**SCHOOL BASED AND SOCIO-ECONOMIC FACTORS INFLUENCING PUPILS’ TRANSITION RATE FROM PRIMARY TO SECONDARY SCHOOLS**

**INNOMBE SUBCOUNTY, NTOROKO**

**DISTRICT**

**By**

**WAHIMBA JOSEPH**

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**OF MASTER OF EDUCATION MANAGEMMENT**

**AND PLANNING OF NKUMBA**

**UNIVERSITY**

**FEBRUARY, 2022**

**DECLARATION**

I Wahimba Joseph do hereby declare that this Dissertation is my original work and has not been presented for a degree or any other academic award in any university or institution of learning.

**Signed ……………………………………………………………..**

**Wahimba Joseph**

**Candidate**

**Date………………………………………………………………..**

**APPROVAL**

I confirm that this Dissertation is the student’s original work done under my supervision and guidance as the university supervisor.

**Signed……………………………**

**Dr. Simon Peter Ongodia DATE:……………………………………..**

**SUPERVISOR**

**DEDICATION**

This research project is dedicated to my beloved wife BiiraYoniya and children; Asingya Linnet, Apipawe Festo and Kabugho Claire for their moral and financial support. I also dedicate it to my friend Mr. ThemboBiatsiAbsolom for all his support in this venture.

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**LIST OF ABBREVIATIONS**

ADEA: Association for the Development of Education in Africa

A-Level: Advance Level

APHRC: African Population and Health Research Centre

C.V.I: Content Validity Index

CIS: Council of International Schools

EFA Education for All

SAR: Southern Africa Region

FDSE: Free Day Secondary Education

FPE: Free Primary Education

GCE: General Education Certificate

MDG: Millennium Development Goals

MoES: Ministry of Education and Sports

NER: Net Enrolment Ratios

NGOs: Non-Government Organizations

NPHC: National Population and Housing Census

O-Level: Ordinary Level

P/S: Primary School

PLE: Primary Leaving Examinations

PLE: Primary Leaving Examinations

PTA: Parent Teachers Association

SEIA: Solar Energy Industry Association

SPSS: Statistical Package for Social Sciences

SSA: Sub-Saharan African

UBoS: Uganda Bureau of statistics

UIS: University of Illinois Springfield

UK: United Kingdom

UNESCO: United Nations Educational, Scientific, and Cultural Organization

UNICEF: United Nations Children’s Fund

UPPET: Universal Post Primary Education

US: United State

USE: Universal Secondary Education

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**ABSTRACT**

This study aimed at investigating the school based and socio-economic factors influencing pupils’ transition rate from primary to secondary school in Nombe Sub-County, Ntoroko District. The study objectives were: to find out the rate of pupils’ transition from primary to secondary schools; to examine how school-based factors influence pupils’ transition rate from primary to secondary schools and to examine the socio-economic factors influencing students’ transition rate from primary to secondary schools in Nombe Sub County. The study employed qualitative research approach supplemented with quantitative approaches. A sample of 169 pupils who failed to transit to secondary school and 169 parents to those pupils, and 5 primary school administrators were used.Documentary review, interviews and questionnaire were employed to collect data on the variables of the study. Objective 1 was analyzed using descriptive statistics such as the mean and percentages, objective 2 and 3 were analyzed using frequencies and percentages using SPSS, while qualitative data was analyzed using thematic analysis. The study found out that the transition rate for boys was 61.4% whereas that of girls was 49.1% in the period of four years (2017-2020). It was further found out that school distance (63.5%) and school costs (60.8%) were the major school based factors, and parents low income level (50.7%) lack of parental guidance (67.6%), and low attitude on education (43.5%) early marriages (81.7%) and lack of role models (63.0%) as the major socio-economic factors greatly influencing pupils’ transition rate from primary to secondary school. The study concluded that there is a low pupils’ transition rate from primary to secondary school in Nombe Sub county, distance from home to school and school costs were the major school base factors and parents low income levels, lack of parental guidance, early marriages lack of role model in the community and poor attitude towards education were the socio-economic factors which greatly influence pupils’ transition rate from primary to secondary school. The study recommended that the government should implement the policy of constricting secondary schools in every sub county, head teachers should conduct regular seminars on career guidance so as to increase on children retention in schools, and parents should be encouraged to value the education of the children and change from the negative attitudes and overall socio-economic issues hindering investment in children education.

**CHAPTER ONE**

**INTRODUCTION**

**1.1 Background of the study**

Education is a fundamental human right because it enables individuals to develop knowledge and skills needed to increase production and income, as well as empowering individuals take advantage of employment opportunities in order to reduce poverty (UNESCO, 2010). Supporting education is one of the major economic and human development investments that any country can consider (World Bank, 2009).

Most advanced nations of the world like Europe, Asia and America have persistently invested heavily in education since it’s a necessity to development. United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2009) report asserts that prolonged compulsory schooling increases access to, and involvement in secondary education. It also reports that the transition rate from primary to secondary is above 90 percent in all developed nations of the world except South and West Asian nations such as Bangladesh, India and Pakistan which have Net Enrolment Ratios (NER) ranging from 20% to 24% (ADEA 2004).

The Republic of Korea, which in the 1950s was among the world’s poorest states, managed to achieve nearly 100% transition in secondary education in just four decades. This rapid increase was accredited to a pragmatic policy framework emphasizing different levels of education overtime. In the 1960s, the top priority was universal primary education; in the 1970s policy emphasis elevated to secondary education, and in 1980s, to the tertiary level. In 1968, the government abolished the entrance examination for middle schools, increased government spending in education, and encouraged private provision of education at all levels. Korea’s success story provides a vital lesson for African governments on how political commitment and pragmatic education planning can turn around an education system (APHRC, 2007).

In Latin America, Brazil has the highest secondary gross enrolment ratios at almost 100% compared to Guatemala where only 51% of students enroll beyond primary education. Only a handful of Sub-Saharan African countries, such as Botswana, Cape Verde, Mauritius and South Africa, have realized rates of access to secondary education as high as 80% for junior secondary while Kenyan transition levels presently stands at around 73%. Nations such as Burundi, Burkina Faso, and Rwanda have not even reached rates of 20% (SEIA, 2007).

Studies carried out on transition from primary to secondary education in Ghana show that 44 percent of children from poor households continue to be under represented in enrolments (Akyeampong, 2009, and Rolleston 2009). The researchers above made it explicit that not only indirect costs hinder access of the poor but also opportunity costs significantly affect the chances of poor children to enroll in and complete basic education. In Africa, Tanzania has the lowest transition rates of 20 percent. The reason behind this is because some families cannot afford school fees and girls are more challenged than boys to further their education (Akyeampong, 2009, and Rolleston 2009).

According to APHRC (2007), the majority of the children in sub-Saharan Africa do not make it to secondary school. Analysis of Gross Enrollment Rate (GER) by Lewin and Caillods (2001) shows that two-thirds of all countries with secondary GER of 40% and below are in Africa. Accordingly, current statistics establish that in SSA, only a small minority participates in and finishes secondary schooling (cited in, APHRC, 2007).

Yet in addition to the above, Ngware et al (2006), indicate that transition from primary to secondary school in Kenya is usually attached to the number of available spaces in secondary schools. According to the Republic of Kenya (2009), the transition rate from primary to secondary is currently at 60 percent. The low access to secondary education, merged with high unemployment rate pose a significant challenge to Kenya’s realization of development goals and vision 2030.

In Uganda the national head count report 2015 for the MOES on the net enrolment for secondary education reported that enrolment ratio stands at 24.7% from 18.6% in 2006 prior to UPPET. In February 2007, Government of Uganda introduced the Universal Secondary Education (USE)/ Universal Post Primary Education (UPPET) with an objective of increasing access to quality secondary education.

Therefore, in line with the above initiative, the Annual Schools Census 2014, reported Secondary enrolment standing at 954,324 at the beginning of USE in 2007 and by March 2014, it had increased to 1,391,250 with 63% attending Universal Secondary Education (Ministry of Education, Science, Technology and Sports, 2015).

Ntoroko District is said to have the lowest levels of pupils’ transition to secondary education. The findings presented by the National Population and Housing Census (NPHC) (2014) which was undertaken by Uganda Bureau of statistics (UBoS, 2017), revealed that persons between 15-17 years in Ntoroko District who were not in school and whose level of education was below senior four were 87.7 %. This implies that the rate at which children enroll for secondary education is very low.

Therefore, it is basing on the above background that the researcher intended to ascertain the school based and socio-economic factors hindering children’s transition to secondary education in Nombe Sub County, Ntoroko District.

**1.2 Statement of the problem**

There is a problem of low rate of children transitioning from primary to secondary education in Nombe Sub County, Ntoroko District. This is evidenced by UBoS, (2017) report that about 87.7% of children between 15-17 years in Ntoroko District were not in school, and were below education level of senior four. The report further indicates that only 24.1% of children between 13-18 years were in secondary school. This implies that a great number of children do not proceed to secondary education after their primary level. In light of the above therefore, the researcher, intended to establish the school based, and socio-economic factors hindering pupils transition to secondary education in Nombe Sub County, Ntoroko District.

**1.3 Objectives of the study**

**1.3.1 General objectives**

To establish the school based, and socio-economic factors influencing pupils’ transition rate from primary to secondary school in Nombe Sub County Ntoroko District.

**1.3.2 Specific objectives**

1. To find out the rate of pupils’ transition from primary to secondary schools in Nombe Sub County.
2. To examine how school related factors, influence pupils’ transition rate from primary to secondary schools in Nombe Sub County.
3. To determine the socio-economic factors influencing students’ transition rate from primary secondary schools in Nombe Sub County.

**1.4 Research questions**

1. What is the rate of pupils’ transition from primary to secondary schools in Nombe Sub County?
2. How do School related factors influence pupils’ transition rate from primary to secondary schools in Nombe Sub County?
3. What are the socio-economic factors influencing students’ transition rate from primary secondary schools in Nombe Sub County?

**1.5 Scope of the Study**

The study was carried out in five selected government primary schools in Nombe Sub-County, Ntoroko District. The schools include: Musandama Primary School, Nombe Primary School, Kyabandara Primary School, Murambe Primary School and Nyakatoke Primary School both located in Nombe Sub County, Ntoroko District. The study was targeting school administrators and teachers who have information on their P.7 candidates who complete from their schools. The study also targeted households whose children have dropped from school to establish socio-economic factors hindering them from studying.

The content scope of the study was limited to the school based and socio-economic factors that influence pupils’ transition rate from primary to secondary in Nombe Sub County.

**1.6 Significance of the study**

The study would provide valuable information which will enable Ministry of Education, and Sports, to identify the school based and socio economic factors that influence students’ transition rate from primary to secondary, and be able to implement the research recommendations as a means to encourage boys and girl children to participate in secondary education.

The study might also be helpful to the NGOs to get a basis on which to handle boy and girl child related challenges in schools and the community at large by laying strategies to keep them in school.

The scholars who are interested in carrying out further research on the topic might be able to use the findings for reference purposes.

**1.7 Operational Definition of Terms**

**Enrolment** refers to the number of students’ registered in a school at a given time

**Primary education:** this is the second level of education in Uganda after pre-primary.

**Secondary education** refers to the stage of education after completing primary school.

**Transition** refers to moving from primary school to secondary school, it also implies pupils who are still continuing with secondary and those who completed secondary level. Basing on that definition, the pupils who transit to secondary and then drop out before completing will be considered as having failed to transit.

**Completion rates:** The proportion of pupils who complete the last grade of a school cycle divided by the number of pupils who enrolled in the grade at the beginning of the cycle.

**CHAPTER TWO**

**LITERATURE REVIEW**

**2.0 Introduction**

This chapter presents the review of related literature on the subject of the study. This was done through academic books, magazines, journals, newspapers, internet sources and other forms of literature. This was done under three headlines drawn from the research objectives. These are: to establish the rate of pupils’ transition from primary to secondary schools in Nombe Sub County, to examine how school related factors influence pupils’ transition rate from primary to secondary schools in Nombe Sub County, and to assess the socio-economic factors influencing students’ transition rate from primary secondary schools in Nombe Sub County.

**2.1 Theoretical frame work**

This study was based on systems theory that was initially proposed by a biologist Ludwing von Bertalanffy in 1928 as cited by Bertalanffy(2015). He said that a system can be broken down into individual components, which interact with others, and that the components could be added in a linear fashion to describe the totality of the system. He suggested that one part of the system permits us to know something about another part. A system can be controlled or non-controlled, and in a controlled system information is sensed, and changes are effected in response to the information. He further said that systems share general characteristics that enable them to function as systems regardless of their type or level and must have ways of self-organizing and directing behavior as well as being purpose driven (Bertalanffy, 2015).

Though a system is a self- contained unit, it is part of a wider higher order, and is organized in a series such that the output of one is the input for another subsystem, therefore, alteration of part requires alterations in other sub-subsystems. A system must be strongly goal directed, governed by feedback and have the ability to adapt to changing circumstances. This means that the output of primary school level is the input of the secondary school level because a school is a system. A system has some predictability and this is also similar to a school since those who enter standard one are expected to exit after standard eight (Kirera, 2013).

The working of a system is affected by its environment. Parents are key performers and form part of the environment of an education system, because they influence or motivate the pupils to continue with school or not to, and they meet the cost of schooling for their children and especially when transiting to form one. A system is governed by feedback. The PLE performance provides this feedback on how the system is fairing. A system is a self-contained unit, but part of a wider higher order. The primary schools are part of education system in Uganda. Secondary schools form part of the higher order in the system and have rules of admissions to their subsystem based on performance at the primary school level, availability of form one vacancies and charges (tuition fees) levied as a condition of admission. These are some of the factors that hinder transition of pupils from primary level to secondary school level of education (Kirera, 2013).

According to Reigeluth, Bathany, and Olson (1993) as cited in Kirera (2013), a system is based on the following assumption in terms of design: A systems view suggests that essential quality of a part resides in its relationship to the whole. The systems design notion requires both coordination and integration. There is therefore need to design all parts operating at a specific system level of the organization interactively and simultaneously (Griffiths, 1964) as cited by Kirera (2013). This is because a system cannot operate in isolation. Education is an Open System if there is a continual input and output of both energy and matter in it. The environment is also made up of social, economic and political institutions, which are constantly interacting and inter-dependent and the same is true of the school system. Schmuch (1977) (cited in Kirera (2013), advanced that schools are essentially living systems and that without people they are nothing but concrete and paper. Obilade (1989) as cited by Kirera(2013), examined education as a process involving the following five forms of inputs: Human resources such as students; materials resources such as buildings, desks, books, equipment; financial resources such as money; constraints, such as requirements of the law and policy; expectations of parents, values and goals. The output or products of the educational system are students in the form of educated people now better equipped to serve themselves and society. Advancement of learners from one level of education to another is a measure of a system’s internal efficiency as well as its physical capacity (cited in Kirera, 2013).

The relevance of this theory to this present study, is that the theory seems to suggest that pupils transition to secondary is based on factors both of the former primary and the secondary school in which the pupils intends to undertake secondary education. The theory recognizes the relevance of the parents’ socio-economic factors to influence the pupils’ transition to another level of education. Hence through this, the theory is relevant to the current research study.

**2.2 Review of Related Literature**

**2.2.1 The rate of pupils’ transition from primary to secondary schools**

According to Acheampong (2002) transition rate is thought to be a good indicator of balanced or unbalanced development of education between two levels. There are various transitions in the education system from pre-school to primary school, from primary to secondary school, from secondary to university or tertiary institutions. The low transition rates has been a concern in many countries as secondary education all over the world is emphasized because of its important role in empowering individuals socially and economically. It has been reported that many pupils at primary level consider education as a means of occupational mobility (Akinkunle, 2003). According to the UNESCO Institute of statistics (UIS) 2015, Worldwide 85% of children in the last grade of primary school go on to attend secondary school. Only two regions have transitions rate below this global average. Eastern and Southern Africa (67.1%) and west and Central Africa (52.4%). Transition rates are highest in the industrialized countries (98.2%) and in Eastern Europe and CIS Countries (96.1%). However even in the Sub-Saharan Africa some countries have transition rates above 80%. The UNESCO Report (2011) indicated that transition from Primary level progress to secondary was very high in developed countries and almost all children from the primary level progress to secondary school level. Bruns and Mingat, A. (2003) stated that countries of Africa, Latin America, Caribbean and Oceania, the transition rate was low because attendance to secondary school was not compulsory as in developed countries such as Finland, Japan, Germany and Russia where secondary education was open.

The progress in transition from primary to secondary education in American, constituted a shift in education policy. The shift demanded more investment in secondary school education by increasing public funding, non-selective with no early specialization or academic segregation, a practical curriculum, numerous small-fiscally independent school districts, and secular control of schools and school funds (World Bank, 2005).This decentralized nature of the US secondary school system increased access and transitions to secondary education (World Bank, 2005). However, Sweden and the UK had relatively high secondary school participation rates, though below 50 per cent (World Bank, 2005).

In Asian countries, public investments were made in primary and secondary education after the Second World War. For instance, Singapore and South Korea adopted policies aimed at increasing quality and access to secondary education. Yet such policies did not guarantee increased access to secondary education as participation rates in vocational secondary education remained below 50 per cent (Mundle, 1998; Gill et al., 2000; World Bank, 2005). However, countries such as Japan that took urgent measures to increase transition to secondary education through increased public investment are now enjoying economic benefits.

According to UNICEF (2007), the Education for All (EFA) goals and Millennium Development Goals (MDG) clearly state the commitment of governments and international organizations to enable all children to participate in and complete primary and secondary education, and to achieve equity and equality for girls and other disadvantaged children in particular. Despite this commitment, sub-Saharan Africa secondary enrolment rates are considerably lower than primary enrolment rates. There is also a huge gender gap in secondary schooling: In African countries only one in five girls enroll in secondary school (GCE 2005). Boys continue to have higher transition rates to secondary school than girls in sub-Saharan African. The Eastern and Southern Africa Region (ESAR) has made notable progress in increasing primary enrolment and improving gender parity, although the task is not yet completed (UNICEF 2005). UNICEF (2007) report adds that the net primary enrolment in some ESAR countries is as low as 48 per cent, while in others it is over 90 per cent. Similarly, in some ESAR countries, transition to secondary education is as low as 33 per cent, while in others the rate is higher. Net enrolment in secondary education ranges between 4 per cent and 93 per cent in this region, indicating great variation across countries (Cited in UNICEF, 2007)

Studies conducted on transition from primary to secondary education in Ghana show that although the FCUBE made an overall enrolment increase; children from poor households continue to be under represented in enrolments (Akyeampong, 2009; Rolleston, 2009). These scholars clearly stated that not only indirect costs hinder access of the poor but also opportunity costs substantially affect the chances of poor children to enroll in and complete basic education. A study of transition patterns in Malawi also concludes that access to secondary education in the country continues to reflect household wealth (Chimombo, 2009). Thus, despite direct fees being abolished, these studies clarify that the abolition of fees has not been enough to ensure transition from primary to secondary education.

In Kenya, access to education is said not to be evenly distributed across sexes, regions and social groups (Ali, C. 2007). According to EFA monitoring Report (2012) as cited Mathia, (2015), Kenya is one of the countries where the secondary enrollment has considerably increased together with Burkina Faso, Burundi, Chad, Congo, Niger, and Tanzania among others. The government of Kenya, in 2003, launched Free Primary Education (FPE) which was followed by Free Day Secondary Education (FDSE) in 2008. The developments resulting in the implementation of free basic education began in 2003, during the National Conference on Education and Training. However, regional disparities have continued to prevail in transition with some regions showing drastic drops in their transition rates. The World Bank policy on education has been on primary education completion, equality of access and improved learning outcomes, leading to improved access to secondary school education. The bank further endorsed the MDG calling for universal completion of primary education by the year 2015 hence increase transition to secondary education. Given that those children who reach the last grade of primary school are more likely to be from better -off households, children from poorer households are less likely to be able to access secondary education.

According to Ministry of Education, Science, Technology and Sports (2015), Uganda’s net enrolment for secondary education is at 24.7% from 18.6% in 2006 prior to UPPET. The Annual Schools Census 2014, reported Secondary enrolment standing at 954,324 at the commencement of USE in 2007 and by March 2014, it had increased to 1,391,250 with 63% attending Universal Secondary Education. On the other handNtoroko District is said to be having the lowest levels of pupils’ transition to secondary education. A report by Uganda Bureau of statistics (UBoS, 2017) revealed that persons between 15-17 years in Ntoroko District who were not in school and whose level of education was below senior four were 87.7 %, implying that the rate at which children enrolls for secondary education is very low.

Several international studies refer to school transitions as a time when pupils are particularly vulnerable and may easily become disengaged and at a risk of early school leaving. Early school leaving is generally seen to jeopardize young people’s future as possible career opportunities and life chances are largely determined by their educational attainment in school. Secondary education is a poor cousin of the African education systems. There is inadequacy of interventions, gender specific factors, long distance to schools and the disconnection between research and policy. Transition from primary to lower secondary is of great importance because lower secondary is part of the compulsory schooling (ADEA 2004).

Whereas the scholars above give varying percentages on the net enrollment ration for pupils in Sub-Saharan Africa, a lot still remain to be desired as to the transition rate of pupils from primary to secondary in Nombe Sub County, Ntoroko District. Therefore the research intended to carry out a study to bridge this gap.

**2.2.2 School related factors that influence pupils’ transition rate from primary to secondaryto school**

Juneja, (2001) observes that if school distance is considered too long from home, young girls tend to drop out more due to the vulnerability to sexual harassment. Parents are afraid for the safety of their children when they have to travel longer distances to school (Colcloughet al., 2000; Nekatibeb, 2002). Ainsworth et al., (2005) found that the possibility of attending secondary school for children decreases with the greater the distance compared to the nearer secondary schools. Nekatibeb, (2002) also argues that school distance is the foremost obstacle for children’s education in many countries in Africa. A short school distance gives the motivation to children to stay in school and vice versa. Mirsky, (2003) asserts that weariness from long journey to and from school and often on an empty stomach makes school going an unpleasant routine for the poor children leading to their dropping out of school Nombe Sub County being remote and geographically mountainous, weariness to the children cannot miss which could result into dropping out of school.

According to Weya (2010), transition between primary and secondary school is gauged by the enrollment in secondary schools. He adds that there is a direct correlation between family incomes and the enrollment rates in secondary schools. This means that the transition of a child to secondary schools is not directly related to good performance in the absence of bursaries if the parents cannot finance the PTA levies of education. The opportunity cost for secondary education is normally high for poor families. These high opportunity costs coupled with lower expected benefits of education leads to low investment in a child’s education among the poor families as they are unable to meet the PTA levies on education. Lesatholi (2001) argues that in Lesotho, education seems to favor the rich and discriminate against the poor. Choices made by the rich and well off households are guided by the quality of schools available while for the poor, choices are affordability (cited in Katiwa, 2016).

It is argued that, even with good and timely funding, enrolment and retention may be limited by socio-economic factors in the environment. According to Wanyonyi (2004) school drop outs will still be there despite the introduction of free primary education. According to his study, some of the factors causing school drop outs include early marriages, pregnancies, domestic duties, negligence by parents (discipline) and peer pressure and lack of interest in school.

In addition to the above, a research in Kenya by Anncarol. (2015) established that pupils from lower income background do not make a successful transition to post primary school. It also established that pupils’ home background influence pupils’ transition rates from primary to secondary school. This was determined in a questionnaire for head teachers where five (38.5%) of head teachers agreed with the statement while one (7.7%) of head teachers disagreed that pupils home background influence pupils’ transition rates from primary to secondary school. Pupils from lower income and minority ethnic groups have been found to be potentially more at risk of not making a successful transition to post primary school as in Gutman and Ridgley, (2000) as cited by Anncarol. (2015). In line with the above therefore, parental support has been found to be a crucial factor in facilitating children`s` transition into post-primary education (Anderson et al., 2000).

In support of the above, World Bank (2007) indicates that, non-school factors such as education of parents, child rearing practices, nutrition, health care and pre-school education have more effect on children access to education, it further states that positive school factors such as teachers and books have more effects in developed countries than in developing countries. Thus, positive effects of school inputs are frequently greater in children from lower socio-economic background than those from higher socio-economic background. The report further more states that pupils’ learning and behavior like that of adults will be affected by a range of interacting factors, some of which ride within the learner, while others can be traced to the curriculum or conditions within the environment (World Bank, 2007).

Colcloughet al., (2000) found that in Ethiopia, teachers in school more positively regarded boys than girls because they usually expect girls to quit school early. Teachers' attitude and their teaching practices have foremost impact in sustaining girls in schools. Nekatibeb, (2002) asserts that studies from several countries in Sub-Saharan Africa indicate that both female and male teachers believed that boys were academically better than girls. These studies also found that most teachers tend to pay more attention to boys in the class room than to girls. Indeed, the attitude plays a major role on the education of girls.

Shovan, Ghosh Susmita& Sengupta (2012), observe that in poor households in India, the costs of schooling for girls are likely to be higher while the benefits more shaky for them than the boys. The authors also reported that though direct costs are similar for boys and girls, parents are less willing to spend on girls. Lloyd et al., (2000) also found that in Kenya, higher school fees increases the likelihood of dropping out for girls. Children from poor families and rural areas are at a much greater risk of being low performers both in and out of school. Out of 57million out-of-school children, girls accounted for 54%; the proportion of out-of-school girls is highest in the Arab States at 60% (UNESCO, 2015). A substantial number of children from disregarded groups are further robbed of even basic education in South Asia (Manzoor &Govinda, 2010).The financial factors constrain parents more especially those who have lower socio-economic status compared to those who have higher status. Parents with lower socio-economic status face difficulties to bear the expenses of their daughters' education (Shahidul &Zehadul, 2015).The literature of Drothy& Esther (2016); Shovan Ghosh, Susmita& Sengupta (2012), and UNESCO (2015), found that financial factors constrain parents to buy scholastic materials as well as pay some of the school requirements which make some of the children to drop out of school

In a study by Khamati&Nyongesa (2013) established that there were a number of socio-economic factors leading to school drop outs and low transitional rates to post primary education. These scholars indicated that a lot of the girls were still dropping out of school due to pregnancies with no proper mechanisms on their follow up after delivering. Other students are dropping out due to their poor discipline and others because of failure to pay school levies. Whereas these were the major causes, drug abuse was also cited as minor cause of drop outs. In his study Wanyonyi (2004) found out that despite the freeness of education, there were still many school dropouts. These were due to parental negligence, lack of interest in education and early marriages including and pregnancies. This means that even though some pupils transit from primary to secondary, there will be some high chances of dropping out due to other socio-economic factors as mention above.

According to Kaburu, (2012) research reveals that the key cultural factors leading to drop out and low transitions are parental attitudes and socialization practices that at times influence rates of girls under enrolment. Many communities have stereotypes that; girls can make it in life even without formal education, can cope with men or get married and they are easier to control when they are at home. Other cultural practices such as female genital mutilation and initiation for boys among most of the Kenyan communities make the initiates feel that they are now mature and are not ready to interact with children in primary schools. Thus, majority drop out of school and for the few who manage to go through the cycle, perform poorly. He adds that among the Burji, Rendille, Samburu and the Gabbra, there are traditional initiations ceremonies that include lengthy seclusion of initiated boys making them lose out in school activities leading to drop out in most of the time hence failure to transit to secondary education. Yet in addition to that, family instabilities due to factors such as alcoholism and quarrels leading to separation or divorce adversely affect performance of pupils and at times lead to drop out. Family breakups especially among the Digo, in coast, lead to school drop-out by daughters because fathers culturally do not believe in financing education for daughters of their divorced wives (cited in Kaburu, 2012)

According to Holmes’s (2003) study, females receive less education than males, and they tend to dropout, or are withdrawn earlier for both economic and social-cultural reasons. The study furthers argues that the opportunity cost of sending female children to school in rural areas, where girls are married quite early, is high because benefits of their schooling will not accrue to their parental household. Similarly,Kasente, (2003), Kakuru, (2003) explain how early marriages influence children’s dropping out of school especially as regards the girl child as it is perceived by parents that marrying off the girl child is an escape route from poverty. Uganda Participatory Poverty Assessment (UPPAP, 2000) indicates that marrying off girls would benefit her family in terms of attaining bride price. Odaga and Heneveld (1995), further note that parents worry about wasting money on the education of girls because there are most likely to get pregnant or married before completing their schooling and that once married, girls become part of another family and the parental investment in them is lost this therefore perpetuates parents discouraging the girl child from continuing with school.

Findings with regard to the impact of parent’s education on schooling of children show that the children of more educated parents are more likely to be enrolled and more likely to progress further through school. Holmes, (2003) shows that this impact differs by gender, the education of the father increases the expected level of school retention of boys, and that of the mother’s enhances the educational attainment of girls. Similarly other studies by Behrman et al., (1999) and Swada and Lokshin (2001) reported a consistently positive and significant coefficient of father’s and mother’s education at all levels of education except at secondary school level (cited in Mike, Nakajjo, &Isoke, 2008).

As suggested by Leclercq (2001), educated parents are more aware of the potential returns to their children's education and they are more likely to have access to information and social networks necessary for their children to engage into relatively human capital-intensive activities yielding high returns to education. This also goes a long way in motivating their children to aim higher in education because they can look at their parents as role models. Educated parents are likely to hire private tuition and offer rewards for their children so that they can do well in school. The academic attainment of parents enhances positive attitudinal change towards children’s education. In Kenya, parents who are not educated or have just the basic education, do not see the benefits of education hence do not encourage their children to transit to high school (CREATE, 2009).

In another study by MoES (2003), the rates of drop out in all government-aided schools for girls and boys are almost equal. The total number of male dropouts for 2001 was 164,986 (50.6%), while that of females was 160,932 (49.4%) giving a national total of 325,918. In an account for the gender disparity in primary school dropout, Nyanzi (2002) put forward that marriage, pregnancy and sickness are major causes of drop out among girl children while amongst the boys, they include; jobs, lack of interest dismissal and fees. This was in a study done in Uganda representing different regions.

Whereas the scholars above have highlighted several socio-economic factors influencing pupils’ transition to secondary education in various places, a lot still remain to be desired as to the factors influencing pupils’ transition to secondary education in Nombe Sub County, Ntoroko District. Therefore the researcher intended to carry out a study to bridge this gap.

**2.2.3 The socio-economic factors influencing students’ transition rate from primary secondary schools**

According to Weya (2010), transition between primary and secondary school is gauged by the enrollment in secondary schools. He adds that there is a direct correlation between family incomes and the enrollment rates in secondary schools. This means that the transition of a child to secondary schools is not directly related to good performance in the absence of bursaries if the parents cannot finance the PTA levies of education. The opportunity cost for secondary education is normally high for poor families. These high opportunity costs coupled with lower expected benefits of education leads to low investment in a child’s education among the poor families as they are unable to meet the PTA levies on education. Lesatholi (2001) argues that in Lesotho, education seems to favor the rich and discriminate against the poor. Choices made by the rich and well off households are guided by the quality of schools available while for the poor, choices are affordability (cited in Katiwa, 2016).

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Whereas the scholars above have highlighted several socio-economic factors influencing pupils’ transition to secondary education in various places, a lot still remain to be desired as to the factors influencing pupils’ transition to secondary education in Nombe Sub County, Ntoroko District. Therefore the researcher intends to carry out a study to bridge this gap.

**2.2.4 Research Gap**

The Net Enrolment ratio has been determined both before Universal education and after in Sub Saharan Africa and globally. Uganda just like any Sub Saharan African country, have had substantial increase of the net enrolment especially after Universal Primary and secondary education. Whereas this has been determined, little research has been carried out in Nombe Sub County to establish the rate of transition to secondary school which seems to be low. This research therefore intended to cover this gap in trying to establish the rate of transition, and the social economic and school based factors influencing the transition.

**2.3 Conceptual framework**

In the conceptual frame work, the researcher tries to relate variables and the concept that were used in the study. It draws the relationship between school based and socio-economic factors influencing Pupils’ transitional rate from primary to secondary education.

Independent Variables (IV) Dependent Variables (DV)

**Pupils’ Transition to Secondary School**

* The number of pupils enrolling for secondary
* The number of children who have completed O’ level

**School Based Factors**

* Distance between homes and schools
* School rated costs
* Teacher student relationship
* Performance at PLE

**Social Economic Factors**

* Early marriage
* Income levels of parents
* Attitudes toward education
* Lack of parental guidance
* Lack of role models
* Peer influence

In the conceptual framework the researcher considered School based factors which is through distance between home and school, school rated costs, teacher student relationship and performance at P.L.E, and Socio-economic factors exhibited in early marriages, income levels of parents, attitudes toward education, lack of parental guidance and lack of role models as the major or independent variable that influences the Pupils’ Transition to secondary school that is seen through the number of pupils enrolling for secondary, the number of children who have completed O’ level, and the number of children who have completed A’ level in the sub county.

**CHAPTER THREE**

**METHODOLOGY**

**3.0 Introduction**

In this section, the researcher focused on methodology to be used in the study. It covers the research design, the target population, sample size and sampling techniques, research instruments, instruments validity and reliability, data collection and data analysis techniques.

**3.1 Research design**

The study adopted a descriptive survey design that makes use of the qualitative and quantitative research approaches. Under this the researcher carried out a study on five primary schools. Through this design, the researcher conducted an interview guide to school administrators, and questionnaires to household heads and children who have dropped from school to get their views on the variables of the study. In addition, the researcher conducted a document analysis, and observation checklist to determine the number of pupils who completed primary Seven from 2016-2019, to establish if they were able to transition to secondary school. Data collected through interview guide and document and observation checklist was sorted, arranged thematically and interpreted in line with the research objectives. On the other hand, data collected through the questionnaires was analyzed using a Statistical Package for Social Sciences (SPSS).

**3.2 Study Population**

The study population was primary schools from Nombesub-county. A total of five primary schools in the sub county were selected; they included, Musandama Primary School, Nombe Primary School, Kyabandara Primary School, Murambe Primary School and Nyakatoke Primary School. These schools have a total population of 562 pupils who sat PLE in the period of for years (2016-2019) and 311 of whom did not transit to secondary school. They had a total population of 5 head teachers and 311 parents whose children did not enroll for secondary education in the period of four years.

**3.3 Target population**

Borg and Gall (1989) defines the target population as population to which the researcher wants to generalize the results of the study. The target population consisted of 5 head teachers and 311 children who have not enrolled for secondary education in the four years (2017-2020). A total number of 311 parents whose children failed to enroll for secondary education was also targeted.

**3.4 Sample size**

The sample size for the study population was 5 head teachers, 169 children who have dropped out of school and 169 of their parents. Therefore, the sample size of the population of study was 342 people. The sample size determination was determined according to Krejcie and Morgan table of sample size determination as seen in appendix D. This is shown in the table below:

**Table 1: Showing Sample size**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of sample** | **Target population** | **Sample size** | **Sampling technique** |
| School administrators | 5 | 5 | Purposive |
| Household heads | 311 | 169 | Simple random |
| Children (Dropouts) | 311 | 169 | Simple random |
| **Total** | **627** | **342** |  |

**3.5 Research Methods**

**Questionnaire**

The researcher developed a semi-structured questionnaire with closed and open ended questions for pupils and their parents that answered part of objective 1 that was concerning the pupils transition rate from primary to secondary, and objective 2 and 3 which were about school based and socio-economic factors influencing pupils transition rate from primary to secondary schools

**Interview**

The interview method was used in order to get in-depth information as advanced by Kothari, (2004). This method was used to gather information regarding the study objectives from 5 head teachers from the selected primary schools in Nombe Sub County.

**Documentary Analysis**

This involved deriving information by carefully studying written documents or visual information from selected primary schools. The researcher read through school files and documents to obtain information for the study. The researcher got records of students’ performance at Primary Leaving Examinations (PLE) progression from the school administrators. The information obtained partly answered objectives one which aimed at establishing pupils’ transition rate in Nombe Sub County, Ntoroko District

**3.6 Tools of data collection**

**Self-administered questionnaire**

A self-administered questionnaire was administered to the pupils who did not transit to secondary school and to their parents. According to Korthari, (2004) a face to face questionnaire is appropriate since it is flexible not expensive and not biased.

This instrument of research was divided into two sections: ethical introduction, section I and section II. Section I dealt with bio-data on issues such as sex, age, education level and marital status Section II, covered variables on transition rates, school based and socio-economic factors influencing pupils transion rate from primary to secondary. It contained closed ended questions and the respondents’ own opinions and suggestions in open-ended question form

**Interview guide**

During interview sessions, interview guide was used as an instrument for data collection. This involved interview questions regarding the study objectives.

**Documentary analysis checklist**

Documentary analysis checklist as indicated in appendix E was used as an instrument for data collection during documentary analysis from schools in Nombe Sub County, Ntoroko District

**3.7 Data Quality Control**

**3.7.1 Validity**

The validity involved the research specialist like the supervisor to check the consistency, the clarity and clear relationship of items in the instrument with variables and the research objectives. To ascertain this, the Content Validity Index (C.V.I) was computed using a formula; C.V.I = Number of items relevant divided by the total number of items in the interview guide. The Content Validity Index is set at 0.70 for the instrument to be considered valid. If after computing, the C.V.I results reach 0.70; this was taken as valid instrument.

**3.7.2 Reliability of the Instrument**

Reliability means the degree of consistency and precision which the measuring instrument demonstrates. To achieve this, a Statistical Package for Social Science (SPSS) research used to ascertain it; in which, Chronbach’s alpha of 0.70 and above was considered reliable. The pre-test was carried out in Nyakatonzi Primary School, and Nyamisingiri Primary Schools which borders the schools selected. The respondents for the pre-test were two head teachers and ten household heads, and ten dropout children with similar characteristics as those in the selected primary schools. This helped to test whether the instruments would fetch the right information from the field and would be understood by the respondents. After the pre-test, the internal reliability of the instrument was tested.

**3.8** **Data Analysis**

After a successful data collection exercise, the data was sorted, coded and arranged thematically and interpreted in line with the research objectives. Data on objective one was calculated to get the percentage number of children who failed to transition to secondary, against those who transitioned to secondary. Data from the rest of the objectives was analyzed qualitatively using descriptive words and thematically interpreted in accordance with the research objectives: one, two, and three.

**3.9 Ethical Considerations**

The researcher followed due procedures in carrying out the research by seeking authority from the relevant offices and ensuring that professionalism was observed in data collection and analysis.

**CHAPTER FOUR**

**PRSENTATION AND INTERPRETATION FINDINGS**

**4.0 Introduction**

This chapter presents the analysis and interpretation of the study findings pertaining to how school based and socio-economic factors influence pupils’ transition rate from primary to secondary in Nombe Sub-County, Ntoroko District. The study objectives that were addressed included: to find out the rate of pupils’ transition rate from primary to secondary schools, to examine how school related factors influence pupils’ transition rate from primary to secondary schools and to determine the socio-economic factors influencing students’ transition rate from primary to secondary school in Nombe Sub County, Ntoroko District. The study used descriptive research design with qualitative and quantitative approaches. Data was gathered through questionnaire to parents, and to pupils who failed to transit to secondary school. Back up data was through interview guide carried out among the school administrators, and documentary analysis guide was used to collect data from school records. The study findings was presented and analyzed in relation to the study objectives and discussed in relation to operational definition and related literature.

**4.1 The rate of pupils’ transition from primary to secondary school in Nombe Sub County between 2017 and 2020**

Objective one of the study was to find out the pupils transition rate from primary to secondary school in Nombe Sub County, Ntoroko District. Through the review of the school records, the study identified the number of pupils who were in primary seven from the sampled primary schools and those who joined senior one by gender in the period of four years, that is, from 2017 to 2020. The findings are presented in the table2.and table 3

**Table 2: Showing Primary seven pupils Enrollment in the sampled primary Schools by gender in Nombe sub county Ntoroko District from 2016 -2019**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | School | Boys | Girls | Totals |
| 2016 | Murambi P/S | 10 | 12 | 22 |
|  | Kyabandara P/S | 15 | 11 | 26 |
|  | Nyakatoke P/S | 14 | 7 | 21 |
|  | Nombe P/S | 23 | 11 | 34 |
|  | Musandama P/S | 24 | 12 | 36 |
|  | **Totals** | **86** | **53** | **139** |
| 2017 | Murambi P/S | 10 | 8 | 18 |
|  | Kyabandara P/S | 27 | 20 | 47 |
|  | Nyakatoke P/S | 5 | 7 | 12 |
|  | Nombe P/S | 15 | 16 | 31 |
|  | Musandama P/S | 18 | 19 | 37 |
|  | **Totals** | **75** | **70** | **145** |
| 2018 | Murambi P/S | 10 | 6 | 16 |
|  | Kyabandara P/S | 25 | 22 | 47 |
|  | Nyakatoke P/S | 8 | 5 | 13 |
|  | Nombe P/S | 11 | 11 | 22 |
|  | Musandama P/S | 18 | 14 | 32 |
|  | **Totals** | **72** | **58** | **130** |
| 2019 | Murambi P/S | 9 | 10 | 19 |
|  | Kyabandara P/S | 17 | 20 | 37 |
|  | Nyakatoke P/S | 18 | 6 | 24 |
|  | Nombe P/S | 15 | 15 | 30 |
|  | Musandama P/S | 20 | 18 | 38 |
|  | **Totals** | **79** | **69** | **148** |
|  | **Grand Total** | **312** | **250** | **562** |

Source: School Records

The findings in Table 2 shows that, there is a large number of male pupils who were in primary seven in the sampled primary schools in Nombe Sub County, Ntoroko District for the last four years. Considering Murambe, Kyabandara, Nyakatoke, Nombe and Musandama Primary Schools, the number of male pupils who were in primary seven is more than that of the female pupils. The table shows the total number of male pupils who were in primary seven between 2016- 2019 were 312 compared to 250 female pupils.

**Table 3: Showing Pupils’ transition Rate from Primary to Secondary School by gender in Nombe Sub County, Ntoroko District (2017 - 2020)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | School | Boys | % | Girls | % |
| 2017 | Murambi | 8 | 80.0 | 05 | 33.3 |
|  | Kyabandara | 8 | 53.3 | 8 | 72.2 |
|  | Nyakatoke | 7 | 50.0 | 6 | 85.7 |
|  | Nombe | 17 | 73.9 | 8 | 72.2 |
|  | Musandama | 12 | 50.0 | 9 | 75.0 |
|  | **Average total /percentage per year** | **10.4** | **61.4%** | **7.2** | **67.6%** |
| 2018 | Murambi | 6 | 60 | 5 | 62.5 |
|  | Kyabandara | 15 | 55.5 | 7 | 35 |
|  | Nyakatoke | 3 | 60 | 2 | 28.5 |
|  | Nombe | 13 | 86.6 | 7 | 24.7 |
|  | Musandama | 12 | 66.6 | 8 | 42.1 |
|  | **Average total /percentage per year** | **9.8** | **65.7%** | **5.8** | **38.5%** |
| 2019 | Murambi | 7 | 70 | 3 | 50 |
|  | Kyabandara | 15 | 60 | 10 | 45.4 |
|  | Nyakatoke | 5 | 62.5 | 2 | 40 |
|  | Nombe | 7 | 63.3 | 3 | 27.2 |
|  | Musandama | 10 | 55.5 | 8 | 57.1 |
|  | **Average total /percentage per year** | **8.8** | **62.2%** | **5.2** | **43.9** |
| 2020 | Murambi | 4 | 44.4 | 5 | 50 |
|  | Kyabandara | 13 | 76.4 | 5 | 25 |
|  | Nyakatoke | 7 | 36.8 | 3 | 50 |
|  | Nombe | 10 | 75 | 7 | 46.6 |
|  | Musandama | 10 | 50 | 11 | 61.1 |
|  | **Average total /percentage per year** | **8.8** | **56.5%** | **6.2** | **46.5%** |
|  | **Grant Average Percentage** |  | **61.4%** |  | **49.1%** |

Source: Researcher 2020

Table 3 reveals that the grant average transition rate for boys was found to be 61.4% whereas that of girls was 49.1% in the period of four years (2017-2020). This implies that there are gender differences where boys have higher chances of joining secondary than the girls. This is an indication that girls require extra support to enroll in secondary school than the boys in Nombe Sub County. Whereas there is perceived differences in the transition rate to secondary among boys and girls, the general transitional rate is still low in Nombe Sub County given the fact that only 61.4% and 49.1% of boys and girls respectively transit to secondary. The analysis in the table 3 is further explained in the line graph in figure 2 below:

**Figure 1: Showing Pupils’ Transition rate in percentages between 2017 and 2020**

Source: Researcher 2020

Basing on the line graph as in figure 2 the annual average transition rate for boy was 61.4%, while for girls was 67.6% who joined secondary school in 2017. Meaning that 39.6% of the boys and 32.4% of the girls who were in P.7 in 2016 did not transit to secondary schools in 2017 in the sub county. In 2018 the transitional rate was 65.7% of the total boys and 38.5% of the girls who were in P.7 in 2017 among the five surveyed primary schools in the sub county. This means that 34.3% of the boys and 61.5% of the girls did not transit to secondary school. In 2019, 62.2% of the boys and 43.9% of the girls who satP.7 in 2018 enrolled for secondary education. Implying that, 37.8% of the boys and 54.1% of the girls did not transit to secondary school due to various reasons. In 2020 the line graph indicates that on average, only 56.5% of the boy and 46.5% of the girls who were in P.7 in 2019 joined S.1. This implies that 43.5% of the boys and 53.5% of the girls did not join S.1.

Based on the above findings, it is clear that whereas the government has taken steps to make education accessible to every child in the country pupils in Nombe Sub County, Ntoroko District have low transition rate from primary to secondary school. Year in year out, a large number of pupils do not transit to secondary school after finishing the primary cycle in NombeSub-county, Ntoroko District. This problem has been in existence for a long time, hence it warrants an assessment in order to curb it to move the Sub county forward in as far as education development is concerned.

The data in the document analysis checklist above will be backed up by data from the questionnaire to the pupils who dropped out of school, and later from the parents. These data from the two questionnaires will be arranged beginning with the demographic characteristics followed by variable questions on each objective.

**4.1.0 Analyzed data from the pupils’ questionnaire**

**4.1.1 Socio-Demographic Characteristics of Pupil Respondents**

The socio-demographic characteristics of the respondents examine the gender, age, education, and the marital status of respondents in the study.

**Table 4: Socio-demographic characteristics of the pupils’ respondents**

|  |  |  |
| --- | --- | --- |
|  | **Frequency** | **Percentage** |
| **Age bracket of the Pupils** |  |  |
| 15-17 years | 85 | 50.7 |
| 18-20 years | 61 | 35.8 |
| 21 and above | 23 | 13.5 |
| **Total** | **169** | **100.0** |
| **Gender of the Pupils** |  |  |
| Male | 104 | 61.5 |
| Female | 65 | 38.5 |
| **Total** | **169** | **100.0** |
| **The year of leaving schooling** |  |  |
| 2016 | 30 | 17.5 |
| 2017 | 50 | 29.7 |
| 2018 | 41 | 24.3 |
| 2019 | 49 | 28.3 |
| **Total** | **169** | **100.0** |
| **Marital status of the Pupils** |  |  |
| Single | 90 | 53.4 |
| Married | 64 | 37.8 |
| Divorced | 15 | 8.8 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Findings from table 4 present the socio-demographic characteristics of the pupils who expressed their views in response to the questionnaire. Pertaining to the age bracket of the pupils/respondents who did not transit to secondary school, data from the table indicates that, the pupils whose age bracket was 15-17 years were 85(50.7%), 18-20 years were 61(35.8%), 21 years and above were 23(13.5%).This means that most of the dropped out pupil respondents were aged between 15- 17 years. The findings concerning the gender of pupil respondents 104(61.5%), were boys and 65 (38.5%) were female.

Regarding the years when pupils left school, it was found that in 2016, were 30(17.5%), 2017 were 50(29.7%), 2018 were 41(24.3%) and 2019 were 49(28.3%). The findings show that the pupils’ respondents had left school in different years since 2016 up to 2019. This reveals shocking truth on the magnitude of children failure to transition to secondary school each year in Nombe Sub County, Ntoroko District. Therefore, they were in position to give their views on the school based factors as well as the socio-economic factors which have

The marital status of the pupils respondents, indicate that, 90(53.4%) had not yet married, 64(37.8%) were married and 15(8.8%) had divorced. This implies that some pupils who fail to transit to secondary school after primary seven resort to marriage as it is evidenced by 64 (37.8%) of the pupils who had already married and 15 (8.8%) having divorced.

This demographic characteristic from the questionnaire of the pupil respondents appear to support the view that there is low rate of transition of pupils from primary to secondary school in Nombe Sub County. This data will however be supported by data analysis from the questionnaire by parents as presented below:

**Table 5: Socio-demographic characteristics of the parent respondents**

|  |  |  |
| --- | --- | --- |
|  | **Frequency** | **Percentage** |
| **Age bracket** |  |  |
| 24-29 | 18 | 10.8 |
| 30-39 | 39 | 23.6 |
| 40-49 | 76 | 39.9 |
| 50 and above | 44 | 25.7 |
| **Total** | **169** | **100.0** |
| **Gender** |  |  |
| Male | 113 | 66.9 |
| Female | 56 | 33.1 |
| **Total** | **169** | 100.0 |
| **Level of education** |  |  |
| Informal | 66 | 39.2 |
| Primary | 71 | 41.9 |
| Secondary | 25 | 15.5 |
| Tertiary | 9 | 3.4 |
| **Total** | **169** | **100.0** |
| **Marital status** |  |  |
| Single | 12 | 6.8 |
| Married | 106 | 62.8 |
| Divorced | 12 | 6.8 |
| Widowed | 39 | 23.6 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Findings from table 5 present the socio-demographic characteristics of the parents who expressed their views in response to the questionnaire. Pertaining to the age bracket of the parent/respondents who expressed their views in the questionnaire data from the table indicates that, the parents whose age bracket was 24-29 years were 18(10.8%), 30-39years were 39 (23.6%), 40-49 years were 74 (39.9%), and those who were 50 above were 44 (25.7%).This means that the research was dominated by parents who were between 40- 49 years of age. The findings concerning the gender of the parent respondents show that 113(66.9%), were males and 56 (33.1%) were females. The parents’ level of education ranged from inform to tertiary with 58 (39.2%) being for informal levels of education, 66 (41.9%) being of the primary level, 23 (15.5%) being of secondary, and 5 (3.4%) of the parents being for the tertiary level of education. The parents’ marital status ranged from single to widowed, with singles being12 (6.8%), 106 (62.8%) being married, 12 (6.8%) being divorced, and 39 (23.6%) were widowed.

This implies that the research was dominated by parents whose age was 40-49, males, married, and whose education level was from primary.

On the variable question asked to parents in objective one this will be analyzed below:

The first question asked to the parents established whether they had children aged between: 12-18 who were not in school; accordingly, the response from the parents will be seen in the table below

**Table 6: Do you have children aged 12-18 not in school?**

|  |  |  |
| --- | --- | --- |
| **Response** | **Frequency** | **Percent** |
| Yes | 164 | 97.4 |
| No | 5 | 2.6 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

According to evidence from the table a big number of parents responded that they had

Children aged between 12-18 years who were not in school. This supports evidence of there being low rates of pupils’ transition from primary to secondary in Nombe Sub County.

The second question asked to the parents established whether their children who were not in school, had finished primary seven. The response from the parents will be seen in the table below:

**Table 7: Had these children completed primary seven**

|  |  |  |
| --- | --- | --- |
| **Response** | **Frequency** | **Percent** |
| Yes | 164 | 97.4 |
| No | 5 | 2.6 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Basing on the response from the parents, a big number of parents confirmed that their children at the time they dropped from school, they had completed primary seven. This was confirmed by 164 (97.4%) of the parents who confirmed that their children had finished primary seven against the 5 (2.6%) who refused that their children at the time of drop out from school, they had not yet finished primary seven.

The third question asked to the parents established whether a big number of their children who were not in school, had stopped in secondary. Accordingly the response from the

**Table 8 : Had those children not in school, a big number stopped while in secondary?**

|  |  |  |
| --- | --- | --- |
| **Response** | **Frequency** | **Percent** |
| Yes | 99 | 58.6 |
| No | 70 | 38.8 |
| **Total** | **169** | **97.4** |

Source: Researcher 2020

Basing on the evidence from the parents as seen in the table8, 89 (58.6%) of the parents confirmed that their children had reached secondary at the time of dropping out of school, while a slightly lower number of 99 (38.8%) refused that their children at the time of dropping out had reached secondary. This confirms the fact that the rate of transition to secondary for the children in Nome Sub County is still low. This is confirmed by the fact that whereas only 70 (38.8%) refused that their children had transitioned to secondary at the time of dropping out, still this number is bigger considering also the fact that not all who transition to secondary reach at the end of it.

Therefore, basing on the evidence supported by the interview guide given to the school administrators followed by two questionnaires: that of the children, and that from the parents, show and confirm that there are low transition rates from primary to secondary in Nombe Sub County

**4.2 How School based factors influence pupils’ transition rate from primary to secondary schools**

The objective of this section discusses how school based factors influence pupils’ transition rate from primary to secondary. To ascertain this the researcher administered questionnaires for both pupils who did not transition to secondary, and their parents, The findings from the analyzed data from the two questionnaires are presented in subsequent tables (9-18).

**Table 9: How long have you been out of school?**

|  |  |  |
| --- | --- | --- |
| Response | Frequency | Percent |
| 1-3 years | 76 | 45.3 |
| 4-5 years | 93 | 54.7 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Table 9 analyses respondents’ opinion over how long they had dropped out of school. According to evidence based on the table 76 (43.3 %) of the pupil respondents indicated they had been out of school between 1-3 years, over 93 (54.7%) who had been out of school between 4-5 years. This implies that a big number of pupils had been out of school between 4.5 years.

**Table 10: Do you think school costs prevented you from joining secondary school?**

|  |  |  |
| --- | --- | --- |
| Response | Frequency | Percent |
| Yes | 103 | 60.8 |
| No | 66 | 39.2 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Table 10 analyses respondents’ opinion over whether the schools cost prevented them from joining secondary school. Evidence seen in the table indicate that 103 (60.8%) of the respondents say they did not join secondary school due to school costs over 66 (39.2%) who opposed that fact. This implies that a big number of respondents do no join secondary as a result of school costs, however, others drop out due to other factors. This means that the transition of a child to secondary schools is not directly related to good performance in the absence of bursaries if the parents cannot finance the PTA levies of education.

**Table 11: Do you think failure to meet admission requirements prevented you from joining secondary school?**

|  |  |  |
| --- | --- | --- |
| Response | Frequency | Percent |
| Yes | 42 | 25.0 |
| No | 127 | 75.0 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Table 11 analyses respondents’ opinion over whether the failure to meet admission requirements prevented them from joining secondary school. Evidence seen in the table shows that 42 (25.0%) of the respondents indicated they did not join secondary school due to failure to meet admission requirements over 127 (75.0%) who opposed that fact. This implies that although a big number of respondents meet admission requirement; however some end up not joining secondary school due to other factors.

**Table 12Do you think discouragement from teachers prevented you from joining secondary school?**

|  |  |  |
| --- | --- | --- |
| **Response** | **Frequency** | **Percent** |
| Yes | 29 | 16.9 |
| No | 140 | 83.1 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Table 12 analyses respondents’ opinion over whether discouragement from the teachers prevented them from joining secondary school. Evidence seen in the table shows that 29 (16.9%) of the respondents indicated they did not join secondary school due to discouragement from teacher, over 140 (83.1%) who opposed that fact. This implies that over many pupils who fail to transit to secondary only few are discouraged by teachers, and a big number is due to other factor

**Table 13 : Do you think distance from school prevented you from joining secondary school?**

|  |  |  |
| --- | --- | --- |
| **Response** | **Frequency** | **Percent** |
| Yes | 107 | 63.5 |
| No | 61 | 36.5 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Table 13 analyses respondents’ opinion over whether distance from school prevented them from joining secondary school. Evidence seen in the table shows that 107 (63.5%) of the respondents indicated they did not join secondary school due to distance from school, over 61 (36.5%) who opposed that fact. This implies that a big number of pupils who fail to transit to secondary are hindered by the long distance from school. This therefore needs to be looked after by government authorities. Nombe Sub County being remote and geographically mountainous, weariness to the girl child cannot miss which could result into dropping out of school.

The analyzed data above from the pupils’ questionnaire is backed by data derived from the questionnaire by parents as discussed below in tables 14-18

**Table 14: Do you think school costs prevent pupils from joining secondary school?**

|  |  |  |
| --- | --- | --- |
| **Response** | **Frequency** | **Percent** |
| Yes | 99 | 58.8 |
| No | 70 | 41.2 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Table 14 established the opinion by parent respondents over whether school costs prevented their children from joining secondary school. Evidence seen in the table shows that 99 (58.8%) of the respondents indicated their children did not join secondary school due to so many costs attached to school, over 70 (41.2%) who opposed the fact. This implies that a big number of pupils who fail to transit to secondary are hindered school costs. Therefore, there is need to consider costs attached to school by government authorities, as very many children fail to transit to secondary school due to school costs.

**Table 15: If yes to what extent?**

|  |  |  |
| --- | --- | --- |
| **Response** | **Frequency** | **Percent** |
| Very great | 59 | 35.1 |
| Great | 50 | 29.7 |
| Moderate | 39 | 23.0 |
| Low | 21 | 12.2 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Table 15analyzes the opinions by parent respondents ‘over what extent school costs prevented their children from joining secondary school. Evidence seen in the table shows that 109 (64.8%) of the respondents indicated to a great extent, their children were being prevented from joining secondary school due to so many costs attached to school, over 60 (35.2%) who opposed the fact. This implies that to a great extent; a big number of pupils are being prevented from transiting to secondary school due to high costs of education.

**Table 16:Discouragement from teachers leads pupils not to join secondary school**

|  |  |  |
| --- | --- | --- |
| **Response** | **Frequency** | **Percent** |
| Very great | 6 | 3.4 |
| Great | 50 | 28.4 |
| Moderate | 60 | 35.8 |
| Low | 53 | 32.4 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Table 16 analyzes the opinions by parent respondents ‘over what extent discouragements from teachers lead their children not to join secondary school. Evidence seen in the table shows that 56 (31.8%) of the respondents indicated that to a great extent, their children were being prevented from joining secondary school by teachers, over 113 (68.2%) who opposed the fact. This implies that to a lesser extent; teachers discourage learners from transitioning to secondary education. The researcher concludes that discouragement from teachers is not a big contributor to children not joining secondary education in Nombe Sub County as is the view of most respondents.

**Table 17: What is the average distance that children cover to the nearby secondary school?**

|  |  |  |
| --- | --- | --- |
| **Response** | **Frequency** | **Percent** |
| 3-4km | 28 | 16.2 |
| 5-6km | 50 | 29.7 |
| 7-8km | 59 | 35.1 |
| 9km and above | 32 | 18.9 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Table 18 analyzes the opinions by parent respondents ‘over average distance their children were from the nearby secondary school. Evidence seen in the table shows that those whose average distance was 3-4km, were 28 (16.2%), those whose average distance were 5-6km were 50 (29.7%), whereas those whose average distance were 7-8 km were 59 (35.1%) and 9 km and above were 32 (18.9%) .This implies that 91 (54%) of the parents indicate that their children trek long distances from school of between 7-9 and above km from home to the nearby secondary school, and 78 (45.9%) indicated that their children trek at least a bearable distance of between 3-6km. on the contrary, the researcher concludes that Nombe Sub County, bearing no secondary school leaves children to trek long distances to reach the nearby secondary school. This may end up discouraging pupils from joining secondary education.

**Table 18: To what extent does the distance affect pupils from joining secondary school?**

|  |  |  |
| --- | --- | --- |
| **Response** | **Frequency** | **Percent** |
| Very great | 37 | 22.1 |
| Great | 55 | 32.2 |
| Moderate | 50 | 29.5 |
| Low | 27 | 16.1 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Table 18 analyzes the opinions by parent respondents ‘over what extent the long distance from home affect pupils from joining secondary school. Evidence seen in the table shows that 92 (54.3%) of the respondents indicated that to a great extent, their children were being greatly affected by distance to the nearby secondary school being long and thus being prevented from joining secondary school, over 77 (45.6%) respondents who opposed the fact implying that their children were being moderately and lowly affected by distance from school. This implies that to a greater extent, the distance from the nearby school end up greatly affecting the children from transitioning to secondary education as supported by a big number of respondents. Thus government needs to put more emphasis and into implementation of the policy of having a secondary school in each sub county to lessen the effect of long distance in affecting children’s transition to secondary education.

**Responses from school administrators**

Backup data from the interview guide from school administration on the second objective equally reveal that there are compelling school factors that have influenced much on the transition rate of children from primary to secondary school. Some of the key issues highlighted by school administrators as school related factors affecting transitional rates of children were:

Failure to meet admission requirements such passing primary leaving examination, failure to meet school related costs such as school fees and scholastic material, long distance from home to school, and harassment of female children by teachers.

**4.3 The socio-economic factors influencing students’ transition rate from primary secondary schools in Nombe Sub County**

The study objective in this section addresses how socioeconomic factors influence pupils’ transition rate from primary to secondary school in Nombe Sub County, Ntoroko District. To achieve this research objective, Views were sought from the both children who did not transit to secondary school, and their parents using questionnaire the findings from the analyzed data from the two questionnaires are presented in subsequent tables (19-33), whereas school administrators were asked to give their opinions on the same through interview guide.

**Table 19: Do you think early marriage or pregnancy prevented you from joining secondary school?**

|  |  |  |
| --- | --- | --- |
| **Response** | **Frequency** | **Percent** |
| Yes | 58 | 34.5 |
| No | 111 | 65.5 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Table 19 analyses respondents’ opinion over whether early marriage or pregnancy prevented you from joining secondary school. Findings as presented in the table indicate that 58(34.5%) of the respondents say they did not join secondary school due to early marriage whereas 111 (65.4%) opposed that fact. Although a big number reported that they failed to transit to secondary school due to other factors other than early marriage or pregnancy, 34.5% that failed to transit to secondary due still remains a big proportion of pupils being affected by this factor. This means that there is need for combined efforts by both parents, stakeholders and the government to curb down the problem of early marriages or pregnancies among the young children in order to improve their transition rate from primary to secondary and have them complete their education**.**

**Table 20: Do you think you parents low income prevented you from joining secondary school?**

|  |  |  |
| --- | --- | --- |
| **Response** | **Frequency** | **Percent** |
| Yes | 86 | 50.7 |
| No | 83 | 49.3 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Table 20 analyses respondents’ opinion over whether their parents’ low income prevented them from joining secondary school. Evidence seen in the table shows that 86(50.7%) of the respondents indicated that they did not join secondary school due low-income levels of their parents income while 83 (49.3%) who opposed that fact. As observed from the table the number of respondents/ pupils who reported that their parents’ low income prevented them from joining secondary school is almost equal to the number that opposed this fact. This means that parent low income levels and other factor equally affect the pupils’ transition rate from primary to secondary in Nombe Sub County.

**Table 21: Do you think lack of prenatal guidance prevented you from joining secondary school?**

|  |  |  |
| --- | --- | --- |
| **Response** | **Frequency** | **Percent** |
| Yes | 114 | 67.6 |
| No | 56 | 32.4 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Table 21 analyses respondents’ opinion over whether lack of prenatal guidance prevented them from joining secondary school. Results seen in the table shows that 114 (67.6%) of the respondents indicated they did not join secondary school due to lack of prenatal guidance, over 56 (32.4%) who opposed that fact. This implies that over many pupils who fail to transit to secondary a large number lack prenatal guidance and only a few of them are affected by other factors.

**Table 22: Do you think negative attitude towards education prevented you from joining secondary school?**

|  |  |  |
| --- | --- | --- |
| Response | **Frequency** | **Percent** |
| Yes | 73 | 43.9 |
| No | 96 | 56.1 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Table 22 analyses respondents’ opinion over whether negative attitude towards education prevented you from joining secondary school. Evidence seen in the table indicate that 73 (43.9%) of the respondents indicated they did not join secondary school due to poor attitude towards education, over 96 (56.8%) who opposed that fact. This implies that a big number of pupils who fail to transit to secondary are not greatly hindered by the poor attitude towards education. However, 43.9% of the pupils who fail to transit due to poor attitude towards education are a big number. This therefore needs to change both parents and pupils’ attitude from negative to positive through continuous education campaigns and sanitization programs by the government.

**Table 23: Do you think peer influence prevented you from joining secondary school?**

|  |  |  |
| --- | --- | --- |
| Response | **Frequency** | **Percent** |
| Yes | 66 | 39.2 |
| No | 103 | 60.8 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Findings from Table 23 shows that 66(39.9%) of the respondents perceived that peer influence prevented them from joining secondary school whereas 103(60.8%) opposed this idea. This implies that a larger number of the pupils who fail to transit to secondary school are more influenced by other factors other than peer influence.

**Table 24: Do you think lack of role models prevented you from joining secondary school?**

|  |  |  |
| --- | --- | --- |
| **Response** | **Frequency** | **Percent** |
| Yes | 48 | 28.4 |
| No | 121 | 71.6 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Table 24 analyses respondents’ opinion over whether lack of role models prevented them from joining secondary school. Findings as seen in the table shows that 48 (28.4%) of the respondents indicated that they did not join secondary school due to lack of role models, over 121 (71.6%) who opposed that fact. This implies that over many pupils who fail to transit to secondary only few are discouraged by lack of role models in the community, and a big number is due to other factors

**Table 25: In case you are given chance to study can you go back to school?**

|  |  |  |
| --- | --- | --- |
| **Response** | **Frequency** | **Percent** |
| Yes | 112 | 66.2 |
| No | 57 | 33.8 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Table 25 analyses respondents’ opinion over whether if they can go back to school if they are given chance. Results as seen in the table reveals that 112 (66.2%) of the respondents indicated that they in case they are given chance to study they can go back to school over 57 (33.8%) who opposed that fact. This implies that a big number of pupils who fail to transit to secondary can still go back to school if given opportunity. This therefore needs to be addressed by government authorities in order to have these pupils back to school.

The analyzed data above from the pupils’ questionnaire is backed by data derived from the questionnaire by parents as discussed below in tables 26-31

**Table 26: Pregnancies/early marriages hinder pupils from joining secondary school**

|  |  |  |
| --- | --- | --- |
| Response | Frequency | Percent |
| Very great | 101 | 59.5 |
| Great | 38 | 22.3 |
| Moderate | 25 | 14.9 |
| Low | 5 | 3.4 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Table 26 present findings parents’ opinion on whether Pregnancies/early marriages hinder pupils from joining secondary school. 139(81.7%) were of the view that to a greater extent, pregnancies /early marriages hinder pupils from joining secondary school whereas 30(18.3%) reported that pregnancies/early marriages slowly and moderately affect their children from joining secondary schools.. According to this evidence supported by a great number of respondents, the researcher concludes pregnancies/early marriages affect pupils from joining secondary school.

**Table 27: Parents low income levels hinder pupils from transitioning to secondary school**

|  |  |  |
| --- | --- | --- |
| Response | Frequency | Percent |
| Very great | 65 | 38.5 |
| Great | 47 | 27.7 |
| Moderate | 43 | 25.7 |
| Low | 14 | 8.1 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Table27 analyses whether parent low income levels hinder pupils from transitioning to secondary school schools. According to the evidence from the table, a great number of the respondents accepted the fact that parents’low-income levels greatly hinder their pupils from transitioning to secondary school. This idea is supported by 112(65.7%) of the respondents who agreed, whereas 57 (33.7%) of the respondents opposed the idea. This implies that that parents’ low-income levels hinder their pupils from transitioning to secondary school as evidenced by a great number of respondents who supported the idea.

**Table 28: Lack of parental guidance hinder pupils from joining secondary school**

|  |  |  |
| --- | --- | --- |
| **Response** | **Frequency** | **Percent** |
| Very great | 47 | 27.7 |
| Great | 72 | 42.6 |
| Moderate | 32 | 18.9 |
| Low | 18 | 10.8 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Table 28discusses whether Lack of parental guidance hinder pupils from joining secondary school. The respondents’ response according to the table reveals that, a great number of them 119 (70.2%) reported that to a great extent lack of parental guidance hinder pupils from joining secondary school over 50 (29.7%) who opposed the idea. The researcher therefore concludes that lack of parental guidance hinder pupils from joining secondary school as the argument is supported by a big number of the respondents.

**Table 29: Poor attitude towards education hinder pupils from joining secondary school**

|  |  |  |
| --- | --- | --- |
| Response | Frequency | Percent |
| Very great | 33 | 19.6 |
| Great | 57 | 33.8 |
| Moderate | 45 | 26.4 |
| Low | 34 | 20.3 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Table 29 discusses whether Poor attitude towards education hinder pupils from joining secondary school. Consequently, a great number 90(55.3%) of the respondents supported the view that: Poor attitude towards education greatly hinder pupils from joining secondary school while 79 (46.6%) of the respondents opposed the fact reporting Poor attitude towards education slowly and moderately affect pupils from joining secondary school. This implies that poor attitude for both parents and children towards education greatly hinder pupils from joining secondary school.

**Table 30: Peer influence hinder pupils from joining secondary school**

|  |  |  |
| --- | --- | --- |
| Response | Frequency | Percent |
| Very great | 37 | 21.6 |
| Great | 51 | 30.4 |
| Moderate | 42 | 25.0 |
| Low | 39 | 23.0 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Table 30presents findings regarding whether peer influence hinder pupils from joining secondary school. The respondents’ response according to the table reveals that, a great number of them: 88(52.0%) reported that to a greater extent, Peer influence hinder pupils from joining secondary school, over 81(48.0%) who opposed the idea reporting that Peer influence slowly and moderately hinderspupils from joining secondary school. This implies that peer influence has a negative contribution towards pupils’ transition from primary to secondary school in Nombe Sub County.

**Table 31: Lack of role models in the community hinder pupils from joining secondary school**

|  |  |  |
| --- | --- | --- |
| **Response** | **Frequency** | **Percent** |
| Very great | 64 | 39.9 |
| Great | 50 | 29.1 |
| Moderate | 34 | 18.9 |
| Low | 21 | 12.2 |
| **Total** | **169** | **100.0** |

Source: Researcher 2020

Table 31 discusses that extent to which lack of role models in the community hinder pupils from joining secondary school Consequently a great number 114(68.4%) supported the argument that to a greater extent, Lack of role models in the community hinder pupils from joining secondary school, over 55 (29.1%) respondents who opposed the argument reporting that pupils Lack of role models in the community slowly and moderately affect pupils from joining secondary school. This implies that to a great extent, Lack of role models in the community hinder pupils from joining secondary school as supported by the large number of parent respondents.

**Responses from school administrators**

Backup data elicited from the interview guide from school administration on the above objective equally reveal that socioeconomic factors influenced much on the transition rate of children from primary to secondary school. Some of the key issues highlighted by school administrators as affecting transitional rates of children were: Early pregnancies, excessive drinking of alcohol by the parents, low attitude towards education, sickness, and lack of parental care by some children.

**CHAPTER** **FIVE**

**DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

**5.0 Introduction**

This chapter discusses the findings and presents conclusions basing on the findings of the study. It further presents recommendations which the researcher deemed beneficial to the community basing on what the study revealed about the school based and socioeconomic factors influencing the rate at which pupils’ transit to secondary school in Nombe sub county, Ntoroko District.

**5.1 Discussion of findings**

**5.1.1 The rate of pupils’ transition from primary to secondary school in Nombe Sub County between 2017 and 2020**

Objective one of the Study was to find out the pupils’ transition rate from primary to secondary school in Nombe Sub County, Ntoroko District.

According to the study findings, it was revealed that the grant average transition rate for boys was found to be 61.4% whereas that of girls was 49.1% in the period of four years (2017-2020). This implies that there are gender differences where boys have higher chances of joining secondary than the girls. This is an indication that girls require extra support to enroll in secondary school than the boys in Nombe Sub County. Whereas there is perceived differences in the transition rate to secondary among boys and girls, the general transitional rate is still low in Nombe Sub County given the fact that only 61.4% and 49.1% of boys and girls respectively transit to secondary. This leaves great percentages for children who fail to transit to secondary. Other studies also have revealed gender differences in transition rates among boys and girls (UNESCO, 2015).

Based on the above findings, it is clear that whereas the government has taken steps to make education accessible to every child in the country pupils in Nombe Sub County, Ntoroko District have low transition rate from primary to secondary school. Year in year out, a large number of pupils do not transit to secondary school after finishing the primary cycle in NombeSub-county, Ntoroko District. This problem has been in existence for a long time; hence it warrants an assessment in order to curb it to move the Sub county forward in as far as education development is concerned.

**5.1.2 How School based factors influence pupils’ transition rate from primary to secondary schools**

According to the study finding on how school-based factors influence pupils’ transition rate from primary to secondary. It was revealed that 60.8% of the pupils’ respondents and 64.8% of the parents’ respondents agreed that school costs hinder the children from joining secondary school after finishing the primary cycle. This implies that a big number of the pupils do no join secondary as a result of school costs. These findings agree with Dorothy& Esther (2016),who wrotethat direct schooling costs have been found to be the major reason parents give for removing their children from school. The charges range from, tuition, fees for registration and admission, examinations, boarding, school building fund, parent and school association fees, book rental, money for uniforms, the provision of furniture and remedial fee.This means that the transition of a child to secondary schools is not directly related to good performance in the absence of bursaries if the parents cannot finance the PTA levies of education.

It was further revealed that only 25.0% of the pupils’ respondents and indicated they did not join secondary school due to failure to meet admission requirements over 75.0% who opposed that fact. This implies that although a big number of respondents meet admission requirement; however, some end up not joining secondary school due to other factors.

Furthermore, it was found out that16.9% of thepupils’ respondents and 31.8% of theparents’ respondents indicated that they did not join secondary school due to discouragement from teacher, 83.1% who opposed that fact. This implies that over many pupils who fail to transit to secondary only few are discouraged by teachers, and a big number is due to other factor. The findings in the above is in opposition with Colclough*et al*., (2000) whose study found out that in Ethiopia, teachers' attitude and their teaching practices have foremost negative impact on children drop out from school.

And finally, it was found out by the study that 63.5% of the pupils’ respondents and54.3% of the parents’respondents indicatedthat the distance from home to school is major limiting factor hindering children from joining secondary schools in Nombe sub county. This implies that a big number of pupils who fail to transit to secondary are hindered by the long distance from school. This therefore needs to be looked after by government authorities. This is in line with Mirsky (2003) who asserts that weariness from long journey to and from school and often on an empty stomach makes school going an unpleasant routine for the poor children leading to their dropping out of school. Nombe Sub County being remote and geographically mountainous, weariness to the girl child cannot miss which could result into dropping out of school.

**5.1.3 The socio-economic factors influencing students’ transition rate from primary secondary schools in Nombe Sub County, Ntoroko District.**

According to the results, the study found out that 34.5% of the pupils’ respondents reported that they did not join secondary school due to marriage or pregnancy early marriage while 81.8% of the parents’ respondents also reported that early marriage hinder their children from transitioning to secondary school**.** This means that there is need for combined efforts by both parents, stakeholders and the government to curb down the problem of early marriages or pregnancies among the young children in order to improve their transition rate from primary to secondary and have them complete their education**.** Findings of this study concurs with to Wanyonyi (2004) who wrote that school drop outs will still be there despite the introduction of free education. According to his study, some of the factors causing school drop outs include early marriages, pregnancies, domestic duties, negligence by parents (discipline) and peer pressure and lack of interest in school.

It was also found out that 50.7% of thepupils respondents indicated that they did not join secondary school due to low income levels of their parents income 66.2% of the parents respondentsreported the same.This means that parent low income levels and other factor equally affect the pupils’ transition rate from primary to secondary in Nombe Sub County. This is in line with Anncarol (2015) who established that in Kenya, pupils from lower income background do not make a successful transition to post primary school.

The study findings further revealed that 67.6% of the pupils’ respondents and 70.3% of the parents respondents indicated that the pupils fail to transit to secondary schools due to lack of prenatal guidance. This implies that over many pupils who fail to transit to secondary a large number lack prenatal guidance and only a few of them are affected by other factors. These findings agrees with Wanyonyi (2004) who concluded that most children some of the factors causing school drop outs include early marriages, pregnancies, domestic duties, negligence by parents (discipline) and peer pressure and lack of interest in school.

It was also revealed that43.9% of the pupils’ respondents and 53.4% of the parents’ indicated that children in Nombe Sub County did not join secondary school due to poor attitude towards education.The 43.9% of the pupils’ respondents and 53.4% of the parents’ respondents are large numbers for one to conclude that poor attitude toward education by both children and their parents negatively affects the pupils from transition to secondary schools. This supports the argument by Kaburu (2012) whose research reveals that the key cultural factors leading to drop out and low transitions are parental negative attitudes and socialization practices that at times influence rates of children under enrolment.

It was further revealed that 39.9% of the pupils’ respondents and 52.0% perceived that peer influence prevented children from joining secondary school after completing the primary cycle. This implies thatpeer influence combine with other factors also affect the negatively affects children form transition in secondary schools in Nonbe sub county Dtoroko District. This agrees with Wanyonyi (2004) who reported that peer pressure and lack of interest in school greatly causes children to drop out school.

Furthermore, the findings revealed that 28.4% of the pupils’ respondents and 52.0% of the parents’ respondents indicated thatlack of role models also hinder the children from transitioning to secondary schools in Nombe sub county Ntoroko District. This implies thatlack of role models in the community alongside other factors also affects children from joining secondary schools

**5.2 Conclusions**

Based on the study findings as discussed above, the researcher concluded as follow.

**5.2.1 Conclusions on Objective One**

The researcher concludes that there is a low pupils’ transition rate from primary to secondary school in Nombe Sub County. Indeed it is clear that despite the fact that the government has taken steps to make secondary education accessible to every child in the country, children in Nombe Sub County, Ntoroko District have a low transition rate from primary to secondary school. Year in year out, a large numbers pupils in Nombe Sub-County do not transit to secondary school which has become an issue of concern to key stakeholders. This problem has been in existence for a long time; hence it warrants an assessment in order to curb it to move the district forward in as far as education development is concerned.

**5.2.2 Conclusions on Objective Two**

Regarding the school related factors that influence pupils’ transition from Primary to secondary school, the researcher concludes that distance from home to school and school costs are the major factors which greatly influenced pupils’ transition rate from primary to secondary school in Nombe Sub County, Ntoroko district.

**5.2.3 Conclusions on Objective Three**

In relation to socio-economic factors influencing pupils transition rate from primary to secondary schools in Nombe Sub County, the study concludes that parents low income levels, lack of parental guidance, early pregnancies and marriages, lack of role model in the community and parents’ low attitude towards education of their children greatly influence low transition of children from primary to secondary in Nombe Sub County.

**5.3 Recommendations**

Basing on the findings of the study, the researcher makes the following recommendations:

**5.3.1 Recommendations on Objective One**

The school administrators should conduct regular seminars on career guidance and other counseling programs so as to increase on children retention in school

**5.3.2 Recommendations on Objective Two**

The Ministry of Education together with Government should implement the policy of constricting government secondary schools in every sub county to reduce the long distances from home to school that discourages pupils from joining secondary school. This can be done by lobbing for funds from funding organizations such as World Bank and International Monetary Fund.

**5.3.3 Recommendations on Objective Three**

The local leaders and religious leaders need to address issues of socio-economic practices that influence pupils’ transition from primary to secondary school in order to have them complete their education. This can be done through creating awareness among the households on the importance of children’ education. This can be achieved through community meetings as well as worship places.

Parents should be encouraged to value the education of the children. This can be done through educating them about equality of both children and need for equity in access to education for both girls and boys.

The parents should be encouraged to change from the negative attitudes and overall socio-economic issues hindering investment in children education.

Resource persons especially people of high profiles such as the Members of Parliament should be invited to talk to the pupils in schools to work as role models to both boy and child.

**5.4 Recommendations for further research**

The researcher recommends the following to be researched further:

The effect of teachers’ involvement in students’ career guidance and its influence on pupils’ transition from primary to secondary school should be conducted.

A study on the girl child completion rate of secondary education should be conduct to establish the level of girl-child education attainment in Ntoroko District.

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**APPENDICES**

**APPENDIX A: INTERVIEW GUIDE FOR HEAD TEACHERS**

Introduction

Interviewer

Good morning dear respondent, I am Joseph Wahimba a student of Nkumba University pursuing a Master of Education Management and Planning. I would like to interview you about, “School Based and Socio-Economic Factors Influencing Pupils’ Transition Rate from Primary to Secondary Schools in Nombe Sub County, Ntoroko District*.*” This schedule will take about 20 minutes of your valuable time and I therefore thank you in advance for accepting to be interviewed by me. This interview is going to be in three parts: the first part will be about your personal details, the second is about the rate of pupils’ transition from primary to secondary schools in Nombe Sub County, and other parts will be about how school related factors influence pupils’ transition rate from primary to secondary schools in Nombe Sub County, and the socio-economic factors influencing students’ transition rate from primary secondary schools in Nombe Sub County.

Interviewer

Dear respondent, for the purpose of formality I would like to know your name, and other personal details:

Question:

Personal details

1. What is your name, place of birth, and date of birth?
2. How long have you been working in this school?
3. What is your level of education, and position in school?
4. Do you have a family, i.e. wife and children?
5. Do you have any other working experience outside of this school?

**The rate of pupils’ transition from primary to secondary schools in Nombe Sub County**

1. What has been the net enrolment for your pupils in primary seven in the last three years? (2017, 2018, 2019)
2. Do all your pupils who complete PLE transit to secondary? If not do you have information about them?
3. Where do the pupils who fail to transition to secondary school go?
4. Basing on your knowledge and experience of this sub county, do you think the number of children who transition to secondary are more than those who fail to transit? If yes do you have concrete figure to share with us from the perspective of your school?
5. Some of your pupils who transition to secondary, do they get chance of completing their secondary education?
6. If you could quantify them what percentage would you give for pupils from your school who are still studying, and or those who have studied up to their last secondary class?

**The school related factors influence pupils’ transition rate from primary to secondary schools in Nombe Sub County**

1. Which school related factors would you give as influencing the transitional rate of pupils from primary to secondary.
2. As a leader of the school do you see ways of trying to overcome school factors hindering transition of pupils to secondary? What specific ways can be done in order to overcome them?

**The socio-economic factors influencing students’ transition rate from primary secondary schools in Nombe Sub County**

1. Do you think home factors could equally contribute to pupils’ transitional rate from primary to secondary? If yes, mention some of them.
2. What has the following stake holders done to alleviate the home factors limiting pupils’ transition to secondary school:
3. Community leaders
4. Government
5. What do you propose to be done in order to help pupils transit from primary to secondary.

Once again I have been Joseph Wahimba carrying out an interview guide on “School Based and Socio-Economic Factors Influencing Pupils’ Transition Rate from Primary to Secondary Schools in Nombe Sub County, Ntoroko District.”

**Thank you for your response God bless you**

**APPENDIX B: QUESTIONNAIRE FOR PARENTS**

Dear respondent,

I am Joseph Wahimba a student of Nkumba University pursuing a Master of Education Management and Planning. I am carrying out a research about, “School Based and Socio-Economic Factors Influencing Pupils’ Transition Rate from Primary to Secondary Schools in Nombe Sub County, NtorokoDistrict*.*”I therefore request you to respond to my questions without fear and with confidence that your response will be kept confidential.

Instructions about the questionnaire

This paper is made up of three sections: the first part will be about demographic characteristics, the second is about the rate of pupils’ transition from primary to secondary schools in Nombe Sub County, and other parts will be about how school related factors influence pupils’ transition rate from primary to secondary schools in Nombe Sub County, and the socio-economic factors influencing students’ transition rate from primary to secondary school in Nombe Sub County.

Carefully read each instruction for each section before answering.

**Section I**

Demographic Characteristics of the Respondent

In this section, answer questions by ticking in the box that corresponds with your relevant answer

1. Gender of Respondents

a) Male b) Female

2. Age bracket of respondent

a) 24—29 years b) 30—39 years

C) 40—49 d) 50—and above

3. Marital Status

a) Single b) Married

c) Divorced d) Widowed

4. Education of the respondents

a) Informal b) Primary

c) Secondary d) Tertiary

**Section II**

**In this section tick either of the alternative answers provided after each question.**

**The rate of pupils’ transition from primary to secondary schools in Nombe Sub County**

5. Do you have any children of school going age from the age of 12—18, who are not in school? Yes [ ] No [ ]

6. Had those children not in school completed primary seven?

Yes [ ] No [ ]

7. Of the children not in school, a big number stopped while in secondary?

Yes [ ] No [ ]

8. Basing on your knowledge of children’s educational experience in this sub county, a big number of them transition to secondary school.

Yes [ ] No [ ]

**The school related factors influencing pupils’ transition rate from primary to secondary schools in Nombe Sub County**

9. Do you think school costs prevent children from joining secondary school?

Yes [ ] No [ ]

10. If yes to what extent? 1. Very great [ ], 2. Great [ ], 3. Moderate, [ ], 4. Low

11. To what extent does failure to meet secondary school admission requirements leads many children not to transition to secondary school.

1. Very great [ ], 2. Great [ ], 3. Moderate, [ ], 4. Low

12. To what extent does discouragement from the teachers leads many children not to transition to secondary school.

1. Very great [ ], 2. Great [ ], 3. Moderate, [ ], 4. Low

13. To what extent does bad peer influence by schoolmates hinder some children from joining secondary school?

1. Very great [ ], 2. Great [ ], 3. Moderate, [ ], 4. Low [ ]

14. What are the average distances that children cover to get to secondary school?

1. 3-4Km [ ], 2. 5-6Km [ ], 3.7-8Km [ ], 4.9Km and above [ ]

15. Does this distance affect pupils from joining secondary schools?

Yes [ ] No [ ]

16. If yes. If yes to what extent? 1. Very great [ ], 2. Great [ ], 3. Moderate, [ ], 4. Low

17. What practical ways would you suggest for improving pupils’ transition rate from primary to secondary school?

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**The socio-economic factors influencing students’ transition rate from primary secondary schools in Nombe Sub County**

1. To what extent do pregnancies / early marriages hinder pupils from joining secondary school? 1. Very great [ ], 2. Great [ ], 3. Moderate,[ ], 4. Low [ ]
2. To what extent does low income level of parents hinder pupils from joining secondary school? 1. Very great [ ], 2. Great [ ], 3. Moderate, [ ], 4.Low [ ]
3. To what extent does Lack of parental guidance hinder pupils from joining secondary school? 1. Very great [ ], 2. Great [ ], 3. Moderate, [ ], 4. Low [ ]
4. To what extent does negative attitude to education hinder pupils from joining secondary school? 1. Very great [ ], 2. Great [ ], 3. Moderate, [ ], 4. Low[ ]

22. To what extent does peer pressure hinder pupils from joining secondary school? Very great [ ], 2. Great [ ], 3. Moderate, [ ], 4. Low [ ?

23. To what extent does Lack of role models in the community hinder pupils from joining secondary school? 1. Very great [ ], 2. Great [ ], 3. Moderate, [ ], 4. [ ]

24 From the above identified factors, which are the major factors influencing students’ transition rate from primary secondary schools in this Sub County?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………25. What practical way can be done to overcome the home factors hindering children transition to secondary school?

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Once again I have been Wahimba Joseph carrying out an interview guide on “School Based and Socio-Economic Factors Influencing Pupils’ Transition Rate from Primary to Secondary Schools in Nombe Sub County, Ntoroko District.”

**Thank you for your response, God bless you**

**APPENDIX C: QUESTIONNAIRE FOR CHILDREN WHO DROPPED OUT OF SCHOOL**

Dear respondent,

I am Joseph Wahimba a student of Nkumba University pursuing a Master of Education Management and Planning. I am carrying out a research about, “School Based and Socio-Economic Factors Influencing Pupils’ Transition Rate from Primary to Secondary Schools in Nombe Sub County, Ntoroko District*.* “I therefore request you to respond to my questions without fear and with confidence that your response will be kept confidential.

Instructions about the questionnaire

This paper is made up of three sections: the first part will be about demographic characteristics, the second is about the rate of pupils’ transition from primary to secondary schools in Nombe Sub County, and other parts will be about how school related factors influence pupils’ transition rate from primary to secondary schools in Nombe Sub County, and the socio-economic factors influencing students’ transition rate from primary to secondary school in Nombe Sub County.

Carefully read each instruction for each section before answering.

**Section I**

Demographic Characteristics of the Respondent

In this section, answer questions by ticking in the box that corresponds with your relevant answer

1. Gender of Respondents

a) Male b) Female

2. Age bracket of respondent

a) 10—14 years b) 15—17 years

C) 18—20 d) 21—and above

3. Marital Status

a) Single b) Married

c) Divorced d) Widowed

4. Year when the respondent left school

a) 2016 b) 2017

c) 2018 d) 2019

**Section II**

**In this section tick either of the alternative answers provided after each question.**

**The school related factors influence pupils’ transition rate from primary to secondary schools in Nombe Sub County**

5. How long have been out of school?

A 1-3 years B 4—5years C 6—and above

6. Do you think school costs prevent you from joining or dropping out of secondary school?

Yes [ ] No [ ]

7. Failure to meet secondary school admission requirements lead you not to transition to secondary school. Yes [ ] No [ ]

8. Discouragement from the teachers leads you not to transition to secondary school. Yes [ ] No [ ]

9. Did bad peer influence by schoolmates hinder you from joining secondary school in this sub county? Yes [ ] No [ ]

10. Did the distance from school hinder you from joining or lead you to drop out of secondary school?

Yes [ ] No [ ]

11. What practical ways would you suggest for improving pupils’ transitional rate to secondary school?

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**The socio-economic factors influencing students’ transition rate from primary secondary schools in Nombe Sub County**

12. Do you think Pregnancies / early marriages you from joining or dropping out of secondary school? Yes [ ] No [ ]

13. Did low income level of your parent lead you not to transition to secondary school? Yes [ ] No [ ]

14. Do you think lack of parental guidance lead you not to transition to secondary school? Yes [ ] No [ ]

15. Did bad peer influence by schoolmates hinder you from joining secondary school in this sub county? Yes [ ] No [ ]

16. Do you think peer pressure hinder you from joining or lead you to drop out of secondary school? Yes [ ] No [ ]

17. Do you think of Lack of role models in the community hindered you from joining secondary school Yes [ ] No [ ]

18. In case given chance, can you still go back to school? Yes [ ] No [ ]

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19. What can be done by the following to help overcome home factors hindering children from joining or continuing their secondary education?

a) Community leaders

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1. Government

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Once again I have been Wahimba Joseph carrying out an interview guide on “School Based and Socio-Economic Factors Influencing Pupils’ Transition Rate from Primary to Secondary Schools in Nombe Sub County, Ntoroko District.”

**Thank you for sharing your views with me.**

**APPENDIX D: DOCUMENT ANALYSIS CHECKLIST**

1. Name of school :------------------------------------------------------------------------------
2. Number of Pupils who sat for PLE in the last four years (2016 - 2019).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | 2016 | 2017 | 2018 | 2019 |
| Male |  |  |  |  |
| Female |  |  |  |  |
| Total |  |  |  |  |

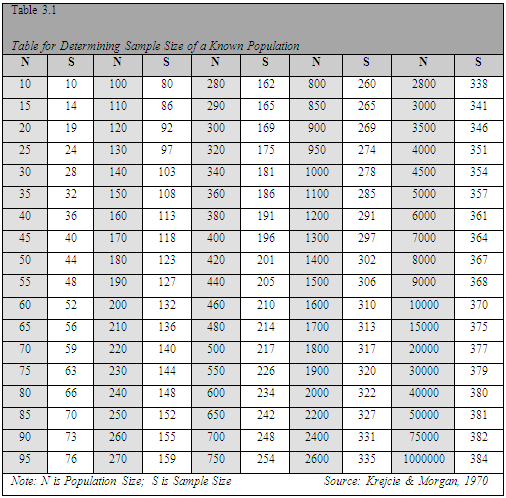
1. Number of children who enrolled in secondary school from 2017-2020)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | 2017 | 2018 | 2019 | 2020 |
| Male |  |  |  |  |
| Female |  |  |  |  |
| Total |  |  |  |  |

1. Calculating the rate of transition basing on the findings in III above.

END

**APPENDIX E: TABLE SHOWING SAMPLE SIZE**

[](http://www.kenpro.org/sample-size-determination-using-krejcie-and-morgan-table/krejcie-morgan-sample-size-table/)