transition from primary to secondary schools in Chesumei Sub- County in Nandi County(a sub-county which is agriculturally productive and it is economically stable) is timely. More so the sub-county is not under any security threats and there are no extreme cultural practices. Secondary education is also subsidized by the government with an aim of giving equal opportunities to children to acquire basic education. Although the Government has displayed considerable effort to transition every learner to secondary school, one hundred percent transition has not been achieved.

The study therefore was done in order to answer the question of why then is it still registering low transition rates to the extent of attracting the attention of the Ministry of Education to stage a multi-Agency exercise in 2019 as seen in the county education report.

1.3 Purpose of the study.

The main purpose of the study was to investigate constraints towards achievement of one hundred percent transition of learners from primary to secondary schools in Chesumei sub-county in Nandi County.

1.4 Objectives of the study.

The study was guided by the following objectives;

i. To find out the influence of family background on one hundred percent transition from primary to secondary schools.
ii. To establish the influence of legal frameworks towards realization of one hundred percent transition to secondary schools.
iii. To find out the influence of learner related factors towards realization of one hundred percent transition to secondary school.
iv. To examine preparedness of secondary schools towards one hundred percent transition from primary to secondary schools.

1.5 Research questions.

The study was guided by the following questions;

i. To what extent is family background an influence in the transition of learners from primary to secondary schools?
ii. How effective are the legal frameworks in place in supporting realization of one hundred percent transition to secondary schools?
iii. What are the learner factors that hinder realization of one hundred percent transition to secondary schools?
iv. How prepared are secondary schools in effecting implementation of one hundred percent transition policy?

1.6 Significance of the study.

The findings of the study would be useful to the Ministry of education in regard to educational planning especially on actual allocation of educational resources and on matters pertaining to policy implementation and sustainability. The research outcomes will be used by guidance and counseling

departments as they prepare learners for last grade assessments and transitions. This is particularly important in explaining importance of secondary education and school completion.

The findings will be useful to policy makers in coming up with appropriate interventions that enhance one hundred percent transition of learners from primary to secondary schools. The findings will add stock of knowledge on constraints towards achieving one hundred percent transition.

1.7 Limitations of the study.

Some respondents were reluctant in giving correct information touching on government intervention. This limitation was countered by confidential assurance. There were some respondents who were not willing to share information seen to be too personal. To counter such, the researcher was able to gather data from different respondents like class masters, learners and the Sub-County director. The other limitation was on finding respondents especially those who did not transition to secondary since 2018-time when 100% transition started, a challenge which was countered by parental involvement whereby the researcher was able to gather information by allowing parents to respond to the questionnaires .Some learners who had repeated class eight for various reasons were also allowed to respond to the questionnaires and finally some respondents were conducted through phone calls with the guidance of their previous class masters.

1.8 Delimitation of the study.

The tudy was conducted in selected public primary schools in Chesumei sub-county in Nandi county with respondents such as the sub-county director of education, Public primary head teachers, class eight class masters, 2023 form ones and graduates who didn’t transit to secondary schools since 2018.The study was delimited only to Chesumei sub-county and may not give a true reflection of other areas though the data was generalized to affect transition rates in Kenya.

1.9 Assumptions of the study.

The success of the study assumed that respondents such as the sub-county director of education, class masters and learners were able to share adequate information honestly. The second assumption is that the data obtained is accurate and that it gives correct findings of the current study.

1.10 Definition of significant terms.

Completion rate: This is the percentage of pupils completing primary education.

Emergent economic activities: These are current transport trends like motor bike riding for economic gains (Boda boda), betting, gambling.

Family background: This is the formation of learner's ties social, political and economic.

Pupils-these defines Learners in primary schools.

System wastage: This is the inability of learners to go through education system despite government investment in their education**.**

Transition rate from primary to secondary: This is the number of new entrances to the first grade of secondary education in a given year, expressed as percentage of the number of pupils enrolled in the final grade of primary education in previous year.

1.11Organization of the study

The study was organized in five chapters.

Chapter one is introduction having background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations, basic assumptions of the study, operational definitions of significant terms and organization of the study.

Chapter two has literature review on constraints towards the achievement of 100% transition from primary to secondary schools. The chapter also contain theoretical and conceptual framework.

Chapter three focused on research design and methodology. It contains research design, target population, area of study, sample size and sampling procedures. The research instruments and data

collection procedures together with data analysis techniques are also captured here. Data analysis, presentation, interpretation and discussion of findings are done in chapter Four. Summary, conclusion and Recommendation are presented in chapter Five.

CHAPTER TWO

REVIEW OF RELATED LITERATURE.

2.1Introduction.

The chapter covers review of related literature organized under the following sub-headings: Influence of family background on one hundred percent transition to secondary schools, influence of legal framework towards realization of one hundred percent transition rates, learner factors influencing transition from primary to secondary and influence of Secondary schools' preparedness for smooth transitions. Transition from primary to secondary schools has constantly been identified as a critical step in children's transition circles (Smith, 2011). Transition between grades should be seamless from primary to secondary since progression is a measure of system efficiency. Its importance is realized through curriculum continuity. Education is seen as an integral part in the development of a society and a means which transforms a society in dimension such as social, political and economic set up. Countries therefore struggle to offer to its citizens as a fundamental human right (Otieno, 2010).

Despite governments investing heavily in both primary and secondary education to an extend of introducing free day secondary education, 100% transition rate has not been achieved because of constraints not limited to such under review of related literature;

2.2 Influence of family background on one hundred percent transition.

According to study done by Kimutai and Cheboi (2020) in Soin Sigowet on transition to secondary schools, the findings revealed that family related challenges including education level of parents, parental occupation, parental involvement, drug abuse and separation of parents affects transition rates . Such study could also be done in Chesumei sub-county to ascertain their influence on one hundred percent transition. Access to quality education particularly at post primary is influenced by demographic and social economic set up of children. In this way children from rural community, the

poor or the disadvantaged backgrounds, disabled as well as girls are constantly disadvantaged (Lewin, 2009).

In a study done by African Population and Health research Centre (APHRC, 2013) it shows that children who live with mothers without education background or attained primary education are more unlikely to benefit from education. Education background and social connections of parents are core ingredients in the transition process of learners from primary to secondary levels. An educated parent is more aware of educational returns of their children and more likely to be in access to information and social networks leading to more academic engagements for their children (Leclercq, 2011). Education attainment, occupation and education involvement directly or indirectly influence transition of learners from one level to another because children's education issues and its decisions rests on parents. Better educated parents value education and progression between grades (Onyango and Odongo, 2017).Parents who have not been to school do not have the experience on the worth of education and would opt to invest in short term economic activities thought to have immediate returns and place no importance to transition (Mwangi et al, 2010).Many of them do not transition to secondary schools but instead engage themselves in economic activities such as tea plucking, gambling, betting and boda-boda riding because of harsh economic backgrounds.

Low transition rates to secondary schools are common in families with low education levels. Parents to such families are casual laborers and mostly less concerned with education matters. Learners whose parents offer moral support, provide necessary requirements, encourage independent decision making and constantly being involved in every step of transition are likely to remain in education system .This parental effort encourages learners to achieve higher in education. Parents who have not had school experience do not value encouraging their children to transition to secondary schools. (Kimutai and Cheboi, 2020).

The presence of enlightened parents and other role models will encourage learners to follow their educational background pursuits hence transition through the system. Parents with some level of education tend to have positive attitude to education and in most situations education of the

mother have greater influence on access and transition between grades (Ainsworth and Roscigno, 2005). Family networks are important in educational participation and success of a learner. This assumption is based on social formation and links of parents (Mbui, 2010). Children who repeat classes or drop out at one point of their studies are likely to come from families of lower social status. Such status encompasses parental level of education and poverty (Checchi and Salvi, 2017). Educated parents spent considerable time to better their children's academic outcomes. Education being a powerful weapon in social transformation, one hundred percent transition policy should be supported by all stake holders such that the future could be secured. This future will have educated generation which will value education and hence allow their children to undergo transition to various levels of education. Social empowerments through seminars need to be constantly done to educate parents on importance of education completion. Subsidy and learner support programmes will remain as key factors in achieving the objectives of one hundred percent transition policy.

In order to curb the difficulties in education system, there should be appropriate parenting which should be given so that academic success and grade to grade transitions is realized (Nyarko, 2011); this is because a child whose academic activities are under the watch of one parent tends not to perform well. Networking and collaboration in the family together with its composition contribute a lot to transition rates of children to secondary schools while family challenges such as separations are contributing factors to drop outs and an extension of failure to transition to secondary schools (Kaburu, 2013).Learners living with both parents have lower dropout rates and higher transition rates as compared to those living in other types of families as argued by Gichuki (2012). All family members and community at large should work together to ensure all children especially from single parent families complete their education.

Role models in the family and society influence transition levels because a learner will have positive attitude in relation to education and life as argued by Mwangi et al (2010).According to research done by Viluti in Nairobi the findings indicate that majority of the respondents 98.55% had role models who encouraged them to study in order to achieve academic success. These are role

models who children admire and follow them (Viluti, 2019). The educated parents act as role models to their children who are motivated to aim higher in education and hence transition between grades unlike the uneducated ones. Their children may not have someone to look up to as cited by Kimutai and Cheboi (2020). Support to the graduates of the education system through empowerment in economic terms like job creation attaches meaning to education and its completion.

Studies have been done which indicate that the opportunity cost for education is high and hence parents prefer to engage their children in income generating activities like small businesses, domestic works and hawking. These they see better that it raises their living standards as opposed to education (Werunga et al, 2011). When parents have the resources and skills, they utilize them for the benefit of the upbringing of their children for the good of the society. Kengere (2019) in his study concludes that social economic status greatly influences academic achievement and progression of students. Parents socio- economic status play key role in resource mobilization impacting on the Children educational outcomes (Usaini and Abubakar, 2015). (World bank, 2019) in its report indicate that as households meet 20% of primary school cost,60% of secondary education and 8% of university fees, cost is still a major barrier to access to secondary level among the children from poor backgrounds who are the majority in sub-Sahara Africa. Poverty poses a great challenge to education and transition because parents are required to meet costs for learners entering first grade in secondary school. Lack of resources influences transition and such obligations are of great challenge in sub-Saharan Africa where parents meet costs like food, uniforms, learning materials and other equipment's. Access to basic education especially at secondary level in sub-Sahara Africa is influenced by socio–economic and demographic situation**.** Aspirations of disadvantaged children are greatly affected (Lewin, 2009).Large inequalities between regions and income groups affect equity in transitions (Paxton and Mutesi, 2012).

By examining study done on109 Class eight graduates (Ohba, 2011) observed that only 17 transitioned to secondary schools and of those who did not transition sighted financial constraints. Demand for education at each level is a positive function of income cost for education and this

present huge burden for poor families and as such many learners are denied opportunity to transition. Learners drop in order to provide extra labor for generating additional family income. The increasing cost of living and increasing poverty levels has made guardians and parents unable to pay for cost of education. Though the government has provided Free Secondary Education, the parents still have to meet other costs like uniforms which have its prizes escalading year after year. According to Kenya National Bureau of statistics (KNBS) of 2011, Over 348250 people are poor in Nandi County and this affects the rate of transition to secondary schools in the county as observed by (Tuwei, 2013).

Completing primary Education and joining secondary schools in Kenya presents challenges for noted reasons. Majority of learners live in informal settlements and access education in poorly equipped schools which lack human resource and physical infrastructure, this presents inequalities in education access (Paxton and Mutesi, 2012). This way transition is not guaranteed. The free primary education programme in Kenya has raised enrolment rates of learners in primary schools but study shows that GER rate is below 50%.Urgent stringent measures must be put in place to improve transition rates. In a study done by Meerman in Malaysia in 1979 the conclusion was that effective demand for education at each level is positively a function of income and because of this, shopping requirements present a burden to parents from poor backgrounds and this will definitely affect transition rates to secondary schools (Meerman, 1979).

Low transition rates from primary to secondary schools in Sub-Saharan Africa is attributed to factors not limited to poverty which was pointed out as key because many parents were facing financial constraints thus unable to meet education costs. This has prompted the Kenyan government to increase annual budget on education to finance secondary education. This indicates that the government is committed to ensuring every child access secondary education. Learners discontinue education as a result of economic hardships and hence better engage in immediate economic activity especially where parents place low value to education compared to immediate economic priorities as revealed by (UNESCO 2012).

Poverty and rural residence are mostly associated with low secondary school enrolment. Relatively few poor learners reach last grade in primary schools but for those who manage placement, few are able to transition to secondary school successfully. Key obstacles to enrollment are tuition and other formal and informal costs because they are always unaffordable (Amani, 2018). Economic constraints tend to impact on transition particularly when notions of masculine are upheld. Priority will be given to paid labor against education. The learners will work to provide for the family, support themselves or to pay dowry as noted by plan international and cited by (Maglio and Pherali, 2022).Study in Ethiopia concluded that the youths who were dependents in families had a lot of family pressure which made it difficult for them to transition to secondary schools. This is true as reflected in Tanzania which had the lowest transition rate of 20% in 2010 (UNESCO, 2010).This was mainly due to inability of households to support learners to pursue higher education.

Shavit and Blissfield did much analysis on effects of family background on education attainment over time in 1993 using 13 countries and concluded presence of remarkable inequality despite reforms to equalize educational opportunities (Shavit and Blossfeld, 1993). When societies are empowered economically though agriculture and other economic sectors, learners are able to be supported to go through education system. The children's achievement in education is always being dictated by level of income a family has. Children whose parents are economically stable are more likely to complete their learning circle. However, studies show that 20% of children from poor families reach their last grade (EFA, 2014). Study has been done in Bureti and findings indicate that poverty is the leading cause of poor transition to secondary schools. Wangari (2012) did a study on transition to secondary schools in Murang'a county and concluded that financial constrain was a major obstacle to transition to secondary schools.

2.3 Influence of Legal framework on one hundred percent transition.

The constitution of Kenya recognizes education as a fundamental human right and provides for free and compulsory basic education to ensure no Kenyan is left behind as the country moves towards prosperity. This recognition is clearly spelt under the bill of rights. The basic education act

(2013) too requires all parents in Kenya to enroll all children for primary and secondary education. The Education act, 2013 Article 55(a) of the constitution spells out the role of government in ensuring all children enroll and progress in grades because state shall take measures which include affirmative action programs to ensure 100% education participation by all learners (constitution of Kenya, 2010).This is the reason why mob up exercises are conducted across counties which register low transition rates as seen in Nandi county in 2020.(Smith,2011) observes that when a school system is unable to respond to children's diverse requirements that could be a reason as to why transition rate is still low .The learners may in the end disengage, be truant and finally drop out. Kenya aims at implementing vision 2030 through successive 5-year medium term plans running from 2018-2025.National Education Support Program (NESP 2018-2022**)** Sector has good plans geared towards grade transitions but points out inadequacy in governance, management, accountability, poor interventions, ineffective safety nets, gender factors, parent level of Education, early marriage and pregnancies, political factors, mismatch in research and policy, HIV, elitist admission and distance to schools.

Kenyan government is committed in implementing international, regional and national commitments like millennium development goals (MDGs), Education for all goals and post 2015 targets. The Government of Kenya committed itself to introduce free secondary education with an aim of improving transition rates from primary to secondary schools. The constitution 2010 has provisions of making basic education compulsory with obligations resting on parents and state to facilitate. The government uses all mechanism to ensure efficiency in admission, retention and transition (MOEST, 2015).Kenyan government continues to invest heavily in education sector committing up to 6.4% of its Gross Domestic Product (GDP) as noted by (MOEST, 2015). The increased allocation is illustrated by the table 2.1 below;

Table 2.1 Education financing in Kenya since 2018;

Financial year	2018/2019	2019/2020	2020/2021	2021/2022
Allocation(Ksh, Millions)	442328	473706	492539	503979

Source: National Treasury (2019).

This financial commitment is aimed at achieving guaranteed transition and progression of all learners from one grade to another. The government adopted 100% transition policy in line with Education for All (EFA) goal of giving children universal access to basic education up to 12 years. Free primary education and free tuition was introduced to increase transition rates, (MOEST, 2015)

The governments of Ethiopia, Kenya, Ghana, Mozambique and Tanzania have been able to increase education spending with the aid of donor support and grants. Secondary school fees have been abolished in some with an aim of improving transition rates (UNESCO, 2010). The government of Kenya is doing its best to realize EFA dream of achieving universal education through subsidy programs. (Mbui, 2010) supports the move saying educational funding is a global responsibility of countries thus citizens are empowered.

Kippra (2020) indicate the commitment the government is making in order to achieve 100% transition rate that on 5/2/2019 it was able to launch last mile form one admission campaign lead by Cabinet Secretary for education stating that the country had not achieved one hundred percent transition rate. The state commitment for the coming years is clearly spelt in the constitution as stated: The state party will continue to support basic education in general and in particular areas (Wango, 2011). Armed (2021) argues that there should be consistency in policy formulation and implementation. Therefore, for effective realization of 100% transition, education stakeholders must cooperate to ensure achievement of policy objectives though linkage of policy and practice.

2.4. Influence of learner related factors on one hundred percent transition.

The individual cultural background and upbringing has a profound effect on how they perceive the world. Culture influences the extent to which parents will invest in their children's education, this include their willingness to inspire them towards transition and success in education (Storey, 2018).Culture influence the general outlook of the world and way of interactions. Culture shapes our values, background and upbringing. In education culture has a fundamental influence on parental perception on educational investment. Culture has influence on values attached to education and level of children success, performance and transitions (Wekesa et al, 2019)

Initiation is a rite of passage which marks the transition from childhood to adulthood. Male circumcision is done by nearly all communities in Kenya but few stresses on the rite after initiation by name Moransm including Nandi, Maasai and Samburu. Boys in majority of Kenyan societies are circumcised when they are at tender ages at primary schools. This implies that circumcision is done at the time learners are to transition to secondary schools and initiation duration is longer hence impacts on transition rates (Changach, 2012).

Moransm impacts on transition to secondary because during initiation, initiates get informal education which is highly valued than formal education as a result some drop out of school immediately. Study has been done on it by institute of Maasai Education Research (2014). Some informal cultural education given to initiates often placed them at compromise between discipline verses indiscipline making some boys to drop out at primary before joining secondary schools (Kipkorir et al, 2018).In Western Kenya, studies have also been done which revealed the extent to which moransm and culture influence education aspiration especially transition rates. An example is the study done by Ogolla in 2013.This study revealed that informal education given during the process encouraged use of incense, chants, drugs and substance abuse (Ogolla, 2013)

The Nandi generally value circumcision and its graduates highly value what is taught. Study reveals that teachers have had some cases of indiscipline and school drop out after initiation (Kipkoriret al, 2018). Culture being part and parcel of the society as noted by Amwayi (2012), culture and

education should be carefully integrated. Education plays a major role in the contemporary society. Societies therefore need to be well informed so that they can embrace education and allow their children to transition through the system smoothly.

Girls and their education achievements is a world concern. The children from poor families and particularly girls have minimal chances of making through education system and that many are still being denied chances of going to school(UNESCO, 2012) Girls are often negatively affected by social codes, pressure to leave school early, concentrate in domestic spheres and care giving duties or forced to early marriage particularly in low income families where parents make priority harmful practices for girls in social and economic survival (Boyden et al,2013).Early marriage is a formal or informal union by individuals before attaining constitutional age of 18 years, the bracket age children are supposed to be undertaking their basic education. It is quite unfortunate that few countries accept such unions like Nigeria, India, Albania and Bangladesh (UNICEF 2012). The community attitude towards education particularly for girls influences their transition to secondary schools (Bundotich, 2017) .Transition rates to lower secondary are correlated with years of free and compulsory education at primary and secondary with top performing countries Kenya and Cape Verde. These countries have free lower secondary Education and have almost universal access and transition rates. Despite free education policies some countries still experience low transition rates due to many factors. Niger and Mauritania have pronounced child marriage with low transition rates of below 70% (UNICEF, 2014)

Early marriages interfere with smooth transition of girls in education in comparison to boys. Girls mature earlier and enter sex bracket early resulting to early pregnancies. Some are forced to be married off by the family. The affected girls would prefer to run away from home and get married because of being guilty. The family too may hold a negative attitude towards educating a girl child branding educating a girl as waste of resources. Over 44% of girls could not acquire secondary education because of getting married at age 15 in Nigeria (Armed 1986). Some parents marry off their girls in Nigeria because they fear to invest in them (Ali et al, 2014). In Kenya a study done by

Chemurgor revealed that female circumcision and early marriage was attributed to poverty and marrying off to get wealth through pride prize. Early marriage denies girls an opportunity to complete primary education and consequently transiting to secondary schools. Only 50.2% of secondary eligible children transition to secondary education. The main reasons include truancy, pregnancy and economic hardship. Early sexual activity is seen arising due to lack of sex education and self-awareness and also a reason for economic necessity (Chemurgor, 2002).Viluti did a study in 2019 in Nairobi about effects of socio-economic factors on transition and his findings indicate that early marriage (40%) and teenage pregnancies (30%) are the most pronounced factors and distracters in achieving 100% percent transition rates to secondary school (Viluti, 2019). The literature reviewed indicates that girls are at a risk of not undergoing transition to secondary schools because of a number of constraints. Their education and transitions through the system requires concerted interventions from educational stakeholders and parents. The result of such interventions brings about education completion. UNESCO (2012) observes that enrolment to secondary schools for girls and boys remain low; 51% for boys and 48% for girls. A concern is on percentage of girl's transition who majority of them do not transition to secondary schools although primary education recorded remarkable access for the girls. Many girls enter primary schooling and get enrolled but are at a risk of dropping before completion. This is caused by irregular attendance, poor performance and exclusion from worthwhile learning (Oketch et al, 2010).

According to a study done by NACADA (2017) reveals that, pupils are knowledgeable on drugs and substance of abuse like tobacco, prescription drugs, miraa and alcohol. Tobacco and alcohol are the most prevalent at 89.3% and 83.8% respectively. Studies have been done which link drugs and substance abuse with class repetition with low progression in classes. Drug abuse among students result to high rate of boredom and lose of interest in academic endeavors thus are frequently absent in classes resulting in repetitions. A study done on effect of early use of alcohol by adolescents in Victoria revealed that, the learners became truant in school, were disengaged from

school programmes and lacked academic commitment which lead to academic failure (Hemphill et al 2014)

2.5 Influence of Secondary schools' preparedness for smooth transition.

Schools preparedness towards transition process involves being ready to improve access and at the same time maintaining quality. The World Bank identified that education seems to be neglected in terms of finance allocation as it receives utmost 20%.Such low allocation directly influences transition rates from primary to secondary schools (World Bank, 2007). Session paper number 14 of 2012 analyzed by Wanjiru (2013) indicated that there were direct fiscal challenges affecting secondary education which majorly included very low transitions to secondary school. The years 2009 and 2010 recorded as low as 62% and 66% admission rate respectively. The noted challenge was low funding rate which resulted to inadequacy in infrastructural development. The introduction of free day secondary schools was as a result of presidential decree on universal primary education which saw classes being congested as indicated by study done by Onginjo et al(2023).With 100% transition policy in place, it is expected that all pupils should transition from primary to secondary schools. For effective transitions, world bank has standard indicator inputs which include libraries, instructional time**,** homework textbooks, teachers, laboratories and even class size (Sifuna and Sawamura, 2010) .The Global partnership for education (GPE, 2017) as working paper number two on educational challenges of transition observes the deficiency arising from poor management and inadequate expansion of secondary education to accommodate the increasing number of learners. Sub-Saharan Africa countries have since 1981 allocated more funds to education with an aim of improving access, retention and transition between grades (UNESCO, 2006). Study indicate that well–built infrastructure with all the necessary equipment's attract high enrollment rates as seen in Morocco where rural schools have enough water and sanitation facilities (UNESCO,2015).

Kenya aspired to achieve universal primary education by 2015 and as a result it had set its aims and necessary work programs. There was increased primary school enrolment. However, the challenge was noted in mismatch in requisite policy in enhancing secondary schools' capacities by

infrastructure (GOK, 2011).The challenge is further heightened by having two education systems running concurrently, the competency-based curriculum and the 8.4.4.Adequate and quality infrastructure improves admission, retention and completion rates. The staff is also motivated .

The Government of Kenya admits that provision of resources with the intention of enhancing secondary education is a challenge and as such it calls for the involvement of stakeholders both state and non-state with an aim of putting up facilities and resource mobilization for effective realization of secondary education (GOK, 2010). Orodho (2014) holds that the inability of Government and households to finance schools adequately renders them unable to expand its infrastructure. He further points out that apart from being the main source of funding, the households are to finance establishment of infrastructure. In Kenya after the release of KCPE results, many learners are not able to transition to secondary schools and this is attributed to lack of enough infrastructures since there are few secondary schools. Progression to higher levels is compromised (Ntarangwi, 2015).The physical infrastructure is an important factor in school attendance, achievement, and effective realization of primary education goals as stipulated by Ministry of Education Science and Technology. As Kenya struggles to meet one hundred percent transition rate, schools have become over crowded hence some learners end up missing vacancies. Research indicates that selection based on availability of vacancies impacts on access and transition rates (Burns et al, 2013).

Werunga et al (2011) did a study in Taita on challenges facing transition to secondary schools and concluded that 40% of learners did not transition to secondary schools. The main challenges cited was financial constraint, early marriage, attitude towards secondary education and long distance travelled to the schools. Adequacy of teaching and learning space has a positive influence on teaching and learning process hence implementation of 100% transition policy and also adequacy of teaching and learning resources ensure smooth running of education programs, there inadequacy influence transition rate from primary to secondary according to study done by Magrate as cited by (Ramsden, 2011).

Education sector report, (2016) clearly identified ability of secondary schools to absorb only 80% of last grade learners. Availability of adequate infrastructure is important in realizing goals of education which is only possible with adequate funding. The basic education booklet of 2020 clearly identified that although various categories of learners with disabilities enroll at primary schools, only those with hearing, physical and visual impairment transition to secondary schools. Those students with intellectual and multiple disabilities rarely transition because of inadequate infrastructure. The government of Kenya considers secondary education as a vessel to drive the country into achievement of vision 2030 agenda. The vision 2030 is Kenya's blue print which aims to transform the country economically by offering its citizens quality life. The country aspires to establish additional classrooms and upgrade them to at least have three streams (GoK, 2012). The government, various stake holders and none governmental organizations in education should therefore work hand in hand to support the policy.

Concerning personnel requirement, it mandates that the number of teachers required to satisfy staffing level is always a proportion of learner enrollment. In addition to programme efficiency, teacher adequacy should always match teacher pupil ratio.

2.6 Summary of the literature reviewed.

The available literature review has shown that transition from primary to secondary schools may be influenced by family background, legal frameworks, learner related factors and secondary schools' preparedness. Such literature review has been done in different parts of the world affecting general transition and not particularly 100% transition in Chesumei sub-county in Kenya. Though studies have been done as analyzed in the review of related literature, studies have not been done on one hundred percent transition to secondary schools in Chesumei. More so difference in geographical location of the study areas brings differences in learner constraints as observed by (Lewin, 2009) that access to the desired quality education particularly at post primary is highly influenced by demographic and socio-economic set up of children. Therefore, this available literature review formed the basis for the current study. The study aimed to ascertain constraints

towards the achievement of 100% transition to secondary schools in Chesumei sub-county in Kenya. The sub-county lies in an agricultural productive zone which boosts its economic status. It too enjoys peaceful environment which is good for social, political and economic transformations however its transition rates are still low. The study therefore is set to fill the knowledge gap which answers the question of why then is the sub-county still registering low transitions rates from primary to secondary schools.

2.7 Theoretical construct.

A theoretical construct is that which best describe transition and its testable ability through common sense and observations as argued by Overton et al (2015). The current study therefore was best guided by Life Course Theory which was proposed by Elder (2000). The theory highlights transition as normative life transitions. It is an approach for analyzing people's lives within structural, social and cultural context. Proponents of the theory believe that there is a strong link between children environments and their socio-economic success as adolescents and adults. Long lasting life consequences are associated with Child's socio –economic environments, family setting and local contexts especially neighborhoods and schools.

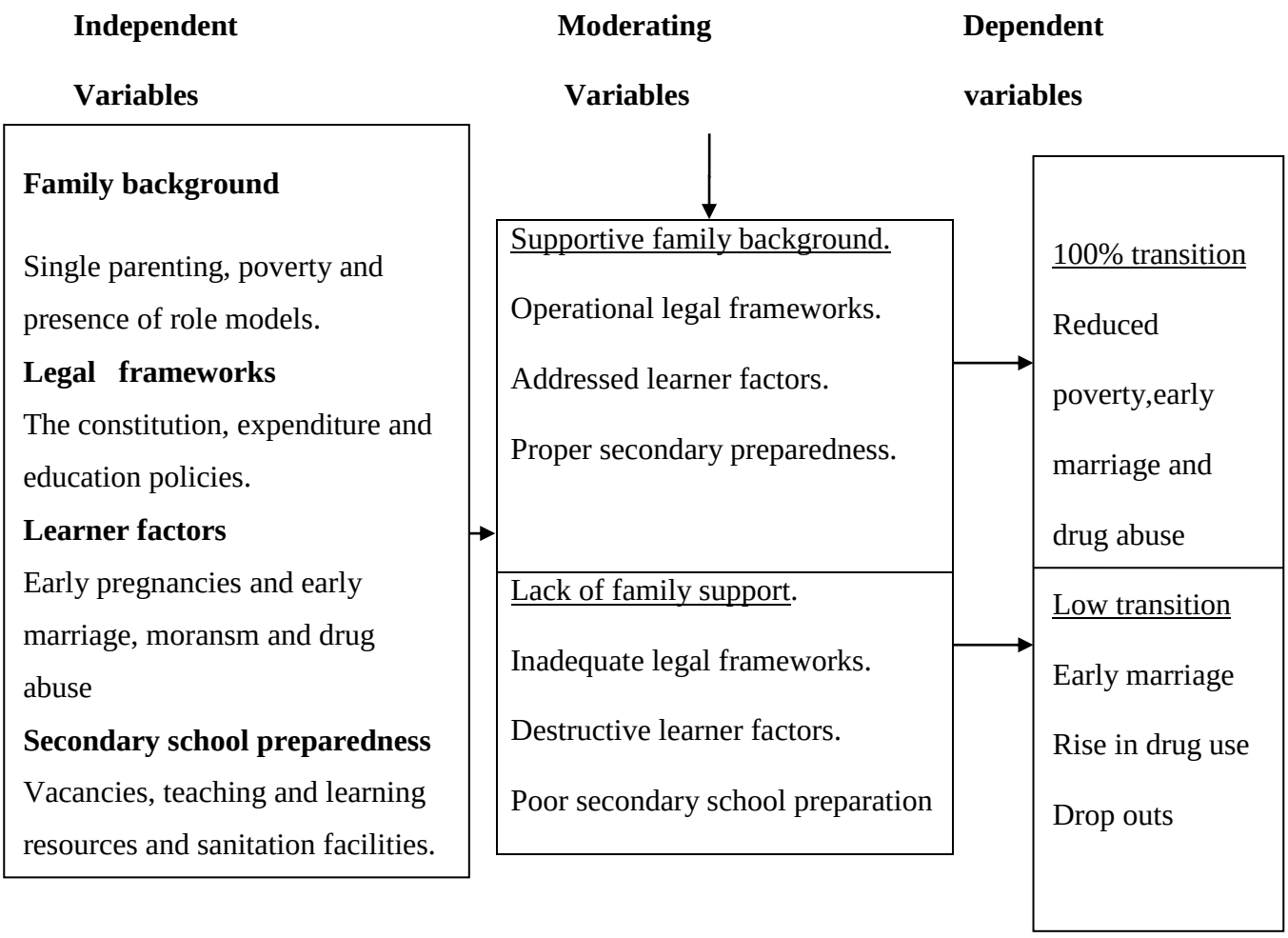
The theory therefore calls for attention towards their short- and long-term consequences since they are primary units in children's lives and transitions. Theory examines aspects of transition and adolescent, the period of biological change which comes with consequences such as sexual activity, delinquency and likelihood of engaging in violence. The theory asserts that risk factors accumulated over time causes academic disengagement and eventual school drop-out. They also believe that well-resourced programs hold the potential of supporting learners in coping with adversities and improving their prospects of successful school transitions (Woodheads and Moss, 2007).

The relevance of the theory in the current study is that it emphasizes that human development cannot be detached from social history since historical conditions such as family background; learner actors, legal frameworks and secondary school preparedness all shape the way children grow and transition in life. The theory locates individual trajectories in relation to massive social changes like armed

conflicts, economic depressions and migrations. According to the current study the concepts will guide in making an enquiry into the genesis of low transition rates from primary to secondary schools.

2.8 Conceptual framework.

Figure 2.1 shows the interrelationship between dependent and independent variables.



The study process was guided by the illustration showing interrelationship between variables, that the four independent variables under study family background, learner factors, legal frameworks and secondary school preparedness impacts the rate of transition process and thus results in improvement or reduction of transition rates. Where independent variables are put into check and balance by engaging the moderating variables, the end product is effective transition rates which is the intended dependent variable which leads to achievement of education goals. The current study had research

time frame which was particularly important in containing the influence of moderating variable on the outcomes of the research. Triangulation of data collection was also important in overcoming any influence of the findings.

The independent variable family background broadly encompasses socio-economic set up of a society like single parenthood whereby for various reasons one parent is solely responsible in managing teaching and learning process of children, such compromises handling of adolescent children in transition and causes financial pressure. Level of education too influences transition rates since educated parents push their children to higher levels of education unlike their counterparts. Poverty limit transition rates since secondary education though subsidized contains hidden costs which parents with poor socio-economic background may not manage to raise and such costs compete with costs of basic needs like food.

Learner factors, early marriage teenage pregnancies and Moranism as independent variable rob school system learners who are in the verge of transition age to secondary school. Initiated Moran's may value so much informal cultural teachings at the expense of formal learning. Legal frameworks are arrangements put in place by government to support 100% transition process, effective and efficient frameworks help to raise transition rates. Finally, secondary school's preparedness influence transition rates if teaching and learning resources are limited which in turn limits learners undergoing transition to secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction.

(Kassu, 2019) states that research methodology imply the path through which researcher intends to conduct a research and path to follow while formulating problems and objectives and present the result from data obtained during study period. Creswell and Creswell (2003) describe methodology as a coherent group of methods that harmonize one another as well as reflecting research question. The chapter therefore presents the research design, target population, sample size and sampling procedures, data collection instruments, instruments validity, reliability of instruments, data collection procedure, data analysis techniques and ethical consideration.

3.2 Research design.

The current study used the epistemological approach of problem solving. Grix (2010) states that epistemology means the possible ways of gaining knowledge of social reality. The aim for the adoption of this paradigm was to acquire knowledge inductively by gathering evidence through observations and conducting interviews as described by (Ritchie et al 2014).The paradigm therefore guided in identifying appropriate research methodology.

The research being a descriptive study based on primary and secondary data was therefore best undertaken by way of mixed- methodology involving both qualitative and quantitative data analysis. Abowitz and Toole (2010) observe that mixed methodology gathers data by triangulation. Descriptive survey which is a data collection method involving use of interviews and questionnaires was used while carrying out the study. Descriptive survey was relevant to the current study since it allowed the researcher to identify appropriate data collection tools hence was able to collect information about people in terms of opinion, attitude, or habits. Descriptive survey allows respondents to give quality data in their natural setting through closed and open-ended questionnaires which encourages high responds rate. The respondents were able to fill the

questionnaires at their own appropriate time hence a true reflection of the population at the time of conducting research was obtained. Data was collected then analyzed for interpretation.

3.3 Target population.

Table 3.1 shows the number of zones found in Chesumei sub-county and their respective target population for the current study. These zones formed stratus.

Zone	Schools	Head teachers	Class masters	Students
Kapsisiywa	5	5	5	252
Kaptel	18	18	18	712
Kamoiywa	21	21	21	830
Chemundu	14	14	14	530
Kiptuiya	22	22	21	860
Kosirai	14	14	14	597
Mutwot	22	22	22	985
Lelmokwo	9	9	9	359
Total	125	125	125	5125

Source: Sub-county Education Report 2021

Table 3.1 shows the summary of the targeted respondents for the study. The total number of public primary schools in Chesumei Sub-county is 125.All were considered to participate in the study as Kombo and Delmo (2006) states that all respondents under consideration in any field of enquiry constitute a universe or targeted population.

Targeted population was 125 schools, 125 head teachers, 125class masters and 5125 form one students.

3.4 Sampling procedure and sample size.

Sample size for schools, head teachers and teachers were arrived at by using Yamane formula guide (1967) which is appropriate for smaller population. The sampling technique was simplified by using the formula,

$$\boldsymbol{n = \frac{N}{1 + (Ne^2)}}$$

n = minimum required sample size

N =the target population

e=degree of precision

The Sub-county Education Report 2022 indicated that there are 125 public primary schools. The sample size was arrived at through substitution as follows,

$$\boldsymbol{n = \frac{N}{1 + (Ne^2)}}$$

$$\boldsymbol{n = \frac{125}{1 + (125x0.10x0.10)} = 55}$$

Fifty-Five schools therefore participated in the study which is equivalent to 44%.

To get the number of head teachers and class masters, the formula was substituted as shown,

$$\boldsymbol{n = \frac{125}{1 + (125x0.10x0.10)} = 55}$$

The formula gives 55 head teachers and 55 class masters. This represented 44% of class masters and 44% of head teachers which was good for the study. (Kombo and Delmo, 2006) suggests a 10% and above representation is enough to give required data .The head teachers were able to guide in reaching learners who did not transition to secondary school. Study targeted 17% of

learners who missed to join secondary schools on average per year since sub-county transition rate averaged at 83%. 2022 had 4412 students sitting for KCPE(county analysis, 2023),17% of them were 750. 20% sample size of 750 is 150.Purposive sampling was used to identify those who participated in the study. Study targeted 4412 learners in form one 2023. 23% of these learners translated to 1025 were purposely selected to participate in the study. According to Mugenda and Mugenda (2003), 10%-50% sample size is good to make a conclusion in a study. Public secondary schools around the sampled primary schools were purposely selected to participate in the study.

3.5 Data collection instruments:

The questionnaires and interview schedules were the main data collection instruments. The combination of the instruments ensured that the triangulation of data collection procedure was attained. In-depth Interview was scheduled particularly targeting the Sub-county director. This was particularly important since it helped in getting firsthand information as recommended by (White et al, 2009). The objectives of such interviews are to obtain rich information from individual respondent at a time as long as the sampled persons are able to provide required information regardless of gender, religion, or socio-economic status. Questionnaires were appropriately utilized both open and closed ended as (Gor, 2012) suggests it's a good method enabling high responds rate since respondents can be able to fill at own appropriate time.

The importance of questionnaires is that it can cover large group of respondents, easy to administer, anonymity is achieved and questionnaires can be standardized to achieve its objectives eventually accurate data collection.

3.6 Instrument validity.

Kothari (2004), validity is the extent to which a test measures what we actually wish to measure and that sound measurement must be valid, reliable and practical. Mugenda and Mugenda (2010) points out that if data can truly reflect variables then making inferences from it results to accuracy. The instrument validity was placed under scrutiny of my supervisors who appraised and detected

inefficiency and advised accordingly. Validity check was able to detect such attributes as face, construct, criterion and content validity.

3.7 Reliability of Instruments.

Reliability is the degree to which a test consistently yields the same results (Wiersma, 1985). To ensure reliability and trustworthiness of the interview schedule, the researcher assured the respondent that the data collected was treated with utmost confidentiality and that it was meant for academic purpose. The research questionnaires for this study were pretested using a sample from schools that were not part of the study. As recommended by Mugenda and Mugenda (2003), a sample of 1% to 10% of the actual sample size is adequate for piloting purposes. Out of targeted 55 schools, 10% which was equivalent to five schools were sampled to participate in the study. Five head teachers, five class masters and 20% of learners in these schools participated in the pilot study. The pilot study's respondents had similar characteristics to those which were used in the main study. The purpose of the pilot study was to assess the reliability of the instruments used in the main study. The results obtained indicated that the instrument was reliable with a Cronbach's alpha above 0.70. Table 3.2 shows the reliability results for teachers' questionnaires.

Table 3.2: Reliability results for teachers.

Variable	No. of items	Cronbach's Alpha	Comment
Influence of family background towards 100% transition	5	0.749	Reliable
Influence of legal frameworks towards 100% transition	7	0.745	Reliable
Influence of learner factors towards 100% transition	6	0.746	Reliable
Secondary school preparedness towards 100% transition	4	0.747	Reliable
Average		**0.747**	Reliable

Table 3.2 shows the summary of alpha coefficient of teachers. Objective one influence of family background towards 100% transition had alpha coefficient of 0.749, influence of legal frameworks towards 100% transition had alpha coefficient of 0.745, influence of learner related factors towards 100% transition had a coefficient of 0.746 and secondary school preparedness towards 100% transition had a coefficient of 0.747.

From the analysis, Alpha coefficients were all greater than 0.7 indicating an acceptable reliability of the instrument. The average reliability coefficient for the variables was 0.747 which was above the threshold of 0.6 as recommended by Mugenda and Mugenda (2003) and over 0.7 by Cooper & Schindler (2003) as an acceptable reliability coefficient. The instrument therefore was appropriate for the study.

The reliability test for learners' instruments was pretested using a sample from schools that were not part of the sample. As recommended by Mugenda and Mugenda (2003), a sample of 1% to 10% of the actual sample size is adequate for piloting purposes. The study's respondents had similar characteristics to those which were used in the main study. The purpose of the pilot study was to assess the reliability of the instruments used in the main study. The results obtained indicated that the instrument was reliable with a Cronbach's alpha above 0.70. Table 3.3 shows the reliability results for learners.

Table 3.3: Reliability results for students.

Variable	**No. of items**	**Cronbach's Alpha**	**Comment**
Influence of family background towards 100% transition	4	0.678	Reliable
Legal frameworks and their influence on 100% transition	4	0.70	Reliable
Learner factors and their influence towards 100% transition	5	0.674	Reliable
Secondary schools' preparedness towards 100% transition	4	0.673	Reliable
Average		**0.681**	**Reliable**

The learner's data collection instruments were also subjected to a reliability test using Cronbach's alpha and the summary given on the table 3.3 above. This was done according to the objectives of the study. For the influence of family background towards 100% transition the alpha coefficient was 0.678, influence of legal frame works on 100% transition had alpha coefficient of

0.70, influence of learner factors towards 100% transition had a coefficient of 0.674 and secondary school preparedness towards 100% transition process had alpha coefficient of 0.673. From the analysis, Alpha coefficients were all greater than 0.6 indicating an acceptable reliability of the instrument. The average reliability coefficient for the variables was 0.681 which was above the threshold of 0.6 deemed as acceptable by Mugenda and Mugenda (2003).The instrument reliability was further enhanced using the feedback from the pilot study as Kothari,(2004) states that dependability of research tools need to be done by consulting pilot testing. Pretest for qualitative data analysis tools was also done to ascertain its reliability and validity. The proposed interview guide was therefore put to test re test for dependability and reliability check to ascertain how well it was able to give comparable data when used in different situations .Two head teachers were allowed to respond to the interview schedule and were given considerable time. The interview schedule had some level of similarity only that the interview schedule required some indebt responses. Their responses were coded for accuracy. The instruments therefore were appropriate for the study.

3.8 Data collection procedure

Before the start of data collection, the researcher sought for clearance from the department of education. The researcher then applied for authorization from National Commission of Science, Technology and Innovation (NACOSTI). The permit was presented to the county commissioner and the ministry of Education who gave further clearance and permission to conduct research in Chesumei sub-county. Armed with authorization letters the researcher proceeded to sampled schools explaining the purpose of the visit and study. Questionnaires were presented for test re- test for the purpose of ascertaining their reliability and validity.

After ascertaining these parameters, the researcher was able to embark on data collection procedure. Interview schedule was also organized with the SCDE Chesumei sub-county. Data collection was done using questionnaires which is the most suitable method in descriptive survey (Meerman, 1979).Questionnaire was presented to respondents to either fill in or tick. Questionnaire

is the most suitable since they are easy to administer to a large group of respondents and feedback is almost immediate. In-depth interview schedules were appropriately used to obtain information from the respondents. Interviews are good in that the subject is properly covered and issues which are not clear are clarified (McGrath et al, 2019)

3.9 Data analysis techniques

Data analysis procedure was based on quantitative and qualitative approaches. Qualitative data analysis majorly obtained from interviews involved statement and content analysis through data gathering from the interview guide. The interview guide was useful since it generated qualitative data which was subjected to qualitative analysis procedure being guided by the study questions. The study questions were able to guide in presenting the data in a narrative format as well as in themes. The qualitative data which was obtained was categorized into similar themes, patterns and relationships to make interpretation easier as argued by (Eisenhardt, 1989).The data underwent a cross-case identification to analyze themes for similarities and differences. The themes were corded into narrative forms, analysed then interpreted. Relevant conclusions were then made.

Quantitative data involved manipulation of large numerical data which was easily handled with the aid of computer spreadsheet together with inferential and descriptive Statistical Social Package for Social Sciences (SPSS). The reason behind use of SPSS was its ability in handling large volume of data at ago. Variables were defined in relation to stated objectives for easy analysis and interpretation. To remove inconsistencies, quantitative data was compiled, coded, tabulated and interpreted for simple understanding. The open ended questionnaires were closely examined then coded for qualitative analysis. Quantitative data was presented in frequency tables, percentages and charts for analysis and interpretation using descriptive statistics which utilized measures of central tendencies. The information collected was finally coded for easy interpretation according to the objectives of the study which had sought to find out the influence of family background on 100% transition to secondary schools, to establish the influence of legal frame works towards realization of 100% transition to secondary schools, to find out the influence of learner related factors towards

realization of 100% transition to secondary schools, to examine preparedness of secondary schools towards100% transition from primary to secondary schools.

3.10 Ethical consideration.

The constitution of Kenya draft bill (2003:7) recognizes that rights are key to democracy. The researchers need to observe the principle of ethics when conducting the research because respondents might develop sense of insecurity especially if opinions are touching their superiors. It was therefore important to stick to codes of conduct while searching for information. The researcher therefore assured respondents of their rights being upheld. Names were not indicated as way of protecting the respondent's identity. The researcher was able to stick to the laid down procedures guiding research process by first obtaining authorization from the university, National council for science and technology (NACOST),letter of consent from the County director-Nandi, preliminary letter from sub-county director of Chesumei then finally proceeding to brief respondents with the intend of embarking on smooth research project. The research findings were treated with utmost confidentiality.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The chapter contain response rate, the background information, demographic characteristics of the respondents. Finally, the chapter presents descriptive statistics findings on constraints towards the achievement of 100% transition to secondary schools. The study findings and interpretation had sought to address the objectives which include. To find out the influence of family background on 100% transition to secondary schools in Chesumei sub-county, Kenya. To establish the influence of legal frame works towards realization of 100% transition to secondary schools in Chesumei sub-county. The study had sought to find out the influence of learner related factors towards realization of 100% transition to secondary schools and finally study sought to examine preparedness of secondary schools towards 100% transition from primary to secondary schools. The study was conducted with an aim of finding out constraints towards achievement of 100% transition to secondary schools. The study was set to address the research questions which were stated as; to what extent is family background influencing transition of learners from primary to secondary schools? How effective are the legal frameworks in place in supporting realization of 100% transition to secondary schools? What are the learner factors that hinder realization of 100% transition to secondary schools? How prepared are secondary schools in effecting implementation of 100% transition policy?

Since descriptive statistics was used, the frequencies were tabulated and expressed in percentages. The mean was calculated in order to determine a measure of central tendency which was used to arrive at a decision. The opinions of the study were interpreted and described to give meaning. Frequency table and charts were used to present the findings of the study.

4.2 Response Rate.

Pandey and Pandey (2021) defines response rate as the actual number of respondents divided by the sample size. From the data collected, out of the 1025 questionnaires administered to learners, 901 were filled and returned. This represented 88 % response rate, which is considered satisfactory to make conclusion for the study. This concurs with Bell and Bryman (2007) assertion that a response rate greater than 60% is very good. This shows that based on this assertion the response rate of 88 % is very good.132 learners who did not proceed to secondary schools participated in the study after being purposely sampled. Arriving at remarkable response rate of 88%, that is 132 out of targeted 150 learners was attributed to the nature of questionnaires which both groups of the respondents said they were easy to respond to and also took less time. The high response was also attributed to the willingness of the respondents to contribute to the study.

The class teachers and head teachers were asked to indicate their designation either as head teachers (ht) or class masters and table 4.1 shows their summary.

Table 4.1.A Summary of teacher's respondents.

Designation	Frequency	Percent
Class masters	54	51
HT	52	49
Total	106	100.0

The table shows that out of targeted 55 class teachers 54 filled and returned the questionnaires, this translates to 98% response rate which was good for the study. The targeted head teachers were 55 but only 52 were able to respond to and return the questionnaires representing 94% response rate which was also good as Bell and Bryman (2007) suggests that a response rate of over 60% is good.

4.3 Background information.

This part covers respondents' information based on gender, age, length of service and length of stay at the current station.

The learner respondents were asked to indicate their gender and their summary is shown on the table 4.2.

Table 4.2 Shows distribution of learner respondents by gender.

Response	Frequency	Percent
Male	427	47.4
Female	474	52.6
Total	901	100.0

The table shows the distribution of learner respondents who during the study, stratified sampling was used to arrive at closer gender response. Though there is no great significance in gender response, it is worth to note of higher rate of female response which might be attributed to intensified advocating for the girl child in education at the expense of the boy child as Changach (2012), argue that the persistent campaign for girl child retention in school has raised the enrolment of girls but the boy child has been neglected.

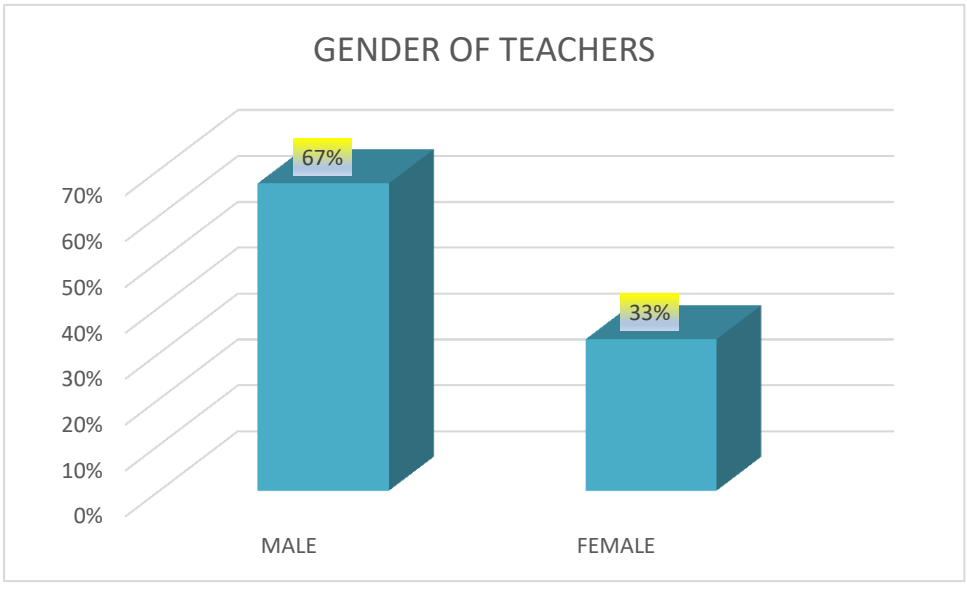
The study also targeted learners who did not transition to secondary school and those who were able to make a response to the questionnaire were asked to state their gender and the summary was tabulated on table 4.3 as shown.

Table 4.3 Students who failed to transition to secondary schools by gender.

Response	Frequency	Percent
Male	59	44.7
Female	73	55.3
Total	132	100.0

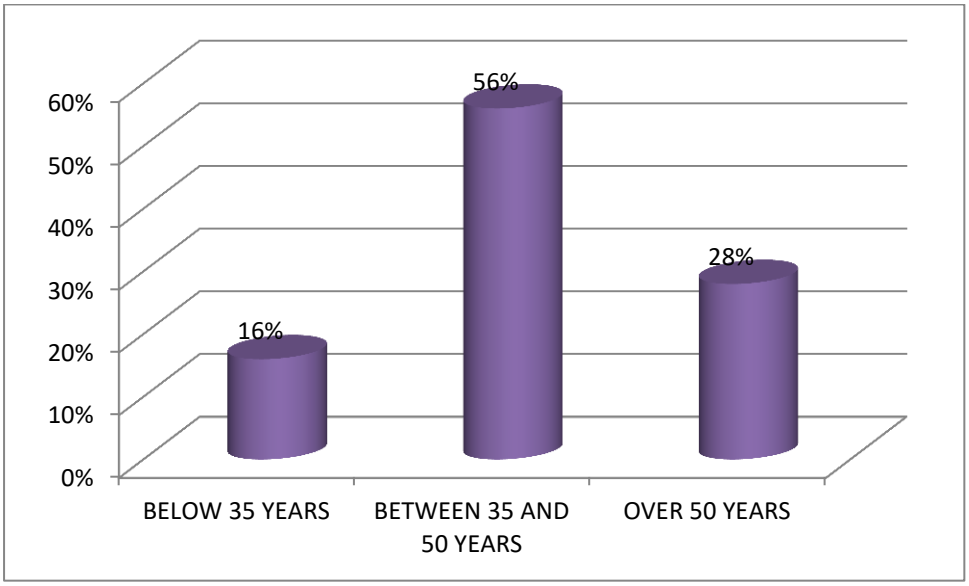
Table 4.3; indicate that male respondents were 59 representing 44.7% and 73 were female which represented 55.3%. The female respondents were more signaling that they are the majority in failure to transition to form one. To arrive at the response rate of 132 out of 150 was possible with collaboration and cooperation with class masters, parents and head teachers. Response rate was 88%, which was good to represent those who failed to transition per year. The school's administrations were able to trace and locate those who were still at home or repeaters and arrangements were made that they were able to make a response to the questionnaire. Though it was not easy to find majority of them, those who were purposely selected made their contribution to the study. Most of such boys had already joined boda boda business. When asked to state major reason as to why they were not able to proceed to secondary schools, the response was lack of school fees, low KCPE results for those who were repeaters, doing KCPE while expectant and finally opting for early marriage.

The gender response of 55.3% against 44.7% paints a clear picture on impact of early pregnancies on girls. This is further depicted with 80% of learners agreeing to pregnancies affecting transition (table 4.5). Some had to repeat to give chance to their siblings whom they say parents could not sustain all in secondary schools. Some parents and teachers pointed out influence of drugs and alcohol abuse. The teachers were also asked to indicate their gender and their response was summarized on figure 4.1.below.



The table shows teacher respondents with male teachers as the majority 67% against female respondents at 33%. This is an indication that female teachers still shy off in taking up responsibilities in Chesumei Sub- County in our case as senior class masters or head teachers. The government of Kenya is keen on breaching the gender parity in all sectors of social, political and economic set up. The teachers were also asked to rate their current age using indicators below 35, 35-50 or over 50 and the results were summarized using table 4.2.

Figure 4.2 Current Age of the respondent.



From the summary of teachers' current ages, the figure shows majority of respondents were aged between 35-50 years; the bracket age from which teachers make great contribution to the education sector in terms of experience and physical energy. Those over 50 years followed. The category had much stock of experience and was in a very good position in providing adequate information regarding the study. Whereas those below 35 years followed, they were also better placed since they understood the learners and their contribution was useful to the study.

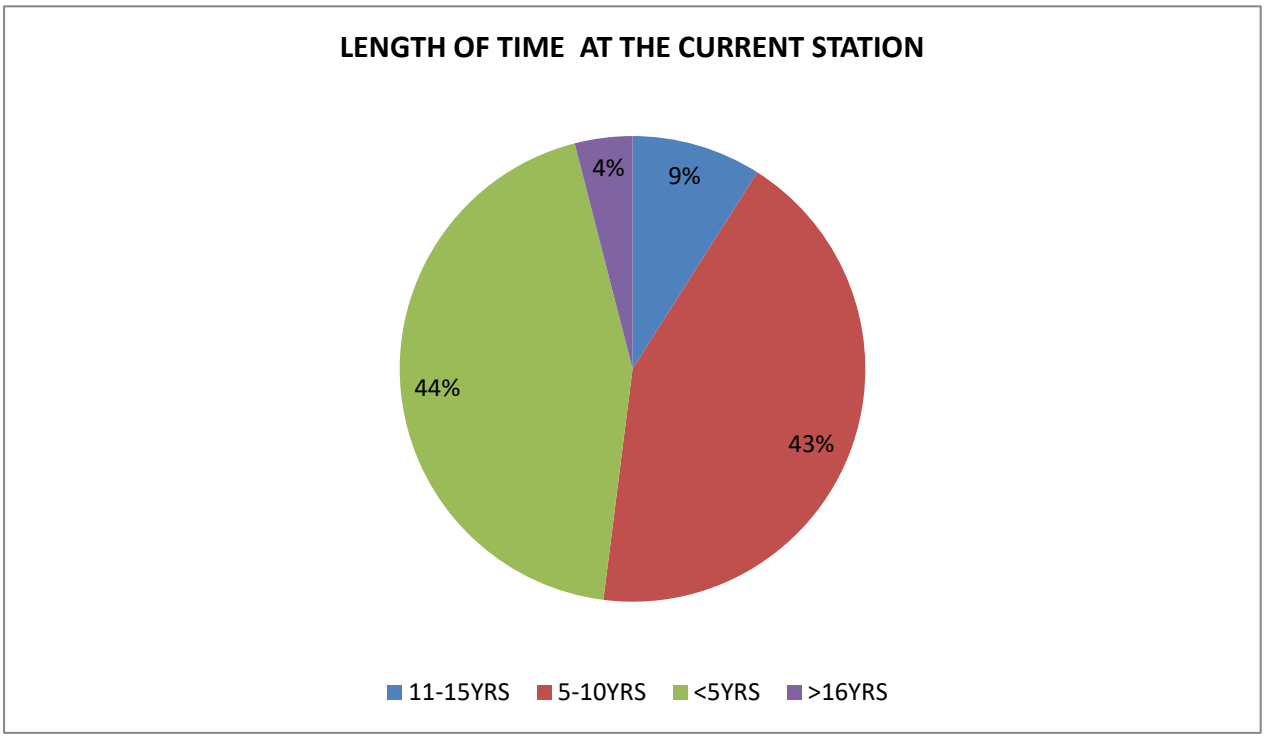
The teacher respondents were also requested to indicate their length of time in the teaching service. The results were summarized on table 4.4 using scales 0-10 years, 11-20 years and above 21years.

Table 4.4, Teachers length of service.

Response	Frequency	Percent
0-10 years	35	33.0
11-20 years	30	28.3
21 years and above	41	38.7
Total	106	100.0

The table indicates that majority of teacher respondents had served for over 11 years (67%). This therefore was an advantage to the study since the teachers had much experience in the teaching profession and their response was very important. Those who have worked below 10 years had also understood the ups and downs of the learners and their contribution to this study was also valuable. The study also sought to know the distribution of respondent teachers by length of time in their current station. The respondents were asked to indicate the time spent in the current station and the results were summarized in chart 4.3 below.

Figure 4.3: Length of time at the current station.



The chart shows that majority of teachers had served in their current stations below 10years. The summary indicate that the teachers had spent quite some time with the learners and that they were in a position to make an informed contribution concerning learner transition in their current stations. Such teachers were able to make an account of transition rates on a span of 5 years as expected by the study. Those over 11years were much important in the study owing to much interaction with learners and education stake holders. This blend was of great importance to the study.

4.4 Objectives of the study.

This section presents the analysis, interpretation and discussion of the findings of the study. In an attempt to analyze the Constraints towards the achievement of hundred percent transition to secondary schools, the researcher asked the respondents to indicate whether they agreed with the aspects on family background, legal framework, learner factors and preparedness of secondary school. The summary was done according to the indicated objectives of the study. They were either to respond as either strongly agree, agree, not sure, disagree or strongly disagree. Strongly disagree was assigned 1, Disagree was 2, Not sure 3, Agree 4 and strongly agree was assigned 5. The study

decisions on the likert scale values followed recommendations by Pimentel (2010) who proposed that a value of between 1 and 1.8 was strongly disagree, those that were between 1.81 and 2.60 would be agree, those between 2.61 to 3.40 were neutral, 3.41 to 4.20 were agree and 4.21 up to 5 means Strongly agree. The scores of their responses were summed up for all the respondents and divided with the total number of respondents to yield the mean. The mean scores for responses for every objective is presented to complete the process of data analysis, interpretation and discussion.

4.4.1: Influence of family background on one hundred percent transition.

In order to obtain information on the influence of family background on 100% transition of students from primary to secondary schools, the respondents were asked to respond to the constructs relating to family background. Their responses were rated basing on likert scale whereby Strongly disagree was assigned 1, Disagree was 2, Not sure 3, Agree 4 and strongly agree was assigned 5.Just for the purpose of clarity and in depth, the responses for teachers and that of students were presented in two separate tables but analyzed as one whole. The mean scores for the influence of family background are presented in table 4.5.

Table 4.5.Teachers responses on influence of family background on one hundred percent transition.

Statement	SD	D	NS	A	SA	MEAN	DECISION
Family networking helps to improve transition rates to secondary schools.	3(2.8%)	7(6.6%)	5(4.7%)	51(48.1%)	40(37.7%)	4.11	Agree
Many learners drop after KCPE and engage in emergent economic activities like Boda boda, Bet games, Tea plucking, babysitting.	6(5.7%)	22(20.8)	----	41(38.7%)	37(34.9%)	3.76	Agree
Level of Education for parents influence transition rates	5(4.7%)	12(11.3)	2(1.9%)	35(33.0%)	52(49.1%)	4.10	Agree
Learners from single parent families have low transition rates	9(8.5%)	25(23.6)	9(8.5%)	46(43.4%)	17(16.0%)	3.35	Neutral
Lack of educated role models reduces transition rates to form one	4(3.8%)	17(16.0)	4(3.8%)	46(43.4%)	35(33.0%)	3.86	Agree
Average						**3.84**	**Agree**

The respondent's views on family networking helps to improve transition shows that 2.8% strongly disagreed, 6.6% disagreed, 4.7% not sure, 48.1% agreed and 37.7% strongly agreed. Many learners

drop after KCPE and engage in emergent economic activities 5.7% strongly disagreed, 20.8% disagreed, 38.7% agreed while 34.9% strongly agreed. For the response on level of education for parents influence transition rates, 4.7% was strongly disagree, 11.3% disagreed, 1.9% not sure, 33.3% agreed and 49.1% strongly agreed. Responses from learners from single parent families have low transition rates had 8.5% strongly disagree, 23.6% disagree,8.5% were not sure,43.4% agreed while16.0% strongly agreed. The respondents were of the opinion that lack of educated role models reduces transition rates with 3.7% strongly disagree,16.0% disagree,3.8% not sure of its influence,43.4. % agreed while 33.3% strongly agree that it reduces transition rates.

The students' responses on influence of family background were summarized as shown on table 4.6.

Table 4.6 .The students' response on influence of family background on one hundred percent transition.

Statements	**NAT**	**NT**	**NS**	**T**	**VT**	**MEAN**	**DECISION**
Learners from single parent family have low transition rates	108(12%)	177(19.6%)	111(12.3%)	210(23.3)	295(32.7%)	3.45	Agree
Many candidates from poor families fail to join secondary schools	82(9.1%)	122(13.5%)	52(5.8%)	285(31.6%)	360(40%)	3.80	Agree
Lack of educated role models reduce transition rates to secondary schools	75(8.3%)	244(27.1%)	124(13.8%)	262(29.1%)	188(20.9%)	3.24	Neutral
Parents are more likely to finance secondary education for Boys, than Girls	165(18.3%)	473(52.5%)	112(12.4%)	80(8.9%)	65(7.2%)	2.32	Disagree
Average						**3.20**	**Neutral**

The respondents were asked to respond to the construct learners from single parent families have low transition rate and responded as 12% strongly disagree, 19.6% disagree, and 12.3% not sure,

23.3 % agree while 32.2% strongly agreed to such learners having low transition rates. Many candidates from poor families fail to transition to secondary schools, their responses were 9.5%strongly disagreed,13.5% disagree,5.8% were not sure,31.6% agreed while 40% strongly agreed to the indicator as influencing transition rates. While responding to lack of educated role models reduces transition rates, the responses were recorded as 8.3% strongly disagree, 27.1% disagree, 13.8% not sure, 29.1% agree while 20.9% strongly agreed that role models do influence transition rates. When asked to respond to parents likely to finance secondary education for boys than girls and the response were 18.3% strongly disagree, 52.5% disagree, 12.4% were not sure, 8.9% agreed while 7.2% strongly agree to it as constrain to transition.

The average mean was (3.20), the decision was neutral. However, 56% and 71.6% agree to single parenting and candidates from poor families as affecting transition rates respectively**.** These findings match with conclusion from study done by Nyarko (2011) and concluded that, a child whose academic work is under the watch of one parent tent not to progress well in academic work. 80% of the respondents disagreed to girls' discrimination in meeting secondary school costs for girls as opposed to boys.50% of the respondents agree to lack of role models as influencing transition to secondary schools. Generally, the teachers and students average mean is 3.42 with an agree decision. This makes the construct a major constrain towards achievement of 100% transition.

The qualitative data which was obtained was categorized into similar themes, patterns and relationships. The data underwent a cross-case identification to analyze themes for similarities and differences. The themes were corded into narrative forms, analysed then interpreted. The conclusions drawn from the findings indicated that one hundred percent transition rate from primary to secondary schools had not been achieved in Chesumei Sub-County. From family background findings, it was found out that learners from poor background had poor transition rates**.** The current study finding concurs with that of teachers' general agreement at a mean of 3.84 that family background influence transition rates in the sub county. Learners did agreed to learners from poor families have low transition rates at a mean of 3.80 and also agree to learners from single parent

families often fail to undergo transition at a mean of 3.48. It was important to note from the interview finding that some learners get involved in some early sexual arrangements so long as they are provided with the basic needs, a state which makes them to miss classes affecting their school progression. Some parents seem to approve since they don't give support to governments effort to keep them in school. These findings from influence of family background concur with study done by Kengere (2019) in Tambach Sub-county, Elgeyo Marakwet county and concluded that social economic status; occupation, and income greatly determine enrolment trends, academic achievement and progression in schools. World Bank (2007) too indicates that finance is a key barrier to achievement of secondary Education in Sub-Saharan Africa. Learners from single parent families were on the rise and their transition rates were poor. Parental level of education had profound effect on transition rates that parents made wrong priorities as opposed to education transition. That most parents had sold land and bought motor bikes to their boys who had completed class eight. That's why most of them who responded to the questionnaire were contracted while engaging in the business.

4.4.2. The influence of legal frame works towards one hundred percent transition.

In order to establish the influence of legal frameworks towards realization of 100% transition to secondary schools, the respondents were asked to indicate their responses according to the variables on influence of legal frame works towards 100% transition from primary to secondary. The teachers' responses are presented on table 4.7.

Table 4.7. Teachers' responses on influence of legal frameworks towards one hundred percent transition.

Statement	SD	D	NS	A	SA	MEAN	DECISION
Parents appreciate the introduction of 100% transition policy	7(6.6%)	10(9.4%)	5(4.7%)	50(47.2%)	34(32.1%)	3.89	Agree
Lack of parent's involvement during transition affect 100% transition rate	5(4.7%)	9(8.5%)	5(4.7%)	51(48.1%)	36(34.0%)	3.98	Agree
Government closely monitors 100% transition processes.	7(6.6%)	14(13.2%)	8(7.5%)	43(40.6%)	34(32.1%)	3.78	Agree
Government discourages failure to transition to secondary school.	16(15.1%)	2(1.9%)	6(5.7%)	39(36.8%)	43(40.6%)	2.28	Disagree
Government intervention policies adequately guide the transition process	4(3.8%)	16(15.1%)	14(13.2%)	45(42.5%)	27(25.5%)	3.71	Agree
Parents who fail to transition children to secondary risk legal penalty.	9(8.5%)	17(16.0%)	16(15.1%)	35(33.0%)	29(27.4%)	3.55	Agree
100% transition policy clearly guides the transition process.	2(1.9%)	24(22.6%)	5(4.7%)	54(50.9%)	21(19.8%)	3.64	Agree
Agree						**3.55**	**Agree**

The summary of the second objective influence of legal frame works towards realization of 100% transition shows that 6.6% strongly disagreed to parents appreciate introduction of 100% transition policy, 9.4% disagree,4.7% were not sure whether parents appreciate, 47.2% agreed while 32.1% strongly agreed. Their opinions on failure to involve parents in the transition process affects transition rates had 4.7% strongly disagree, 8.5% disagree, 4.7% were not sure, 48.1% agree while 34.0% strongly disagree to it as influencing transition rates. The rating on Government closely

monitoring transition rates had 6.6% disagree,13.2% disagree,7.5% were not sure of monitoring process, 40.6% agree to close monitoring of the process while 32.1% strongly agree that the government closely monitored the process. Response on indicator government discourages failure to transition was rated as 15.1% strongly disagree,1.9% disagree,5.7% not sure of government intervention, 36.8% agree to government discouraging failure to transition and 40.6% strongly agreed that government discourages failure to transition to secondary schools. For government intervention policies adequately guiding the transition process, the responses were 3.8% strongly disagree, 15.1% disagree, 13.2% not sure, 42.5% agreed while 25.5% strongly agree that policies present do guide the process. The response on whether parents who fail to transition children risk legal penalty had 8.5% strongly disagree, 16.0% disagreed, 15.1% were not sure, 33.0% agreed while 27.4% strongly agreed that indeed parents risk legal penalty. In relation to the final indicator 100% transition policy clearly guides the transition process the response were given as 1.9% strongly disagree, 22.6% disagreed, 4.7% were not sure, 50.9% agreed while19.8% strongly agreed that the transition process was clearly defined and that it expected all learners to transition to secondary schools.

The students' responses on influence of legal frame works towards 100% transition from primary to secondary are summarized on table 4.8.

Table 4.8. Students response on legal frameworks and their influence on one hundred percent transition.

Statements	SD	D	NS	A	SA	MEAN	DECISION
Most learners have managed to join secondary schools due to 100% transition.	77(8.5%)	201(22.3%)	97(10.8%)	219(24.3%)	296(32.9%)	3.47	Agree
All candidates are aware of 100% transition policy in school.	90(10.0%)	225(25.0%)	110(12.2%)	224(24.9%)	240(26.6%)	3.29	Neutral
Parents who fail to transition children risk jail terms.	92(10.2%)	209(23.2%)	118(13.1%)	210(23.3%)	236(26.2%)	3.20	Neutral
100% Transition to secondary has good guidelines and procedures	88(9.8%)	150(16.6%)	185(20.6%)	231(25.6%)	247(27.4%)	3.28	Neutral
Average						**3.31**	**Neutral**

The table gives a summary of response relating to objective two influence of legal framework on 100% transition. The respondents were asked to give their opinion on most learners have managed to join secondary schools due to 100% transition policy. The response was 22.3% strongly disagree, 22.2% disagree, 10.8% not sure, 24.3% agree and 32.9% strongly agree. When asked to say whether all candidates were aware of 100% transition policy 10.0% strongly disagree, 25.0% disagree, 12.2% were not sure, 24.9% agree while 26.6% strongly agree. The indicator parents who fail to transition children to secondary schools' risk jail terms, the responses were 10.2% strongly disagree, 23.2%, disagree, 13.1% not sure, 23.3% agree and 26.2% strongly agree. When asked to

rate whether 100% transition has good guidance and procedures, 9.8% strongly disagree, 16.6% disagree, 20.6% were not sure, 25.6% agree while 27.4% strongly agreed to the policy as having good guidelines. It is notable that 58.2% agreed that with the implementation of 100% transition policy, many learners have managed to proceed to secondary schools. 51.5% of learners are aware of 100% transition policy, 49.9% agree that law is clear on those failing to transition their children and 53.0% agree that the transition policy has good guidelines and procedures. The response from the findings had a neutral mean of 3.31. The decision was neutral opinion indicating that the construct does not generally contribute to an increase in transition rates. The mean average is 3.43 with its decision as agree. This therefore means it has a positive influence on transition process.

The qualitative data obtained relating to this objective was categorized into similar themes, patterns and relationships. The data underwent a cross-case identification to analyze themes for similarities and differences. The themes were corded into narrative forms, analyzed then interpreted. The conclusions drawn from the findings indicated that 100% transition policy had policy challenges. It points out to the need to have concerted effort from both ministry of education and ministry of interior. The call for unity aims at trucking all learners to remain in the education system. By making sure that all the learners are trucked through the system will protect them from getting exposed to radicalization and indoctrination. The decision concurs with the study findings done by NESSP (2018-2021) which points out to challenges relating to inadequacy in policy frameworks in matters pertaining to governance, accountability, poor interventions, management, ineffective safety nets, political factors and mismatch in policy and research. Smith (2011) points out that when a school system is unable to respond to learners' diverse requirements, then 100% transition from primary to secondary is compromised.

4.4.3. Influence of learner related factors on one hundred percent transition.

In order to obtain information on the third objective influence of learner related factors on 100% transition from primary to secondary schools, the teachers were asked to respond to the

variables which related to the study objective and they indicated their responses according to likert scales as shown on table 4.9.

Table 4.9. Teachers' responses on influence of learner factors on one hundred percent transition.

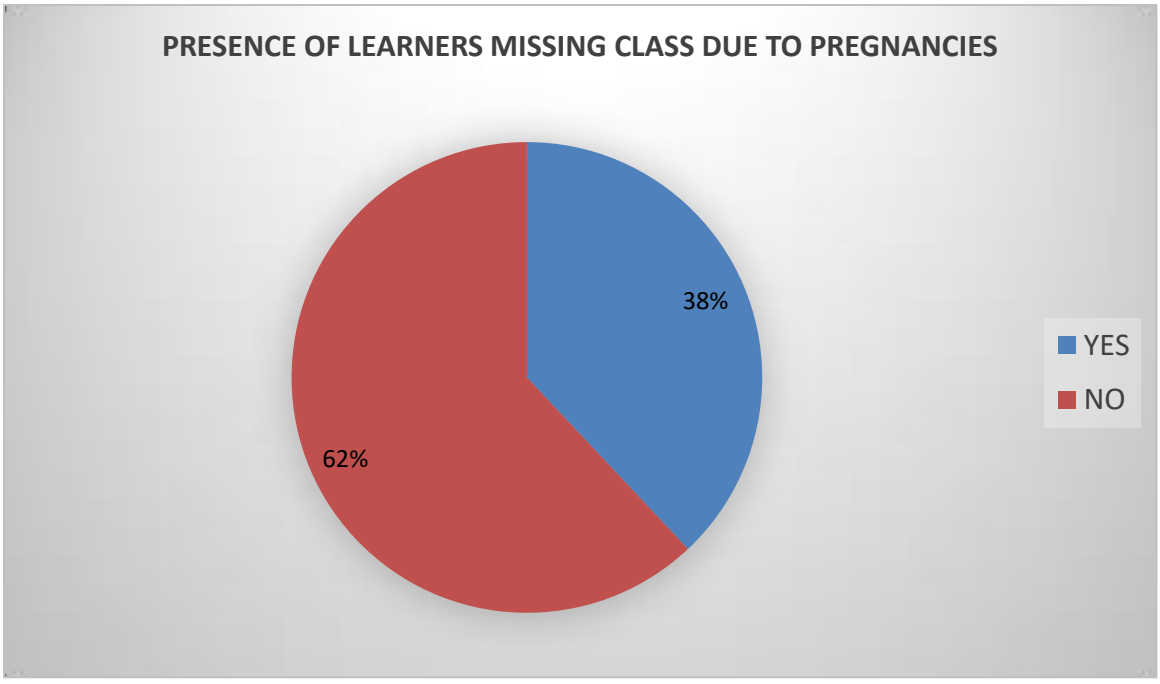
Statement	SD	D	NS	A	SA	MEAN	DECISION
Most learners who score below 250 marks prefer not to go to secondary	26(24.5%)	41(38.7%)	4(3.8%)	25(23.6%)	10(9.4%)	2.56	Disagree
Drugs and drug abuse affect transition rates	2(1.9%)	14(13.2%)	7(6.6%)	45(42.5%)	38(35.8%)	3.97	Agree
Teenage pregnancy and early marriage affect transition rate in our sub-county	3(2.8%)	12(11.3%)	6(5.7%)	53(50.0%)	32(30.2%)	3.93	Agree
Learners with special needs are all considered for inclusive transition	8(7.5%)	14(13.2%)	16(15.1%)	43(40.6%)	25(23.6%)	3.59	Agree
Truancy affects rate of transition to secondary schools.	3(2.8%)	10(9.4%)	4(3.8%)	47(44.3%)	42(39.6%)	4.08	Agree
Most learners fail to transition to form one after undergoing initiation.	12(11.3%)	36(34.0%)	8(7.5%)	31(29.2%)	19(17.9%)	3.08	Neutral
Average						**3.54**	**Agree**

The table summarizes teachers' opinion on the third objective which aimed at establishing influence of learner related factors towards 100% transition to secondary schools. The responses on indicator most learners who score below 250 marks prefer not to transition had 24.5% respondents strongly disagree, 38.7% disagree, 3.8% not sure, 23.3% agreed while 9.4% strongly agree that learners

prefer not to transition due to poor marks. Responses on whether influence of drugs and substance abuse influence transition rates had 1.9% strongly disagree, 13.2% disagree, 6.6/% were not sure,42.5% agreed while 35.8% strongly agreed to it as influencing transition. To find out influence of early pregnancies and early marriage on transition rates, responses were 2.8% strongly disagree,1.3 disagree, 5.7% were not sure, 50.0% agree while 30.2% strongly agree to it as a constrain to transition. Responses on whether learners with special needs are considered for inclusive transition, 7.5% strongly disagree, 13.2% disagree and 15.1% were not sure however 40.6% agree while 23.6% strongly agree that transition gathers for learners with special need. When asked to respond to learner truancy affecting transition rates, 2.8% strongly disagree, 9.4% disagree, 3.4% were not sure, 44.3% agree while 39.4% strongly agree to truancy as influencing transition. Their responses on whether many learners fail to transition after initiation had 11.3% strongly disagreeing, 34.0% disagreed, 7.5% were not sure, 29.2% agreed as a constrain.17.9% strongly agree that initiation do influence transition rates.

The teachers were further asked to indicate whether they have had cases of learners missing classes due to early pregnancies. Their responses were recorded on the chart 4.4

Figure 4.4 Presence of learners missing class due to pregnancies.



In order to find out if the schools who participated in the study have had cases of girls missing classes due to pregnancies since 2018, the respondents were asked to indicate yes or no and findings indicate 62% No and 38% Yes. This means that some girls shy off after finding they are expectant. However, majority of the schools have managed to heed to governments plea to allow girls to proceed with their education even after giving birth.

The students also made their responses on the objective influence of learner related factors on 100% transition from primary to secondary schools. Their responses are indicated on table 4.10.

Table 4.10: Students response on influence of learner factors towards one hundred percent transition.

Statements	SD	D	NS	A	SA	MEAN	DECISION
Most learners who get initiated after sitting for KCPE may not join secondary	123(13.7%)	314(34.9%)	70(7.8%)	238(26.4%)	152(16.9%)	2.97	Neutral
Some learners with special needs prefer not to transition	119(13.2%)	280(31.1%)	145(16.1%)	199(22.1%)	151(16.8%)	2.96	Neutral
Older learners prefer not to proceed with secondary education	106(11.8%)	285(31.6%)	102(11.3%)	217(24.1%)	185(20.5%)	3.08	Neutral
Some learners missed to join secondary schools due to drug abuse.	78(8.7%)	97(10.8%)	52(5.8%)	269(29.9%)	400(44.4%)	3.89	Agree
Pregnancy and early marriage affect transition rate to secondary schools.	46(5.1%)	85(9.4%)	41(4.6%)	290(32.2%)	432(47.9%)	4.06	Agree
Average						**3.42**	**Agree**

The table indicate that when students were asked to state their response on learners who get initiated fail to transition to secondary schools. The responses show that 13.7% strongly disagree, 34.9% disagree, 7.8% not sure, 26.4% agree that some fail to transition while16.9% strongly agree that initiation do influence transition rates in Chesumei sub-county. The respondents were asked to state if learners with special needs prefer not to transition. The responses were rated as 13.2% strongly

disagree, 31.1% disagree, 16.1% were not sure, 22.1% agree that they prefer not to transition.16.8% strongly agree to it as influencing transition rates. When asked to say whether older learners prefer not to go to secondary schools, 11.8% strongly disagree, 31.8% disagree, 11.3% were not sure, 24.1% agree that they miss to transition, 20.5% strongly agree to age as influencing transition. To find out whether learners miss to transition due to drug abuse, 8.7% strongly disagree,10.8% disagree, 5.8% were not sure, 20.9% agree that drugs affect transition while 44.4% strongly agree to it as a constrain which influence transition rates.

This finding concurs with the report presented by NACADA which disclosed that family structure influences children psychologically, emotionally and academically. It further identifies the wide spread substance abuse among the young which is attributed to culture erosion and embracement of foreign lifestyle (NACADA, 2002).

The findings indicate that the respondents agree that drugs and substance abuse influence transition at 74.3%, pregnancy and early marriage at (80.1%).44.6% agree that age affect transition rates. 43.3% agree that some learners do not proceed after initiation while 38.9% agree that some learners with special needs prefer not to proceed with secondary education. Teachers and students were of general agreement at a mean of 3.54 and 3.42 respectively, that learner factors: early marriage, pregnancy, drugs and substance abuse and truancy contribute to low transition rates in Chesumei sub-county .The average mean on learner factors influencing transition rates is indicated at agree at (3.48).

The qualitative data obtained relating to this objective was categorized into similar themes, patterns and relationships. The data underwent a cross-case identification to analyze themes for similarities and differences. The themes were corded into narrative forms, analyzed then interpreted. The conclusions drawn from the findings indicated that teenage pregnancies, early marriage and influence of drugs and substance abuse affects transition rates. Findings cited a school recording over 11 learners becoming expectant and that substance abuse had affected even girls..

The study findings relate to that done by Chumurgor (2002). It concluded that early marriage and pregnancies are pronounced factors and distracters in achieving 100% transition. Viluti (2019) did a study on influence of socio economic factors affecting transition to secondary schools in Kibra sub-county and concluded that early marriage and teenage pregnancies are the most pronounced factors and distracters towards achievement of 100% transition to secondary schools.

4.4.4 Influence of secondary schools preparedness towards transition.

In order to obtain information on influence of secondary schools preparedness towards the achievement of 100% transition from primary to secondary schools, the respondents were asked to indicate their responses on the variables deemed to influence transition rates. The teachers' responses which were based on likert scale were summarized on the tables 4.11.

Table 4.11. Teachers' response on secondary school preparedness towards one hundred percent transition.

Statement	SD	D	NS	A	SA	MEAN	DECISION
Available schools have enough streams to accommodate more learners	19(17.9%)	45(42.5%)	12(11.3%)	19(17.9%)	11(10.4%)	2.60	Disagree
The staffing is adequate	28(26.4%)	49(46.2%)	7(6.6%)	15(14.2%)	7(6.6%)	2.36	Disagree
Schools are adequately prepared to admit and support learners in need.	19(17.9%)	42(39.6%)	4(3.8%)	31(29.2%)	10(9.4%)	2.73	Neutral
The schools are adequately financed by the government.	22(20.8%)	37(34.9%)	4(3.8%)	34(32.1%)	9(8.5%)	2.73	Neutral
Average						**2.61**	**Neutral**

The table summarizes teachers' responses on objective four influence of secondary school preparedness towards 100% transition. Responses from indicator available schools have enough streams to accommodate more learners had 17.9% strongly disagree,42.5% disagree,11.3% were not

sure,17.9% and 10.4% agreed and strongly agreed respectively to schools having enough streams. When asked to respond to staffing being adequate, 26.4% strongly disagreed, 46.2% disagreed, 6.6% were not sure of staffing situation, 14.2% agreed while 6.6. % strongly agreed to schools being adequately staffed. They were also asked to state whether schools are adequately prepared to admit learners with special needs, they responded as 17.7% strongly disagree, 39.9% disagreed, 3.8% not sure, 29.2% agreed while 9.4% strongly agreed to school's preparedness. Finally, when respondents were asked to respond to schools are adequately financed by the government. They responded as 20.8% strongly disagree, 34.9% disagree, 3.8% not sure 32.1% agree while 8.5% strongly agree that schools are adequately financed. The general conclusion from the table was of neutral position with a mean of (2.61).

The students' responses on the same objective four influence of secondary schools preparedness towards the achievement of 100% transition are indicated on table 4.12.

Table 4.12.Students response on secondary schools' preparedness towards one hundred percent transition.

Statements	SD	D	NS	A	SA	MEAN	DECISION
Secondary schools have few streams to accommodate more learners.	88(9.8%)	277(30.7%)	134(14.9%)	214(23.8%)	171(19.0%)	3.06	Neutral
Distance to secondary schools affect transition of learners to secondary	119(13.2%)	296(32.9%)	97(10.8%)	210(23.3%)	151(16.8%)	2.88	Neutral
Most schools lack accommodation facilities for learners with special needs	83(9.2%)	139(15.4%)	93(10.3%)	249(27.6%)	316(35.1%)	3.57	Agree
Preference is given to learners who score high marks	71(7.9%)	156(17.3%)	105(11.7%)	257(28.5%)	292(32.4%)	3.54	Agree
Average						**3.26**	**Neutral**

When students were asked to respond on whether secondary schools have few streams were indicated as 9.8% strongly disagree, 30.7% disagree, 14.9% not sure however 23.8% agree that schools have few streams, while 19.0% strongly agree to it as a constraint towards the achievement of 100% transition to secondary schools. When asked to say whether distances to secondary schools affect transition.13.2% strongly disagree, 32.9% disagree, 10.8% were not sure, 23.3% agree that distance affect transition while 16.8% strongly agree to it as influencing transition. They were also asked to state whether secondary schools lack accommodation facilities for learners with special needs, 9.2% strongly disagree, 15.4% disagree, 10.3% were not sure, 27.6% agree that schools lack

accommodation facilities while 35.1% strongly agree to it as a constrain to transition of learners. Their responses on whether preference is given to learners who score higher marks, 7.9% responded as strongly disagree, 17.3% disagree, and 11.7% were of opinion not sure. 28.5% agree that preference is given to those who score high while 32.2% strongly agree to it as affecting transition to secondary schools.

The average mean response of the indicator is at a mean of (2.94) and the decision was neutral. However, some respondents agree schools are ready while some places schools are not ready.62.7% agree that schools lack accommodation facilities for learners with special needs. Analysis on learner factors 38.9% responded that learners with special needs prefer not to proceed with secondary education may be because of this noted factor that secondary schools cannot respond to their needs. 60.9% agree that KCPE mark is still being used as a placement tool to secondary schools.

The qualitative data obtained relating to this objective was categorized into similar themes, patterns and relationships. The data underwent a cross-case identification to analyze themes for similarities and differences. The themes were corded into narrative forms, analyzed then interpreted. The conclusions drawn from the findings indicated that secondary schools are not adequately prepared by human and material resources. The schools are not adequately financed and more so the limited allocation are mismanaged hence depriving needy learners an opportunity to transition and progress in secondary schools. The GOK (2011) did a study and revealed that 100% transition policy is influenced by mismatch in requisite policy in enhancing schools capacities by infrastructure. The transition process is further affected by having two education systems running concurrently. Adequate and quality infrastructure act as a motivation factor to staff thus admission rate is improved and in the end academic achievement is improved according to study done by Smith (2010).The study therefore fairly concludes that 100% transition in Chesumei sub-county is influenced by secondary school preparedness.

In order to arrive at a general conclusion on constraints influencing 100% transition to secondary schools in Chesumei Sub-County the teachers and learners mean responses were summarized and their average mean recorded on the table 4.13.

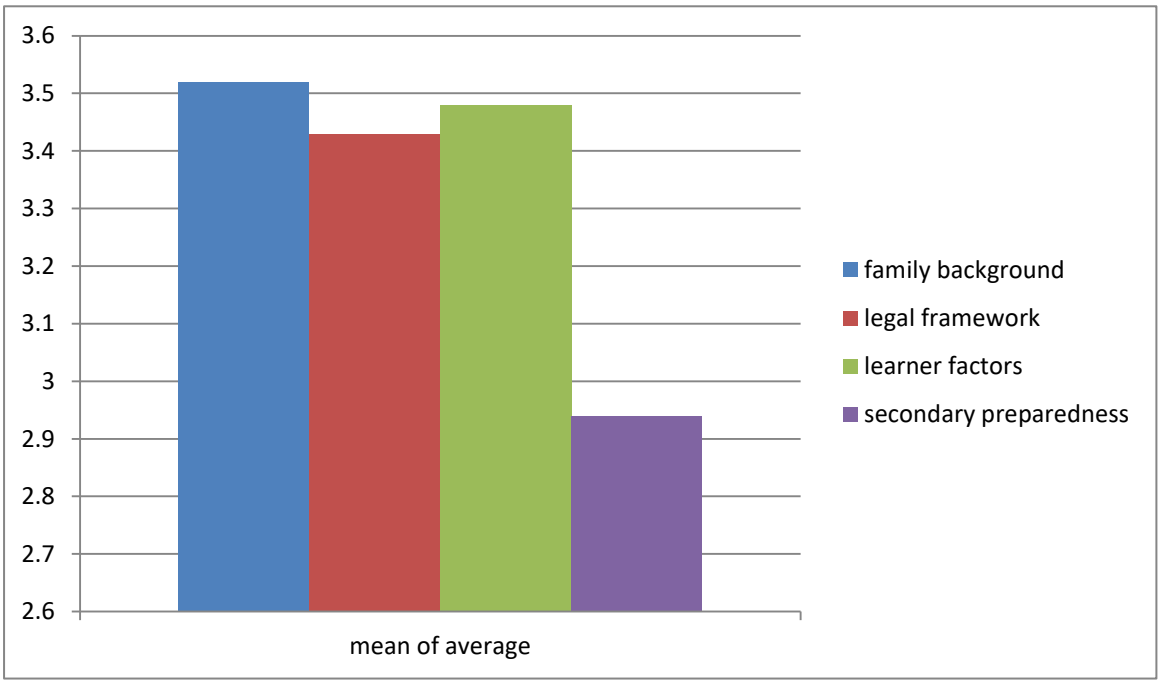
Table 4.13 Teachers and students average mean.

	Teachers mean	Learners mean	Mean average	Decision
Influence of family background on one hundred percent transition.	3.84	3.20	3.52	Agree
Influence of legal frame works towards one hundred percent transition.	3.55	3.31	3.43	Agree
Influence of learner related factors towards one hundred percent transition.	3.54	3.42	3.48	Agree
Secondary school preparedness towards one hundred percent transition.	2.61	3.26	2.94	Neutral

Table 4.13 shows teachers and students average mean which indicates that there was a general agreement on the first three constraints as influencing transition rates in Chesumei Sub-County. The constraints are: influence of family background, influence of legal frame works and influence of learner related factors. The respondents however did not generally agree on influence of secondary school preparedness as influencing transition rates. It is important to note that influence of legal frame works had a positive influence on 100% transition rates.

The average mean of the objectives was further represented as illustrated using the bar graph figure 4.5.

Figure 4.5 .Teachers and learners aggregate mean.



The table indicates that one hundred percent transition to secondary schools is influenced highly by family background at an average mean of 3.52 in Chesumei Sub-County. It is followed by influence of learner related factors at an average mean of 3.48.Influence of legal frame works has a positive influence at an average mean of 3.43.Secondary school preparedness has a 2.94 mean neutrality.

The analysis further indicated that the respondents held a common agreement on influence of specific constructs as shown on the table 4.14.

Table 4.14. average responses.

Influence of family background towards one hundred percent transition.				
	Teachers mean	Learners mean	Average mean	Decision
Poverty	3.76	3.80	3.78	Agree
Single parenting	3.45	3.35	3.40	Neutral
Lack of role models	3.86	3.24	3.55	Agree
Average			**3.57**	**Agree**
Learner related factors				
Influence of drugs and substance abuse	3.97	3.89	3.93	Agree
Pregnancy and early marriage	3.93	4.06	3.99	Agree
Initiation	3.08	2.97	3.02	Neutral
Average			**3.64**	**Agree**

The analysis on table 4.14 shows that students and teachers commonly agreed to influence of learner related factors as indicated at a mean of **3.64** and influence of family background at a mean of **3.57** respectively.

The study therefore fairly concludes that one hundred percent transition to secondary schools in Chesumei Sub-county in Nandi County is highly influenced by learner factors and family background.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.1 INTRODUCTION

The chapter presents the summary of the findings, conclusion and recommendation for further studies

5.2 SUMMARY OF THE FINDINGS

The research findings were summarized according to the objectives. Though the sub-county is seen to have a social, political and economic stability which are key in enhancing transition rates from primary to secondary schools, the study has revealed it has a number of constraints.

5.2.1 Influence of family background on one hundred percent transition to secondary school:

The study reveals that family background is a major constraint towards the achievement of one hundred percent transition to secondary schools in Chesumei sub-county. Poverty has made learners to drop out of school in order to engage in short term economic activities like boda boda, betting, gambling, tea plucking and babysitting. To teachers; lack of family network affected transition rates at 85.5%,73.6% agree that a number of students drop out and engage in activities which earn them immediate returns like boda boda, betting, gambling, tea plucking and baby siters.82.1% agreed to level of education for parents influence way learners' transition. Lack of educated role models affected transition rate at 76.4%.59.4% agreed that learners from single parent families have low transition rates. The average mean response for influence of family background on 100% transition was agreed with a mean of (3.52) meaning that the indicator influence transition. Majority of its residence have financial challenges as indicated by the literature review and confirmed by the Kenya National Bureau of statistics (KNBS) of 2011 that Over 348250 people are poor in Nandi County. Their poverty level influences the rate of transition to secondary schools in the county as observed by Tuwei (2013).These findings concurs with findings done by Tomno (2020) who did a study in

Soin and concluded that family related challenges like education of parents, parents economic set up, parental involvement, drug abuse affect transition to secondary schools.

This conclusion concurs with study findings done by Amisi (2016) in Kisumu East and concluded that greater percentage of learners from single parent families and orphans don't transition. Candidates from poor families have low transition rates, this also concurs with the study done by Africa Population and Health Research (APHRC 2007) which found out that majority of children in Sub-Saharan Africa don't make to secondary schools as they have low Gross Enrolment Rate of 40 % (GER). The main challenges mainly being unaffordable cost to both government and households. The other challenges are peer pressure and negative attitude. The absence of family networking occasioned by lack of educated role models affect transition rates. Parents level of education affect transition of learners to secondary schools. This was pointed out by SCDE who pointed instances parents made wrong priorities as opposed to education transition. Lack of education for parents therefore influence the way parents invest in education. The learners too lack role models to motivate them on. When a community has no educated role models, the younger generation may not see the benefit of education and will value engaging themselves in other income generating activities and this is the case in the sub-county.

5.2.2. Influence of legal frame works on one hundred percent transition to secondary school.

Findings indicate that 100% transition policy has managed to increase the number of learners who join secondary schools as responded by teachers at a mean of (3.89).That transition policy closely monitor transition process at a mean of (3.78), perpetrators risk prosecution if they fail to take learners to secondary schools at a mean of (3.55). They also agreed to proper policy guidelines being available at a mean of 3.64, meaning that after doing KCPE, learners are expected to proceed and acquire secondary education as stipulated in the education act and also as a constitution right. The teacher respondents did agree that absence of parental involvement in the transition process affected transition rates at a mean of (3.98).This means that placement process was a sole ministry affair. They disagreed that there was close monitoring of the transition process at a mean of (3.98) and that

many joined and dropped in due course as depicted by NER and GER while others could not be traced after sitting for KCPE.

Finding from the interview schedule revealed that achieving 100% transition was not easy and that it required concerted efforts from all education stake holders. This was because some parents and guardians encouraged some students to drop out of school .The general mean response rate on influence of legal framework was at agreed with a mean of (3.43) and that it had a strong positive effect on transition to secondary schools. This means the legal frameworks put in place are operational in an attempt to ensure all learners acquire secondary education in Chesumei sub-county.

5.2.3. Learner factors and their influence on one hundred percent transition to secondary schools. The study identified it as a major constraint towards achievement of 100% transition in Chesumei sub-county. The teachers agreed on influence of drugs and substance abuse at mean of (3.97), pregnancy and early marriage at mean of (3.93), school truancy at a mean of (4.08) and that there is no discrimination in placement to secondary schools on basis of disability at 64.2%. However, challenge is on existing infrastructures as indicated by study responds by learners (Table 4.16).There is a general agreement to influence of leaner factors by teachers and students with average mean of (3.48). Study generally concludes that learner related factors are major distracters towards achievement of 100% transition to secondary schools in Chesumei Sub-county. Though it was indicated that the sub-county has no extreme influence of culture, it is important to note that 43.3% of learners and 47.1% of teachers agree that most learners fail to transition to secondary schools after undergoing initiation. Initiation of boys in the sub-county is done at such age when learners are in the process of joining secondary schools. Initiation therefore contributes to low transition level in the sub-county.

The findings indicate that transition has been affected by rising cases of drug and substance abuse a point concurring with that of interview schedule that the girl child is now falling a victim of the same. Pregnancy and early marriage affect transition rates as all the respondents are in agreement

and further confirmed by the interview findings which revealed that the situation is a matter of concern to all education stakeholders as the matter is escalating as noted in one school there were over 11 expectant girls. It is important to note that the majority of respondents who did not proceed to secondary schools were girls (55.3%). Truancy also is a constraint to transition rate. This may be attributed to family background whereby learners are forced to work for paid labor and other activities at the expense of education.

5.2.4. Secondary school preparedness towards implementation of one hundred percent transition. Study reveals that schools are not adequately prepared to admit learners with special needs. Implementing inclusive education is still a challenge as such learners seek for enrolment in few available special schools. KCPE score still determines chances of admission to any available vacancy in secondary schools. Findings also indicate that secondary schools have few streams and not adequately financed. The common mean response for teachers and students was 2.94 and the decision is neutral. This indicates that the state of secondary school preparedness is of mixed reaction. Analysis from teachers response show that, 60.4% disagreed to schools having enough streams to accommodate more learners may be for a noted teacher challenge to gather for more streams, 72.6% disagreed that schools are adequately staffed, 57.5% disagreed to school's ability to accommodate learners with special needs.55.7% disagree also to adequacy of financing to schools by Government. The interview schedule revealed too that secondary schools were not adequately prepared in terms of human and infrastructural requirements.

The findings concur with findings from a study done by Orodho (2014) who concluded that, the inability of Government and households to finance schools adequately has made them not to run activities well. The schools cannot expand its infrastructure to accommodate learners with special needs and therefore having an inclusive education is compromised. The construct therefore does not generally influence transition rates.

5.3 CONCLUSION.

The study concludes that: for family background and its influence on 100% transition to secondary schools, the study concluded that family background enhances transition of learners to secondary schools, single parental upbringing, learners from poor families, level of education of parents, engaging in emergent economic activities and paid wage, absence of role models and poor family networking all contribute to low transition rates in the sub-county.

In regards to legal frameworks on influence of one hundred percent transition, the study concluded that one hundred percent transition policy has managed to increase the number of learners who join secondary schools.

Relating to learner factors, the study concluded that, drugs and substance abuse, pregnancy and early marriage together with truancy influenced transition rates in Chesumei Sub-county.

For the influence of secondary schools' preparedness towards transition process, the study concluded that how well secondary schools are prepared to accommodate learners with special needs and persistent use of KCPE score for placement to available vacancies reduces transition rates to secondary schools. While education has been declared a basic human right, there must be deliberate measures aimed at improving its access. The findings should guide the policy makers in devising ways of providing equal access to education while at the same time regulating quality and relevance of schooling. The learners should be equipped with relevant skills which enable them to contribute fully to the society politically, socially and economically.

5.4 RECOMMENDATION FOR THE STUDY.

By close examination of available literature review and the fore going findings the study recommends that;

Secondary education being beneficial to government and the individual, the sub-county needs to put in place deliberate measures early enough to contain learner factors which interfere with their transition to secondary schools.

Through the ongoing digitization of Education Management Information Systems, the government should in co-operate deliberate mechanism by law and penalty to keep the learners in the system. The aim being to admit, retain and have smooth transition.

Stiff measures and penalties need to be put in place for those found colluding for early marriage and pregnancies. More so those parents found to have married off their children after class Eight should consider repaying government expenditures on learners for the Eight years.

Mob-up and guidance and counseling to be intensified in schools in collaboration with outreach programmes.

Schools need to be adequately prepared by human and material resource for transition process.

5.5 SUGGETIONS FOR FURTHER STUDY.

In relation to the findings and conclusion the study came up with recommendation that the study be replicated in other sub-counties in Nandi County and other counties in Kenya.

REFERENCES

Abowitz, D. A., & Toole, T. M. (2010). *Mixed method research: Fundamental issues of design, validity, and reliability in construction research. Journal of construction engineering and management, 136(1), 108.*

Abuya, B. A., Elungata, P., Mutisya, M., & Kabiru, C. W. (2017). *Parental education and high school completion in the urban informal settlements in Kenya*. Cogent Education, 4(1), 1369489.

Achola, P. P., & Pillai, V. K. (2016). *Challenges of primary education in developing countries*: *insights from Kenya*. Rout ledge.

APHRC (2013*),factors affecting transition to secondary education in Africa* Nairobi, Kenya.

Ainsworth, J. W., & Roscigno, V. J. (2005). *Stratification, school-work linkages and vocational education. Social forces, 84(1), 257- 284.*

Ali, A., Ibrahim, I., Abdelgbar, S., & Elgessim, M. (2014). *Socio-demographic factors affecting child marriage in Sudan. J Women's Health Care, 3(163), 2167-0420.*

Amani, J. (2018). *Access to and participation in basic education in Tanzania: a decade of key achievements and challenges*. SN Social Sciences, 1(9), 239.

Amwayi, B. L. (2012). *Factors that Influence low transition rate from primary to secondary schools schools in Kisumu East sub county, Kenya (Doctoral dissertation, University of Nairobi).*

Ahmed, J. (1986). *Polygyny and fertility differentials among the Yoruba of Western Nigeria. Journal of Biosocial Science, 18(1), 63-74.*

Barret, Martyn.M.D. Huber, J, &Reynolds,.C. (2014). *Developing Intercultural competencies through education.*

Bell, E., & Bryman, A. (2007). The ethics of management research: an exploratory content analysis. *British journal of management*, *18*(1), 63-77.

Boeren, E. (2019). *Understanding Sustainable Development Goal (SDG) 4 on "quality education" from micro, meso and macro perspectives.* International review of education, 65, 277-294.

Boyden, J., Pankhurst, A., & Tafere, Y. (2013). Harmful traditional practices and child protection: *contested understandings and practices of female child marriage and circumcision in Ethiopia*. Young Lives.

Bundotich, S. (2017). *Teachers influence on adjustment of form one Student to Secondary Schools, Uasin Gishu County, Kenya*.Nairobi Journal of Humanities and social Sciences, 1(3).

Burns, A., Morris-Adams, M., Garton, S., & Copland, F. (2013). *Key factors and challenges in transition from primary to secondary schooling in ELT: An international perspective. Practical guidelines for working at transition levels. Birmington, Aston University: British Council.*

Chang'ach, J. K. (2012). *An unfinished agenda: Why is the boy child endangered?* International Journal of Academic Research in Business and Social Sciences, 2(4), 181.

Checchi, D., & Salvi, A. (2017). *Does education represent a social protection for lifetime in Sub-Saharan Africa*. African Educational Research Journal, 5(4), 254-280.

Chemurgor, R.M (2002).*The influence of the church on female circumcision. A case study of Nandi in Emgwen, Nandi district Kenya*. Unpublished masters of Education thesis. Moi university.

Creswell, J. W., & Creswell, J. (2003). *Research design (pp. 155-179). Thousand Oaks, CA*: Sage publications.

Eisenhardt, K. M. (1989). *Building theories from case study research*. Academy of management review, 14(4), 532-550.

Elder Jr, G. H. (2000). *Life course theory*.

Gichuki, d. m. (2012). *Influence of socio-economic factors on internal efficiency in the provision of secondary school education in Mukaa district, Kenya* (Doctoral dissertation, University of Nairobi, Kenya).

GoK (2022),*The county education report*.Nairobi.Government printer.

Global Partnership for education(2017),*The educational challenges of transition. Key issues for low- and lower middle-income countries and GPE towards 2030.*

G.O.K, (2018).*National Education Support Sector, 2018-2022*.Govrnment Printer.Nairobi.

GoK. (2010). *Kenya Vision 2030.* Nairobi: Government Printer.

GOK, (2010),*Kenya Education Sector Support Programme*.Nairobi.Goverment printer.

Gor, P. O. (2012). Evaluation of Library Utilization by Students Enrolled in External Degree Programme in University of Nairobi, Kenya. *International Journal of Educational Administration and Policy Studies*, *4*(3), 87-95.

Grix, J. (2010). *Introducing 'hard'interpretivism and 'Q'methodology: Notes from a project on ' county sport partnerships and governance'*. Leisure studies, 29(4), 457-467.

Haggis, S. M. (1991). *Education for All: Purpose and Context. World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). Monograph I. Roundtable Themes I*. Unesco Press, 7, place de Fontenoy, 75700 Paris, France.

Hemphill, S. A., Heerde, J. A., Scholes-Balog, K. E., Herrenkohl, T. I., Toumbourou, J. W., & Catalano Jr, R. F. (2014). *Effects of early adolescent alcohol use on mid-adolescent school performance and connection: a longitudinal study of students in Victoria, Australia and Washington State, United States*. Journal of school health, 84(11), 706-715.

Huggins, M., & Knight, P. (1997). *Curriculum continuity and transfer from primary to secondary school: The case of history*. Educational Studies, 23(3), 333-348.

Human rights watch. (2017).*World report 2015: Events 2017*.Policy press.

Institute for Maasai Education research and conservation. (2014). *Educational challenges in Maasailand.*

Jindal Snape, D., Hannah, E. F., Cantali, D., Barlow, W., & MacGillivray, S. (2020). *Systematic literature review of primary–secondary transitions: International research*. Review of Education, 8(2), 526-566.

Kaburu, L.R(2013) *Establishing barriers in transition from primary to secondary in MeruWest Division, Meru county. Med Thesis, Kenyatta University. Unpublished*.

Kassu, J. S. (2019). *Research Design and Methodology, Cyberspace, Evon Abu-Taieh, Abdelkrim El Mouatasim and Issam H. Al Hadid, Intech Open, DOI: 10.5772/Intech open. 85731.*

Kengere, D. A. (2019). *Role of seleted parental socio-economic status on pupils' enrolment in primary schools in Tambach Sub-County of Elgeyo-Marakwet-County,* Kenya (Doctoral dissertation, Egerton University).

Kimutai, S. L., & Cheboi, S. T. (2020). Family Background and Its Effect on Pupils' Transition Rate *from Primary to Secondary Schools in Soin/Sigowet Sub-County, Kenya. East African Journal of Education Studies*, *2*(1), 78-85:

Kipkorir, D., Kareithi, J., Wandere, D., & Kamara, E. (2018). *An Analysis on Adoption of Alternative Rites of Passage for Girls in Elgeiyo/Marakwet County, Kenya. Advances in Social Sciences Research Journal, 5(4).*

KIPPRA. (2013). *Policy Dialogue on Food Security Information Needs in Kenya*. Nairobi: GoK.

KNBS, C. (2011). *National ICT Survey Report. Kenya National Bureau of Statistics and Communications Commission of Kenya*, Nairobi.

KNBS, R. (2016-2020). *Kenya national bureau of statistics*. Nairobi: Government Printer.

Kothari, C. R. (2004). *Research methodology: Methods and techniques.* New Age International.

Kombo, K. D., & Delmo, L. A. (2006). *Proposal and Thesis writing:* Africa.

Leclercq, F. (2011). *Education guarantee scheme and primary schooling in Madhya Pradesh*. *Economic and Political Weekly*, 1855-1869.

Lewin, K. M. (2008). *Strategies for sustainable financing of secondary education in Sub-Saharan Africa (Vol. 136).* World Bank Publications.

Lewin, K. M. (2009). *Access to education in sub-Saharan Africa: patterns, problems and possibilities*. Comparative Education, *45*(2), 151-1

Maglio, F., & Pherali, T. (2020). *Ethical reflections on children's participation in educational research during humanitarian crises. Research Ethics*, *16*(1-2), 1-19.

Mbui, J. K. (2010). *Challenges facing free primary education in the management of primary schools in Mbeere South sub county, Embu county, Kenya* (Doctoral dissertation)

McGrath, C., Palmgren, P. J., & Liljedahl, M. (2019). *Twelve tips for conducting qualitative research interviews*. *Medical teacher*, *41*(9), 1002-1006.

Meerman, J. (1979). *Public expenditure in Malaysia: Who benefits and why*. (No Title).

Ministry of Education (2019).*Sessional paper No.1 of 2019 on policy framework for reforming education and training for sustainability in Kenya*

Ministry of Education (2016) *Education statistical booklet 2016*.Nairobi.Government printer.

Mugenda, O. M., & Mugenda, A. G. (2003*). Research methods: Quantitative & qualitative approaches* (Vol. 2, No. 2). Nairobi: Acts press.

Mwangi, M. P. M., Kanjogu, J., & Ngunjiri, m.(2010) *extent family's socio-economic factors influence pupils' transition from primary to secondary schools in Laikipia west sub-county Kenya*

NACADA (2019),*Status of drugs and Substance Abuse among primary school pupils in Kenya.NACADA and KIPPRA*.Special paper No.20.2019,Kenya.

Njeru, E. H., & Orodho, J. (2003). *Education financing in Kenya.*

Ntarangwi, M. (2015). *Children's lives and children's An exploration of popular music's voices*: *representation of children in East Africa*. Engaging Children and Youth in Africa: Methodological and Phenomenological Issues, 137.

Nyarko, K. (2011). *Parental school involvement*: The case of Ghana. *Journal of emerging trends in educational research and policy studies*, *2*(5), 378-381.

Ogolla, J. O. (2013). *Factors influencing transition rate of learners from primary to secondary schools in Rangwe Division of Homa Bay District, Kenya* (Doctoral dissertation).

Ohba, A. (2011). *The abolition of secondary school fees in Kenya*: Responses by the poor. *International Journal of Educational Development, 31*(4), 402-408.

Oketch, M., Mutisya, M., Ngware, M., & Ezeh, A. C. (2010). *Why are there proportionately more poor pupils enrolled in non-state schools in urban Kenya in spite of FPE policy?*. International Journal of Educational Development, 30(1), 23-32.

Ong'injo, J., Ngala, F., & Kiptiony, G. (2023). *RelationsEnrolment and Delivery of Accommodation Services in Public boarding Secondary Schools in Kisumu West Sub-County, Kenya*. Kabarak Journal of Research & Innovation, 13(3), 51-65.

Onyango, P. A., & Odongo, B. (2017). *Selected parental factors influencing learners'* transition *from home to public preschools of Nyabondo Zone Nyakach Sub-County-Kisumu-Kenya. International Journal of Research in Social Sciences*, *7*(6), 322-333.

Orodho, A. J. (2014). *Financing Basic Education: What is the equity and quality implications of free primary education (FPE) and Free Day Secondary Education (FDSE) Policies in Kenya.* International Journal of Development Research, 4(3), 477-487.

Otieno, K. O. (2010). *Teaching/learning resources and academic performance in mathematics in secondary schools in Bondo District of Kenya*. *Asian social science*, *6*(12), 126.

Overton, W. F., Molenaar, P., & Lerner, R. M. (2015). *Handbook of child psychology and developmental science:* Theory and method, Vol. 1. John Wiley & Sons, Inc.

Oyugi, H. M. (2016). *Principals' practices influencing retention of girls in public secondary schools in Suba Sub-County, Homa Bay County, Kenya* (Doctoral dissertation, University of Nairobi).

Parliament of Kenya (2013) *The basic education act No.14 of 2013*.http://www.parliament.go.ke

Paxton, W., & Mutesi, L. (2012). *School funding and equity in Rwanda.*

Ramsden, B. (2011). Evaluating the impact of learning space. Reference service.

Ritchie, J. (2014). *Understanding naturalism.* Routledge.

ROK, L. O. (2013). *The constitution of Kenya: 2010*. Chief Registrar of the Judiciary.

ROK (2010).*The constitution of Kenya 2010*.Nairobi.The National council of law.

Shavit, Y., & Blossfeld, H. P. (1993). *Persistent Inequality: Changing Educational Attainment in Thirteen Countries. Social Inequality Series. Westview Press, 5500 Central Avenue, Boulder, CO 80301-2847.*

Sifuna, D. N., & Sawamura, N. (2010). *Challenges of quality education in Sub-Saharan African countries.* Nova Science Publishers.

Smith, A. (2011). EFA Global Monitoring Report 2011: Education and Conflict.

Steer, L., & Smith, K. (2015). *Financing Education: Opportunities for Global Action. Center for Universal Education at The Brookings Institution.*

Storey J (2018). *Cultural theory and popular culture: An introduction.* Rout ledge.

Tuwei, E. K. (2013). *Effects of hidden costs on students' grade to grade transition rates in secondary schools in Nandi County, Kenya* (Doctoral dissertation, University of Nairobi).

Unesco .(2015).Clobal enrollment trends Paris.Unesco.

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2014). *UNESCO roadmap for implementing the global action programme on education for sustainable development.*

UNESCO Institute for Statistics. (2012). *International standard classification of education: ISCED 2011. Comparative Social Research, 30.*

UNESCO Institute for Statistics. (2010). *Global education digest 2010: Comparing education statistics across the world. Montreal,, Canada:* UNESCO Institute for Statistics.

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2010). *Education for all global monitoring report 2010: Reaching the marginalized.*

UNESCO Institute of Statistics. (2006). *Teachers and educational quality: Monitoring global needs for 2015* (Vol. 253). Unesco.

Unicef. (2020). *Child Marriage and Ethiopia's Productive Safety Net Program: Analysis of protective pathways in the Amhara region–Summary of report findings.*

UNICEF, P. (2012). *Global initiative on out-of-school children*. Retrieved July, 15, 2018.

Unicef. (2014). The extend of child sexual abuse in Botswana: Hidden in plain sight.

Usaini, M. I., & Abubakar, N. B. (2015). The impact of parents' occupation on academic performance of secondary school students in Kuala Terengganu. *Multilingual Academic Journal of Education and Social Sciences*, 3(1), 112-120.

Viluti,M.(2019). *Influence of socio-Economic Factors On Pupil's Transition rate to Secondary Schools* in Kibra Sub-County,Nairobi.

Wangari, J. G. (2012). *Factors influencing transition rate from public primary schools to secondary schools level in Muranga East District. Unpublished Med Project*. University of Nairobi.

Wanjiru, K. (2013). *Education: A Right Or A Privilege. The Kenyan. Retrieved from Education*-A-right-or-a-privilege. pdf.

Wango, G. M. (2011). *Kenya new constitution and education*: Education in Kenya under the new constitution.

Wekesa .W.E.,Kanjogu,J.K.,&Ndichu,T.S.(2019).*Influence of selected school factors on pupil's progression in public primary schools in Tran-Nzoia West Sub-county*, Kenya.'(2019).

White, J., Drew, S., & Hay, T. (2009). *Ethnography versus case study-positioning research and researchers*. Qualitative Research Journal, 9(1), 18-27.

Werunga, K. R., Musera, G., & Sindabi, O. (2011). *Factors affecting transition rates from primary to secondary schools: The case of Kenya*. Problems of Education in the 21st Century, 32, 129.

Wiersma, W. (1985). *Research Methods in Education*: An Introduction Third Edition, Revised Printing.

Williams, T. P., Abbott, P., & Mupenzi, A. (2014). 'Education at our school is not free': the hidden costs of fee-free schooling in Rwanda. *Compare: A journal of comparative and international Education*, *45*(6), 931-952.

Woodhead, M., & Moss, P. (2007). *Early childhood and primary education: Transitions in the lives of young children (No. 2).* Open University.

World Bank. (2005). *Expanding opportunities and building competencies for young people: A new agenda for secondary education.* The World Bank.

World Bank. (2007). *Education in Sierra Leone: Present challenges, future opportunities. The World Bank.*

World Bank (2019). *The impact of school infrastructure on learning.A synthesis of the evidence.1818 // street N.W.*Washington D.C 20433

Yamane, T. (1967). Sampling Formula. *E-Book www albookez com*.

APPENDICES:

APPENDIX I: TRANSMITTAL LETTER

Kiplimo K. Kenneth

Koitaleel Samoei University College,

P.O BOX 44-30300.

KAPSABET.

Dear Sir/Madam,

REF: PARTICIPATION IN RESEARCH.

I am a master student at Koitaleel Samoei University College. I am conducting research on the topic: ***CONSTRAINTS TOWARDS THE ACHIEVEMENT OF HUNDRED PERCENT TRANSITION TO SECONDARY SCHOOLS IN KENYA: A CASE STUDY OF CHESUMEI SUB-COUNTY.*** Your school has been selected to participate in this study. I therefore request your office to accord this study any necessary assistance which will make the study a success. It is my assurance that the information shared will be treated with utmost confidentiality.

Your assistance will be of much help in gathering information that will help in improving transition rates from primary to secondary schools in Chesumei sub-county and Kenya at large.

Thank you.

Yours faithfully

Kiplimo K Kenneth

APPENDIX II: QUESTIONNAIRES.

Questionnaire for head teachers and class masters.

Kindly take a little of your time to answer the following questionnaires, the purpose of the questionnaire is to collect data on constraints towards achieving 100% transition to secondary schools in the sub-county. Your response will be highly appreciated.

School…… (Optional).**Designation**……..... **(Please indicate**)

Part a: Demographic characteristics

What is your gender? M ( ) F ( )

What is your bracket age? (Years)

Below 35 ( ) 35-50 ( ) Over 50( )

How long have you been in service? Below10 ( ) 11-20( ) 21 and above ( )

How long have you been in the station?

Below 5 ( ) 5-10 ( ) 10-15 ( ) over 15 ( )

Kindly respond to the following questions by ticking using scales, 1(strongly disagree) 2(Disagree) 3(Not sure) 4(Agree) 5(Strongly agree)

Part b: Research questions.

Part b: Family background and its influence on 100% transition.	1	2	3	4	5
Family networking helps to improve transition rates to secondary schools.					
Many learners drop after KCPE and engage in emergent economic activities like Boda boda, Bet games, Tea plucking, babysitting.					
Level of Education for parents influence transition rates					
Learners from single parent families have low transition rates					
Lack of educated role models reduces transition rates to form one					
Part d: Influence of legal frameworks towards 100% transition.					
Parents appreciate the introduction of 100% transition policy					

Lack of parent's involvement during transition affect 100% transition rate					
Government closely monitors 100% transition processes.					
Government discourages failure to transition to secondary school.					
Government intervention policies adequately guide the transition process					
Parents who fail to transition children to secondary risk legal penalty.					
100% transition policy clearly guides the transition process.					
Influence of learner factors towards 100% transition					
Most learners who score below 250 marks prefer not to go to secondary					
Drugs and drug abuse affect transition rates					
Teenage pregnancy and early marriage affect transition rate in our sub-county					
Learners with special needs are all considered for inclusive transition					
Truancy affects rate of transition to secondary schools.					
Most learners fail to transition to form one after undergoing initiation.					
Part f: Secondary school preparedness towards 100% transition.					
Available schools have enough streams to accommodate more learners					
The staffing is adequate					
Schools are adequately prepared to admit and support learners in need.					
The schools are adequately financed by the government.					

Part c

1: Are there learners in your school who have not been attending classes due to early pregnancies and early marriage? Yes ( ) No ( ).

2: Comment on their frequencies since 2018.....

Thank you for your cooperation.

Questionnaire for class eight pupils and those who did not transition since 2018.

The purpose of the questionnaire is to get views concerning challenges that make some learners not to join secondary schools. Your contribution will be welcomed**. Do not write your name**.

Part a. Demographic characteristics

1. Your gender is Male ( ) Female ( )
2. Which year did you sit for KCPE?….
3. How old were you then? .....(years)
4. What mark did you get?.....

Part b. Kindly respond to the following statements by placing a tick using scales1(strongly disagree) 2(disagree) 3(Not sure) 4 (agree) 5(strongly agree)

Influence of family background towards 100% transition.	1	2	3	4	5
Learners from single parent family have low transition rates					
Many candidates from poor families fail to join secondary schools					
Lack of educated role models reduce transition rates to secondary schools					
Parents are more likely to finance secondary education for Boys, than Girls					
Legal frameworks and their influence on 100% transition.					
Most learners have managed to join secondary schools due to 100% transition.					
All candidates are aware of 100% transition policy in school.					
Parents who fail to transition children risk jail terms.					
100% Transition to secondary has good guidelines and procedures					
Learner factors and their influence towards 100% transition.					
Most learners who get initiated after sitting for KCPE may not join secondary					
Some learners with special needs prefer not to transition					
Older learners prefer not to proceed with secondary education					
Some learners missed to join secondary schools due to drug abuse.					

Pregnancy and early marriage affect transition rate to secondary schools.					
Secondary schools' preparedness towards 100% transition.					
Secondary schools have few streams to accommodate more learners.					
Distance to secondary schools affect transition of learners to secondary					
Most schools lack accommodation facilities for learners with special needs					
Preference is given to learners who score hire marks					

Part d: Additional response.

For those who did not transition to secondary only.

1. What major problem made you not to join secondary school?.....

2. In your opinion what do you think could be done to make all learners to join secondary schools?.....

Interview guide for the sub-county Director.

Kindly take a little of your time to take part in the interview. The purpose of the interview is to collect data aimed at establishing constraints towards achieving 100% transition in the sub-county. It is my assurance that the responds will be treated with utmost confidentiality and used for academic purpose only.

Part a: Demographic and general academic and transition overview.

i. What is your designation in the sub-county?.....
ii. How long have you served in the sub-county?.....
iii. What has been the general overview of KCPE performance in the sub-county?
iv. How has been the transition of pupils to secondary schools in the sub-county since 2018?.....

Part b: Influence of family background towards one hundred percent transition.

i. Have you had cases of learners failing to join secondary schools due to financial constraints?
ii. Are there arrangements to assist such learners?
iii. What is the general education background of parents in the suyb-county?
iv. Do parents' education backgrounds influence their support towards learner's academic transition between grades?
v. What other key family issues affect transition to secondary schools, specify……...

Part c: Influence of legal frameworks towards 100% transition.

i. Are educational programs and projects financed adequately?
ii. What are the main obstacles in implementing government policies?.....
iii. What other interventions can you recommend?.....
iv. Do you liaise with provincial administration and interior ministries to ensure effective realization of 100% transition policy?

v. What is your comment on sustainability of 100% transition policy?

Part d: Influence of learner factors on one hundred percent transition.

To what extend has the following constraints influenced transition to secondary schools in the sub-county?

i. (a)Moransm and culture …….

(b)Early marriage …….

(c)Teenage pregnancies ……

(d)Drugs abuse ……..

ii. In your opinion what interventions can help to raise transition rates?.....

iii. What are other noted learner constraints towards achievement of 100% transition policy?.....

Part e: Secondary schools' preparedness towards 100% transition.

i. In your opinion, how prepared are the secondary schools in relation to implementation of 100% transition of learners?

ii. Can the available secondary schools accommodate all class eight pupils?

iii. Commend on the existing secondary schools' infrastructure and their adequacy in relation to 100% transition policy?

iv. What happens to those learners who miss admission to secondary schools?

v. How are the secondary schools staffed?

Thank you for your participation in the interview.

APPENDIX III: AUTHORIZATION PERMIT - NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **511168**

Date of Issue: **20/March/2023**

RESEARCH LICENSE



This is to Certify that Mr.. KENNETH kiplimo korir of Koitaleel Samoei University College, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nandi on the topic: CONSTRAINTS TOWARDS THE ACHIEVEMENT OF HUNDRED PERCENT TRANSITION TO SECONDARY SCHOOLS IN KENYA: A CASE STUDY OF CHESUMEI SUB-COUNTY. for the period ending : 20/March/2024.

License No: **NACOSTI/P/23/24310**

511168

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

APPENDIX IV: NANDI COUNTY AUTHORIZATION

OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION

Tel: 053 5252621, 5252003, Kapsabet
Fax No. 053 – 5252503
E-mail:
nandicountycommissioner@gmail.com
When replying, please quote

Ref: No. NC.ADU.4/3 VOL.II/(14)

County Commissioner's Office,
Nandi County
P.O. Box 30,
KAPSABET.

21st March, 2023

Kenneth Kiplimo Korir
Koitaleel Samoei University College,
P.O. Box 5 - 30307,
MOSORIOT.

RE: RESEARCH AUTHORIZATION

This is in reference to letter No. NACOSTI/P/23/24310 dated 20th March, 2023 from the Director General/CEO, National Commission for Science, Technology and Innovation on the above subject matter.

You are hereby authorized to conduct a research on **"Constraints towards the achievement of hundred percent transition to secondary schools in Kenya: A case study of Chesumei Sub County"** for the period ending **20th March, 2024.**

Wishing you all the best.

THE COUNTY COMMISSIONER NANDI.

P. P

H.M. SHAMBI 'ndc' (K)
COUNTY COMMISSIONER,
NANDI.

ASANTE KWA KUDUMISHA AMANI: ENDELEA HIVYO NA MUNGU AKUBARIKI

APPENDIX V: MINISTRY OF EDUCATION AUTHORIZATION

REPUBLIC OF KENYA

MINISTRY OF EDUCATION STATE DEPARTMENT FOR EARLY LEARNING AND BASIC EDUCATION

Email: cdenandicounty@yahoo.com
Telephone: 0773044624
When replying please quote

County Director of Education
NANDI COUNTY,
P. O. Box 36-30300,
KAPSABET.

Ref: NDI/CDE/RESEARCH/1/VOL.111/70

Date 21/3/2023

Kenneth Kiplimo Korir
Koitaleel Samoei University
P.O Box 5-30307
MOSORIOT

RE: RESEARCH AUTHORISATION.

Reference is made to the letter Ref: No. NACOSTI/P/23/24310 dated 20th March, 2023 on the above subject.

The above named person has been granted permission by the County Director of Education to carry out research on ***"CONSTRAINTS TOWARDS THE ACHIEVEMENT OF HUNDRED PERCENT TRANSITION TO SECONDARY SCHOOLS IN KENYA: A CASE STUDY OF CHESUMEI SUB COUNTY IN NANDI COUNTY KENYA*** for the period ending **20th March, 2024.**

Kindly provide him all necessary support he requires.

For: County Director of Education NANDI COUNTY

Odongo J. O
For: County Director of Education,
NANDI COUNTY.

APPENDIX VI: INSTITUTION'S AUTHORIZATION

KOITALEEL SAMOEI UNIVERSITY COLLEGE
(A Constituent College of the University of Nairobi)

Fax: +254-20-4915307
Email: principal@ksu.ac.ke
Website: www.ksu.ac.ke

Telephone: +254 20-2001105, DL +254-20-4915305
P.O. Box 5-30307
Mosoriot, Kenya

DATE: FEBRUARY, 22, 2023.

TO WHOM IT MAY CONCERN,

Dear Sir/Madam,

REF: KORIR KIPLIMO KENNETH, ADMISSION NUMBER: E55/0025/2020.

The above mentioned person is a bonafide student at Koitaleel Samoei University College **(KSUC),** in the School of Education, pursuing Master of Education (Education Administration). The student has completed Course work and has been allowed to progress in undertaking research.

Research Topic;

CONSTRAINTS TOWARDS THE ACHIEVEMENT OF HUNDRED PERCENT TRANSITION TO SECONDARY SCHOOLS IN KENYA; A CASE STUDY OF CHESUMEI SUB -COUNTY

Any assistance accorded to him will be highly appreciated.

Thank you.

Dr. Jepkemboi Choge(PhD)
Director School of Education (S.O.E)

KOITALEEL SAMOEI UNIVERSITY COLLEGE
"REGISTRAR SCHOOL OF EDUCATION"
27 FEB 2023
tel: 020 - 4915312
P. O. Box 5-30307, MOSORIOT

APPENDIX VII: STUDY AREA



Source: Mcmillan Atlas.

APPENDIX IX: SIMILARITY INDEX

KENNETH

ORIGINALITY REPORT

11%	10%	1%	4%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	erepository.uonbi.ac.ke Internet Source	3%
2	erepository.uonbi.ac.ke:8080 Internet Source	1%
3	www.issuelab.org Internet Source	1%
4	ir.jkuat.ac.ke Internet Source	1%
5	ir-library.ku.ac.ke Internet Source	1%
6	Submitted to Mount Kenya University Student Paper	1%
7	serialpublishers.org Internet Source	<1%
8	openknowledge.worldbank.org Internet Source	<1%
9	pdfs.semanticscholar.org Internet Source	<1%