

**INFLUENCE OF SOCIO-ECONOMIC FACTORS ON PUPILS'
TRANSITION RATE TO SECONDARY SCHOOLS IN KIBRA SUB-
COUNTY, NAIROBI CITY COUNTY, KENYA**

Ong'anyo Miriam Viluti

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DECLARATION

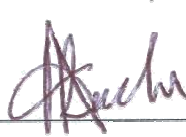
This project is my original work and has not been presented for any degree in any other University



Ong'anyo Miriam Viluti

E55/89650/2016

This project has been presented with our approval as University supervisors



Dr. Andrew Riechi

Senior Lecturer

Department of Educational Administration and Planning

University of Nairobi



Mr. Ferdinand Mbeche

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

I dedicate this project to my family Parents; Mr. Joram Ong'anyo Lucheli and Mrs Ruth Mutambi Ong'anyo, my brothers; Peter, Solomon, Abraham and Johnson; my sisters, Joyce and Dabline, and to my nephews and nieces. You are a driving force towards success of this project. Thank you for your understanding, moral support, guidance and prayers.

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LIST OF ABBREVIATIONS AND ACRONYMS

ACE	Adult and Continuing Education
CESA	Continental Education Strategy for Africa
CS	Cabinet Secretary
EFA	Education for All
ESD	Education for Sustainable Development
FDSE	Free Day Secondary Education
FPE	Free Primary Education
GAP	Global Education Programme
GCED	Global Citizenship Education
GDP	Gross Domestic Product
GNI	Gross National Income
IDA	International Development Association
ITP	Intergenerational Transmission of Poverty
MDGs	Millennium Development Goals
NEMIS	National Education Management Information System
PPP	Purchasing Power Parity
SDGs	Sustainable Development Goals
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Fund
UPE	Universal Primary Education

ABSTRACT

This research supports the GOK in its effort towards achieving 100% transition from primary to secondary schools which has not been attained to date thus forming the basis of study. It based on influence of socio-economic factors on pupils' transition rate to secondary schools in Kibra Sub-County, Nairobi City County, Kenya. The four objectives were; hidden costs of education, parents' income level, parents' education level and teenage pregnancies and early marriages. The study employed a descriptive survey research design and the target population consisted of all the 10 head teachers of public primary schools in Kibra Sub-County, 1,150 pupils in standard eight classes 2019 and the Kibra Sub-County Director of Education. For sampling, the researcher used the readily available table from Krejcie et al (1970). According to this experts, When "N" which is the population size is = 10 then the "S" which is sample size has to be 10 (refer to appendix). Therefore, data were collected from all the ten public primary schools in the sub-county. For standard eight pupils, the researcher tested 30% of the total number of standard eight pupils per school which was 345, all the 10 head teachers of primary schools and the Sub-County Director of Education was interviewed. Questionnaires and interview schedule were instruments for study. To enhance the validity of the instruments the researcher sought approval by the University supervisors and collected data herself. For analysis, the researcher sort out the questions based on completeness and accuracy considering the incomplete as spoiled. Qualitative data were analyzed qualitatively i.e. data from individual interview and open-ended queries through data analysis and subjects and patterns consistent to research queries helping the researcher in categorizing the data. Codes and themes were given manually by the researcher while statistical information which is quantitative data was analyzed by the help of Statistical Package for Social Sciences (SPSS) which is convenient in handling a large amount of data. Frequency Distributions, means and percentages which is descriptive statistics were run on all the data, evaluating it to check the applicability in answering research questions and correlation analysis employed to establish the correlations between independent variables. Qualitative data gained from the interview and open-ended queries were analyzed qualitatively through content analysis and prepared into themes and patterns consistent with the research queries. The study concluded that, transition from primary to secondary schools in Kibra Sub-County is highly influenced by the income level of parents and the education level of parents. Hidden costs of education, early marriages and teenage pregnancies do influence transition rate to some extent. To align to sustainable development goals, achieve *Kenya Vision 2030* and realize education objectives, the Government of Kenya should standardize hidden costs of education at basic level, initiate empowerment policies for people to improve living standards, monitor and evaluate implemented policies. Encouraging collaborative multidisciplinary research such as the study by AGI-K and sensitize citizens on education value. National research on transition rate at basic education level and would save the Ministry of Education and the Government of Kenya on high costs of Education.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Education is crucial to development and when a country's people become educated, they experience overall enhancement in quality of life and society at large. Education is essential for satisfying and rewarding life for development. When education investment has low returns, it is termed as education wastage. In globally perspective, education is apriority; for instance Education For All (EFA) is a worldwide development programme driven by United Nation Educational, Scientific and Cultural Organization (UNESCO), expecting to meet the rising needs and enhance equality to both youth and grown-ups (UNESCO, 2014).

A lot of resources are utilized in education sector globally either individually or socially; UNICEF endorses the rights and welfare of every child, in all including access to education. Together with accomplices, UNICEF works in more than 190 nations to make functional activities while focusing on the needs of the helpless youngsters. Education therefore cannot be overlooked as it has direct correlation with or has great impact on economic development of a country.

Education for Sustainable Development (ESD) enables students to settle on educated choices and capable activities for ecological uprightness, monetary

reasonability, and only society, for present and who and what is to come while regarding social assorted variety. The concept of sustainable development is geared towards realizing positive effects on future generation. Global Citizenship Education (GCED) likewise empowers youth to have a key influence in tending to various social difficulties, for example, environmental change, neediness, sexual orientation imbalance that we are confronting. The two subjects, which are focal mainstays of SDG 4.7, are basic to be incorporated into educational program and education arrangements of any nations including Eastern African ones. UNESCO is actively involved in a number of activities in strengthening ESD in Eastern Africa (UNESCO, 2014).

In developing countries such as Kenya, The MOE has established a partnership with UNESCO for the growth of an ESD Policy for the education sector. As per the Global Education Programme (GAP) on ESD, Kenya is currently working on Priority Area 1 of GAP, which is about mainstreaming ESD into both education and practical improvement strategies, to make an empowering domain for ESD to realize foundational change. UNESCO also provides technical support to 21 countries in Eastern and Southern Africa (ESA) towards the achievements of 2013 ESA ministerial commitment targets among them Kenya, Uganda, Rwanda, South Sudan and Tanzania.

UNESCO is supporting skills-based education that includes integration of ESD and GCED into the curriculum; learning to live together has been successfully

implemented (Kenya); peace education materials developed and disseminated (Comoros); life skills among youth and Women (Somalia, Tanzania and South Sudan); health literacy and behavioural change practice among adolescents girls in Kibra informal settlement (Kenya); strengthening Education sector response to HIV, Health and Wellbeing among Learners (Kenya); Comprehensive Sexuality Education (Rwanda Uganda and Tanzania). In addition, UNESCO supported the development of the first national policy in Kenya, which was launched in March 2017. UNESCO is the lead UN agency for ESD and is responsible for overall management and coordination of GAP (UNESCO 2014).

Despite the globally efforts in ensuring Education For All agenda, most developing countries have challenges in realizing 100% transition. Education law and policy framework Kenya confirmed most international agreements that ensure the privilege to training, which structure some portion of the nation's laws. Article 53 (1) (b) of the Kenyan Constitution express that “each tyke has an option to free and necessary essential instruction” and Article 55 (a) “the State will take measures, including governmental policy regarding minorities in society programs, to guarantee that the youth get to education and preparing. Minorities and underestimated bunches under” Article 56 (b) “reserve an option to be furnished with unique open doors in the field of education.” To offer effect to the Constitution, the Basic Education Act (No 14 of 2013) has been approved into law to control the arrangement of essential education and grown-up fundamental education in the nation.

The Children's Act also recognizes and emphasizes on each children's entitlement to education. Furthermore, Kenya has initiated different general and explicit strategies on education. Kenya perceives that education is the key for engaging the most underestimated and helpless people in the public arena and try endeavours on a positive premise to empower these people to best adventure their life-risks nearby their other Kenyan friends through primary, secondary and primary education (Right to Education Project –March 2014).

The GOK has put up many policy initiatives towards realization of education for all agenda and attaining 100% transition from public primary to secondary schools. For instance, the enactment of FPE, FDSE and integration of Information Communication Technology (ICT) in education. The government is using other ways for instance provision of bursary funds, scholarships and grants, Constituency Development Fund (CDF), site financing among other ways all aimed to the education for all agenda. The GOK launched policy initiatives on transition, for example, The Education for Sustainable Development Policy for the education part was propelled at the Kenya Institute of Curriculum Development (KICD) on March 21st, 2017. It comprises a basic achievement for Kenya, giving a competency-based curriculum educational plan to enhance quality education, accentuating the instructing of science, innovation, designing, and arithmetic.

There are many challenges faced by Kenya in enforcing education laws and policies. For example, sexual maltreatment, early relationships, and pregnancies and sex generalizations keep on influencing girl's education. Likewise, even the State made free primary and secondary education; however there are still a few expenses and other shrouded costs. Different issues are: high disproportion on ratio of teacher to students, poor teacher compensation, low quality of education in state funded schools, high drop-out and reiteration rates, deficient and ungraceful subsidizing with frail administration and monetary administration, land aberrations. There is also constrained accessibility to instructing and learning material and restricted network interest along these lines thus the GOK is endeavouring to accomplish 100% progress rate from primary to secondary schools. Among constituencies that displays low transition rate is Kibra Sub-County in Nairobi City County, Kenya.

On February 2019, the MOE propelled a National Last Mile Campaign that aimed to follow 130,000 pupils who were yet to join Form 1. The one-week long battle was propelled at Parklands Arya Girls Secondary School by the previous Education Cabinet Secretary Amina Mohamed. She officially acknowledged 87 percent enrolment in high school across the nation and it was outfitting to guarantee a 100 percent structure on transition. NEMIS insights showed that the service had realized 87% Form One detailing rate. That implied 895,987 pupils had been admitted in Form One. In spite of the fact that it was an improvement compared to the previous year, the Government resolved to do everything

conceivable to realize 100 percent progress. Approximately 33 provinces had officially recorded progress in transition rate over 80 percent which was the base standard that the service expected by then.

Murang'a County was recorded the top in form one enrolment at 97 percent with Tana River County coming last at 59 percent. "The Ministry is worried about the enlistment rate in six Counties underneath 70%. These are Mombasa, Lamu, Kwale, Samburu, Isiolo and Tana River. Nairobi City County hosting study area was among those counties with low transition. This low rate is unsuitable and subsequently be the Ministry's centre of attraction.

Ms. Mohamed further expressed that from the NEMIS information, around 640 up-and-comers had deliberately decided to repeat standard 8 while 2, 299 had joined technical training institutions. In any case, the CS upraised worry saying class 8 leavers are too young to even consider joining such institutions certifying that they need secondary school education. As indicated by the CS, a fast examination of the purposes behind the inability to hit the 100 percent confirmation imprint demonstrates that there have been difficulties emerging from young pregnancies, early relationships, weakness, inhibitive social practices, high costs of some expenses at secondary education level and outrageous destitution in families, particularly in dry and semi-arid areas which should be uplifted.

"The service is resolved to keep tending to every one of these difficulties in a joint effort with different arms of government and partners; even with these difficulties,

the service has today propelled across the country week-long Last-Mile Form One Admission Campaign towards 100 Percent Transition implementation intended to follow the 130,000 pupils who presently can't seem to answer to any school." She added that in the previous year (2018) national assessments, a high number of girls got babies at teenage age. The CS cautioned that the region could confront an emergency if teenage pregnancies were to turn into an ordinary lasting show in future. The legislature, notwithstanding, underlined on class kick-off reconciliation after birth.

Kenya has gained relentless ground towards gathering the MDGs and EFA objectives. Kenya has demonstrated responsibility to subsidizing primary education just as supporting education for the girls. The advancement in education ought to be pushed to higher level. Poor families and young ladies are the vast majority of all and have far less possibility of making it to class (UNESCO, 2012). The administration sketched out focuses in the Sessional Paper No. 1 of 2005 on quality education to improve the primary to secondary progress rate which remained at 46% and to build it to 70%. In 2006, it had expanded to 59.60%. In the year 2011, transition improved to 72.5%. There is a ton of contributing booster programs all pointing towards the completion of fundamental education projects and secondary school education (GOK, 2010). The expenditure is geared towards the development of the country and economic growth (Okuogo, 2013).

Kibra Sub-County is an electoral sub county in Nairobi City County, Kenya and it is one of seventeen sub counties in the county. It is located to the southwest of the City of Nairobi, and includes Kibra slum and adjoining estates. The entire sub county is located within Nairobi County, and has an area of 12.1 km² and 6.6 kms(4.1 mi) from the city centre. The neighborhood is divided into Gatwekera, Laini Saba, Siranga, Kianda, Lindi, Kisumu Ndogo, Makina, Soweto East, and Mashimoni. A great number of people living in the slums such as Kibra need access to fundamental administrations, including electricity, running water, and restorative consideration. Many educational institutions in Kibra are privately owned thus different activities have been in progress to include schools. Some begin as child care centers, which later develop into schools. Most of them are not constrained by the organizations. Some of the extraordinary schools are: Olympic Primary School, one of the principle government schools in the country, Kibera Primary School (Old Kibera), Facing the Future School (FaFu), similarly as a couple of chapel asserted and elite schools.

Eminent Secondary schools incorporate PCEA Silanga High School, possessed by the Presbyterian Church of East Africa, Raila Educational focus, and Olympic secondary School among others. There is the professional PCEA Emmanuel Technical Training Center, offering independent work abilities to the occupants. A few other neighborhood youth associations, similar to the football (soccer) crew the Kibera Black stars, are additionally worried and engaged in educational activities.

Primary Schools in Kibra Sub-County are among schools that have high enrolments rates characterized by high population of primary school pupils. The implementation of Free Primary Education initiative by the Kenyan government stirred the current state. On contrary, the rate of transition from these primaries to secondary schools is still low. Thus there is assumption that there are specific socio-economic factors igniting this current state in the sub-county.

The GOK is keen on implementing projects and policies to develop Kibra slum for instance, Kibra is one of the most considered ghettos in Africa, not just on the grounds that it sits in the focal point of the advanced city but because of high population rate characterized by youth. Despite the government's efforts to develop Kibra and increase literacy levels countrywide, the transition rates of Kibra Sub-County, have been low compared to other sub-counties in the county for example the renowned and heavily developed affluence Westlands Sub-County. Some of the sub-counties in Nairobi City County which had high transition rate of about 70% in 2019 are: Langata, Kasarani, Dagoretti North and Dagoretti South overtaking Kibra-Sub-County (MoEST Report, 2019). This is despite the fact that Kibra continuously receive great attention from the GOK, private individuals, churches and NGO's.

There are various people, relational and school-level factors that can bolster or thwart the transition from primary to secondary school. Generally speaking, the key components which make a positive or negative commitment on the progress

from primary to secondary level are those arranged inside the student's biological framework, for example, individual characteristics, family background/environment, teachers, peer influence, natural and school factors.

According to the data from the County Education Office Nairobi, Kibra Sub-County in the year 2018, a total of 1,402 Pupils sat for their KCPE examinations but in January 2019 those who enrolled in secondary schools were 810 students. A total of 592 pupils cannot be accounted for; either they are at home, repeated standard eight in other schools, have joined technical colleges or moved to other places. Data on transition rate in Kibra Sub-County is illustrated in Table 1.2.1 for the year 2016 to 2019.

Table 1.2.1: Transition Rate to Secondary School in Kibra Sub-County

2016-2019

Year	Boys	Girls	Total	Transition Rate (%)
2016	620	582	1,202	50.60
2017	698	650	1,348	53.30
2018	693	709	1,402	57.77

Source: Kibra Sub-County Director of Education Office (2019)

Kibra Sub-county therefore, still has major problems, for instance parents are not able to afford hidden education expenses in secondary schools and because of the low income levels even affording three meals a day is a problem but where it's affordable it is not balanced diet. Parents' academic level is very low since many parents did not attend school at all or attain high school education. In addition the issue of parenting arose at teenage age forcing the young into parenthood. Therefore, this state justified the study to establish the influence of these factors on pupils' transition rate to secondary schools.

1.2 Statement of the Problem

Kenya envisages being a middle level country by 2030. This calls for high admission rates in schools from primary to secondary level in all areas to attain its foreseen centre and undo the current abnormal state to meet anticipated labour/human capital necessities. The admission rate in secondary schools from primary level in certain areas is still very low in spite of the administration exertion to offer educational cost free at primary school level and free day secondary education. This is influenced by various components among them economical, social, cultural, ecological, school-based or individual aspects. This is therefore a reason for concern if the administration aspiration to meet *Kenya Vision 2030* is to be realized (Kirimi & Ndirangu, 2016).

Despite all efforts by the GOK through the MOE there is a still low rate of transition from public primary schools to secondary school in all counties

(MOEST, 2012). Normally, for public expenditure in education system, cost-benefit analysis ought to be done to identify the social costs and benefits associated with such scheme. The underlying principal of the technique is to maximize social benefits in relation to social costs and this is key for resource allocation and decision making to aid in attaining set objectives.

The increasing population in the Kibra slam area due to rural urban migration and search for cheap housing results in high cost of living among other socio-economic factors believed to negatively impact on education. There is also still low rate to secondary school not corresponding high enrolment rates in primary schools after the Free Primary Education policy. If this state of affairs is not addressed, there continues intergenerational poverty, increased and continued social evils, crime as well as unemployment, radicalization among other social problems.

There might be limited information regarding education status in Kibra but not specific research on influence of socio-economic elements that causes low admission rate in secondary schools as well as establishing the effectiveness of implemented policies despite many efforts geared towards achievement of basic education goals. Therefore, the study aimed to close this gap by establishing the factors contributing to low transition rate in Kibra Sub-County.

1.3 Purpose of the Study

The aim of the research was to determine the influence of socio-economic factors on pupils' transition rate to secondary schools in Kibra Sub-County, Nairobi City County, Kenya.

1.4 Objectives of the Study

This study was led by the subsequent purposes:

- (i) To assess the impact of hidden costs of education on transition rate from primary to secondary schools.
- (ii) To assess the degree to which parental income level influence transition rate from primary to secondary education.
- (iii) To establish the influence of parents' education level on transition rate from public to secondary schools.
- (iv) To determine the influence of teenage pregnancies and early marriages on transition rate from primary to secondary schools.

1.5 Research Questions

The research queries for the study were as follows:

- (i) To what level do hidden costs of education influence transition from primary to secondary schools?
- (ii) To what extent does parental income level influence transition rate from primary to secondary schools?

(iii) To what extent do parents' education level influence transition rate from primary to secondary schools?

(iv) How do teenage pregnancies and early marriages influence pupils' transition rate from primary to secondary school?

1.6 Significance of the Study

The low transition rate in Kibra Sub-County and increase in non-schooling gap is not only education wastage but most likely translates to insecurity and a threat to potential investors or established investments in the neighbourhood estates in Nairobi City. The non-schooling children may also be vulnerable to drug, alcohol and substance abuse, depression and economic vices including radicalization.

The results of this research will be of great value to teachers, parents and education stakeholders in executing their role in supporting and ensuring realization of basic education goals in the Sub-County and even propelling children into tertiary education. The findings will be useful in informing the MOE for planning and policy implementation on basic education in the sub-county, county and nationwide. This study will as well be used by private individuals and well-wishers to execute and put up projects to support children in Kibra and other slum areas geared towards education.

Researchers, donors and NGO's and other countries may use this study as a reference to inform their participation in education planning policies in Kenya and internationally. The findings and endorsements of the study maybe be published

to act as a source of reference by all sub-counties in Nairobi County, the remaining 46 counties in Kenya, academic institutions nationally, internationally and all educational stakeholders especially parents/guardians. This research will be of great value to give insight, stir innovative means, launch and implement ways as solutions to attaining 100% transition. Finally, this study is a great pool of knowledge for students in economics of education specialization since economically; investment is measured on desired returns/value/gain thus basic education should yield its objectives and not to render costs/wastage.

1.7 Limitations of the Study

The study was affected by teaching-learning process due to head teachers and pupils tight school timetables but the researcher worked closely with the school management to schedule the data collection process at school convenient. Scheduling of interview with the Sub-County Director of education was not equally easy due to her strict work schedule. The response level varied normally as education is personal/individual decision and information on individual education level is mainly termed confidential. The character and attitude of respondents i.e. pupils was not easy to control since the area of study largely comprise Kibra slam families (ghetto), therefore substance abuse, peer pressure, political influence and perceptions/general behaviour varies but the researcher assured the respondents of high level of confidentiality and integrity, clearly clarified to them the drive and importance of the study to win their confidence.

Data was gathered from head teachers and pupils which was not easy because of school schedules/timetables but the researcher made proper planning and allowed enough time for data collection. The researcher strongly encouraged legible writing when administering questionnaires to pupils.

1.8 Delimitations of the Study

The Study was restricted to Kibra Sub-County only and not all the sub counties in Nairobi City County, this was because of the large geographical area. The study targeted only ten public primary institutions and not the many private primary schools in the Kibra. In addition, the study concentrated on four socio-economic factors influencing transition rate despite many other factors; this was due to time limit for masters project research and the four factors were believed to be the most profound on influencing transition rate. Since the study area is in urban setting, the findings may not reflect the situation in all sub-counties in Nairobi County and the rest 46 counties.

1.9 Basic Assumptions of the study

The research was founded on the subsequent expectations:

- (i) After sitting for standard eight final examinations (KCPE) all pupils have equal chance of enrolment into secondary schools.
- (ii) Hidden costs of education, parental income level, parents' education level and teenage pregnancies and early marriages are the major

factors impacting on transition from primary to secondary school in Kibra Sub-County *ceteris paribus*.

- (iii) All Parents in Kibra Sub-county wishes all their children to join secondary school after primary level.

1.10 Definition of significant terms

Access in this study denotes to the student's right of entry, admission and enrolment in a school system.

Equality in this study means giving pupils equal opportunities and accessibility to secondary school.

Equity refers to equivalence, sameness or justice in education or school.

Enrolment as per this study refers to the act of registering, gaining admission and joining a school.

Family background in this context is a person's family/social/cultural/educational/class and is strongly correlated with student performance in school as well as future life experiences.

Hidden Costs in this study include education expenditure which is not covered under FDSE yet parent have to pay for them, e.g. purchase of school uniform, school meal, transport fare, PTA levies for example infrastructure fund and opportunity costs for secondary education.

Opportunity cost in this study refers to alternative activity foregone for a student to enjoy full school time or alternative need parents forgo to pay for children at secondary school.

Transition as used in this study refers to the movement of pupils from primary to secondary school level.

Transition rate in this context denotes to the sum of students enrolled to form one in secondary school in a given year, uttered as a percentage of the sum of pupils.

Wastage at school as used in this study is when learners do not finish primary or secondary level of education in stipulated time or drop out of school system despite part/all the costs involved in education.

1.11. Organization of the study

The research was split into 5 chapters.

Chapter one comprise the overview to the study which consists: background, problem statement, resolution, objectives, research queries, limitations and delimitations, significance, assumptions, definition of noteworthy terms and organization of the study.

Chapter two of the study contains the literature analysis on socio-economic factors impelling pupils' transition rate to secondary schools in Kibra Sub-

County, Nairobi City County, Kenya under the hypothesis resulting from the study objectives. In addition, this chapter contains the theoretic and conceptual frameworks.

Chapter three focuses on the research methodology which includes: research design, target populace, sample scope and sampling processes, description of research tools, validity and reliability of the mechanisms, data gathering techniques, data analytical methods and ethical deliberations.

Chapter four contains the presentation and analysis of the results of data analyses, summary tables, graphs and charts presented and discussed.

Chapter five provides a brief of the research outcomes, inferences and commendations as well as suggesting areas of additional research. Finally references and appendices are presented after chapter five.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter offers reviewed existing literature by several researchers on school transition rates. This data is linked to the present study which emphasizes on indirect/hidden costs of education, parental income level, parents' education level as well as teenage pregnancies and early marriages influencing school transition rate to secondary level. It also contains the theoretical and conceptual frameworks.

2.2 Rationale of Investing in Basic Education

Education is critical tool for economic growth and basic education is the best fitted level for training and development of skills. Basic education has greater impact on economic development compared to tertiary education. The Secondary Education Quality Improvement Project (SEQIP) is relied upon to keep running for a six-year time span and will bolster 7,852 primary and 2,147 secondary schools in 30 districts that are monetarily and educationally distraught (World Bank - PRESS RELEASE NO: 2018/017/AFR, 2017). The venture is a push to improve access, quality and value of education as Kenya progresses in the

direction of turning into an upper-centre pay economy as delineated in the national advancement plan Vision 2030.

The task will likewise bolster the nation in tending to the present aptitudes hole between what is given by educational organizations and market mastery prerequisites. The World Bank's IDA, built up in 1960, enables the world's least fortunate nations by giving awards and low to zero-to premium advances for tasks and projects that lift financial development, diminishes neediness, and improves needy individuals' lives. IDA is probably the biggest wellspring of help for the world's 75 least fortunate nations, 39 of which are in Africa (World Bank, 2017). "No nation has ever accomplished created nation status without a profoundly instructed and talented workforce," said Diarietou Gaye, World Bank Country Director for Kenya. "In putting resources into our youth directly from primary school, by guaranteeing fruitful change into secondary school, and in featuring science and math; we will bolster Kenya to expand on the present development and business enterprise gains. Kenyans are inventive, creative and venturesome; and this task will give the youth the lift to further improve their jobs and develop the national economy." "This statement therefore affirms the benefits of basic education and ensuring of "high transition rate thus there was need for study to establish the cause of low transition rate from primary to secondary school".

2.3 Hidden Costs of Education and Pupils Transition Rate

Hidden costs of education are indirect expenses of education which are incurred by parents/guardians. These are costs other than direct costs of education and are specified in the fees structures accepted by the GOK through the MOE. Hidden costs of education may include school meals, Parents Teachers Association (PTA) levies, and cost of school uniform and prospect costs, some of which may not be measured by actually monetary value.

World Bank in 2004 reported that although some nations in sub-Saharan Africa have killed school charges, noteworthy expenses remain including the expense of giving uniform to children at school, students always feel stigmatized when not in uniform. In Kenya, there is a policy that pupils and students should be in school uniform for identification, uniformity and unity among other reasons. Children at sometimes fail to join school when they lack school uniform. Many children from poor backgrounds feel inferior and discriminated from others because of lack of uniform or other hidden costs. In turn this impacts negatively to the learning process, performance, participation and transition in schools.

Arrangements and laws overall perceive that education is a basic human right. What's more, education bestows information and abilities that empower individuals to understand their maximum capacity, thus it turns into an impetus for the accomplishment of other advancement objectives. Education diminishes lack, expands occupation prospects and supports financial prosperity. It likewise

expands individuals' odds of having a solid existence, extends the establishments of vote based system, and changes mentalities to ensure the earth (UNESCO, 2014). Education is additionally viewed as a key method for helping people escape destitution and keeping it from being gone down through the ages. EFA Global Monitoring Report group figuring's prove that if all substitutes in low-pay countries left school with skills, 171 million individuals could be lifted out of neediness, which would be equal to a 12% cut in world destitution. A significant way education diminishes destitution is by expanding individuals' pay. All around, one year of school expands profit by 10%, overall. Subsequently, 171 million individuals could be raised out of poverty through their abilities.

Education cost not only comprise tuition, but hidden costs such as transport and communication, meals, school uniforms, books, extracurricular charges e.g. activity fees, accommodation, personal effects and opportunity cost which affect students participation. Admission in secondary school is probably going to be more costly now than when the present guardians were in school and much more than when their more seasoned kids were enlisted. Numerous guardians don't envision the shrouded expenses in education. With the selection of free primary education in Kenya, interest in primary education has extended quickly. In any case, access to secondary and tertiary education stays constrained for many children in Sub-Saharan Africa. Economically, a person's decision to invest depends on judgement and balancing between costs and benefits accrued. These benefits are usually compared to opportunity cost in the case of scarce resources.

To moderate the low transition rates, the GOK presented the FPE and FDSE which made the parents to have a notion that education is free and they took their children to school without consideration on hidden costs. According to GOK (2011), there has been great improvement in shift rate from primary to secondary school though a lot needs to be done. At primary school level therefore, the government appears to have achieved through the increased rate of enrolment, but there is the issue of transition which has not been achieved in Kenya. This state implies increase in repetition and dropout rates resulting in low completion rates.

In Kibra Sub County in Nairobi City County Kenya, the number of pupils who enrol in form one does not match the available chances. The number of girls in standard eight is more than the number of boys yet few girls' transit to form one than boys. This in itself implies a gender issue. In general, the total sum of pupils transiting from primary to secondary school does not reflect the population in standard eight; therefore, there was need for a study to prove how hidden costs of education influence pupils' transition rate to secondary schools in Kibra Sub-County.

2.4 Parental Income Level and Pupils Transition Rate

According to Mutiga (2010), funding of education programme or education is a global task to administrations in education sectors in countries thus it is a challenge to families which cannot even afford basic needs. Access, retention, participation and performance in school can be mainly attributed to family

poverty level. Demand for education may increase to an extent with high levels of family income.

Customarily in Economics, the development of high-pay nations has been treated as a different subject from the development of lower-pay nations since per capita salary develops when total national pay increases at higher rate than the populace. There are numerous powers that can hinder development such as deficient in regular assets, wastefulness in utilizing normal assets, high rate in populace development, insufficient human assets, social obstructions, lacking proper budgetary foundations, lacking household reserve funds, and deficient development frameworks. The Literacy and Poverty Paradox signifies the connection between the degree of an individual's learning and neediness is by all accounts between twined.

According to Juma (2011), there is no great improvement in our country's urban informal settlements. This implies that the realization of education for the young children in the informal settlements may not be an easy job. This is because children's success in education is attributed to family background. This is because many children who drop out of school they hustle and work on casual jobs to acquire income thus comfortably living a life which to peers seems ok. This in turn is a result of many school age children who are not at school at all. Therefore, the problem of low transition rate has got a lot to do with parents and family as much as other factors such as hidden costs of education and individual characteristics.

Despite improvements in the past half century, extreme poverty remains high in developing countries. Further, observation shows that 1,115 million individuals in the creating nations live in destitution that is underneath the upper neediness line of \$370 Purchasing Power Parity (PPP) (Drajea et al. 2014). Family unit destitution develops as a noteworthy obstruction to educational accomplishment for youth crosswise over financial family study in connection to education. All-inclusive, bargained absenteeism of time for parent-children communication demonstrates to be the principle obstruction as custodians spent noteworthy hours in the everyday survival of their families and do without scholarly issues of their kids. A parent's salary is just a single angle in signifying the sustainability of children in the educational system. Obviously, pay and family size impacts scholastic execution and it is significant that the degree of parental help to a child's education varies by family pay thus along these lines guardians who have higher pay bolsters their kids more than those with low salary.

There is proof that destitution, as far as family assets, impacts kids' capacity to react to educational open doors hence neediness, as far as low family salary influences children in a few different ways, for example, lack of education tendencies and encounters at home, absence of access to ICT administrations, an absenteeism of a feeling of assurance through correct collaborations with guardians, poor lodging, an unfortunate/unequal eating routine, mental illness ignited by unemployment, stress and depression resulting to domestic violence. Such an environment is not conducive for positive learning and good educational

outcomes. Therefore, education level of a parent is a strong underpinning factor for children to maximize their potential for schooling.

In most cases scarcity is the basic economic problem which leaves choice as a way through which human beings deal with that problem. Personal or size dispersal of revenue is focused individuals or households and the total incomes they receive. Parents choose first on which desires will be satisfied first and which to be left out wanting. The amount of income to be devoted to a desire is determined by evaluating the current value of the desire to be fulfilled. Choice is selecting among limited alternatives and thus forgoing opportunities referred to opportunity cost in economics. In the case of education, many parents would prefer food, clothing and housing against their children's education. This is the prevalence case in Kibra Sub-County because of existence of scarcity and competition emanating from low income levels.

Business Daily Newspaper in July 2015 reported Kenya's Gross National Income (GNI) per capita income being projected at about \$1,290 (Sh127, 215), thus World Bank confirmed that The income per person is determined by isolating the salary per family unit by the quantity of people; for Kibra it is around KShs.3,977.00 Kenyan Shillings per individual every month (39 USD).

Disregarding large amounts of joblessness and an absence of education, Kibra is frequently observed as an extremely innovative territory, and in spite of the fact that future in Kibra is only 30 years, a noteworthy distinction to the remainder of

Kenya, where the normal future is 50, the inhabitants harbour trust and a longing to improve their expectations for everyday comforts. Kibra needs land/occupancy rights, lodging, water, power, wellbeing centres, education, work, security in addition to significantly more. Instances of serious issues prompting destitution and ailment in the Kibra are inclination to cholera and typhoid because of poor sanitation and hygiene. A family in Kibra survives on less than a dollar a day and one room is generally occupied by one household of about seven members.

According to Kazungu (2010), the cost of living in Kibra, just as it is in other slums in Kenya, is very expensive. Many work as casual labourers' in the surrounding factories where they earn about KShs.200.00 for a day's work. A slight increment of KShs.20.00 is considered a significant amount since it will go a long way to catering for their livelihood. Kibra generally does not need physically upgrade but to redesign the kids in their brains and after that the physical structures will fall set up. Youth are the main crude materials from which you can fabricate capable human beings, and we as a whole, need to do the best to guarantee all kids in the ghettos get a decent quality education that can help them later on and shape them to be mindful effective grown-ups. The main point is to first empower parents/guardians to meet there needs and children's education will be sustained.

2.5 Parents' Education Level and Pupils Transition Rate

Education is believed to have a capacity to lift individuals out of poverty into rewarding careers but even though the GOK implemented FDSE, there is still few children enrolled in secondary schools. To a given extent, there is truth in the assumption that educated parents bring forth bright children *ceteris paribus*. In most cases parents who attained a higher level of education often understands the value of it and therefore wishes and strives to get the same for their children and their children are less likely to have behavioural problems. According to Mbui (2010), family networks and their compositions are key to education of a child which has a direct influence to success and child participation at school. This in overall influences the growth, success and determines the level of education of an individual. The social class in which an individual is involved determines his/her level of success.

Mothers are believed to have a strong relationship with children thus the bond is vital for provision of modelling force for social, cognitive or mental development thus bearing positive influence to a child's character. Fundamental education and numeracy aptitudes are critical to advancement in many nations. There is definitive research proof that the arrangement of value fundamental learning to a country's populace is urgent to the accomplishment of quick and supported National Development, disposal of destitution, numbness, and sicknesses (Kirimi & Ndirangu, 2016). It is therefore important that all parents fully support children

education and education developments. This is sensible only if the parents are well education.

The effects of parent involvement on students education results in increased enrollments higher grades and test scores, better school participation and schoolwork completion rates, improved social aptitudes and conduct which enables understudies to adapt better to class conditions just as higher confidence. Family education is a significant factor in battling intergenerational transmission of poverty (ITP) and research has exhibited that lack of education and poverty are regularly intergenerational since guardians impact children's' disposition towards adapting, especially from birth to class age (UNESCO, 2006).

It is real that when kids enter formal tutoring, the guardians' disposition helps to animate kids' learning capacities. UNESCO has been at the front line of worldwide proficiency endeavors since 1946, propelling the vision of a proficient world for all. To propel education as a necessary piece for living, the 2030 Agenda for Sustainable Development is emphasized. Education is an additionally driver for feasible advancement in that it empowers more prominent investment in the work expertise; improves lifestyle and family wellbeing and sustenance; decreases destitution and extends life openings. This sentence call for practicability in Kibra Sub-County to be able to elevate children to higher education levels, parents should first be well educated.

2.5.1 Education at the Heart of the Global Development Agenda

In 2015, the worldwide network embraced the 2030 Agenda for SDGs. SDG4, “Guarantee comprehensive and evenhanded quality education and advance deep rooted learning open doors for all’, establishes the center of a solitary, recharged education plan: SDG4-Education 2030. Perceiving the significant job of education as a fundamental driver of advancement, focuses for education are likewise included under a few different SDGs; strikingly on wellbeing, development, and work, reasonable utilization and generation, and environmental change”.

The SDG4-Education 2030 Framework for Action gives way on deciphering the duties established by the education net into working out at the worldwide, territorial and nation heights through seven marks and three techniques for practice and suggests strategies for coordination, financing, and checking. UNESCO, as the particular UN office for education, was endowed by the education network to proceed in its ordered job to lead and facilitate the Education 2030 motivation.

2.5.2 African Union’s Education Strategy for 2016-2025

The African Union's fifty-year change plan, Agenda 2063, mirrors Africa's yearnings for Africans themselves, for who and what is to come and for 'a coordinated, wealthy and serene Africa, driven by its very own natives and speaking to a dynamic power in the worldwide field'. It stresses the need to reorient education and preparing frameworks to build up the vital human capital

for a maintainable improvement established in African qualities. Drawing on exercises gained from too many years of education and encounters from different pieces of the world, the African Union Commission has built up the far reaching Continental Education Strategy for Africa (CESA) 2016-2025 to accomplish the aspirations of Agenda 2063. This proposes an all-encompassing vision, coordinating all sub-parts of education and preparing frameworks, while characterizing Africa's very own targets and adjusting the worldwide economic improvement objectives (SDGs) with African's yearnings.

For the most part, 38 % of African grown-ups (approximately 153 millions) are ignorant; 66% of these are ladies. Africa is the main mainland where the greater part of guardians is not ready to assist their youngsters with schoolwork because of absence of education. Sub-Saharan African nations have, by and large, accomplished colossal advancement towards the six Education for All Goals and the education-related Millennium Development Goals (MDGs) since 2000. In any case, these objectives were still a long way from being come to by the 2015 due date. Having inspected the rest of the difficulties, in 2015, the world received the more driven general education motivation for 2030 with the vision of changing lives through education (UNESCO, 2016).

Statistics from the World Bank show that Kenya's adult literacy levels stood at 79 per cent in 2014 while the average global adult literacy level stood at 86 per cent as at 2016. In 2017, a Nation Media reported a survey by *Ipsos Synovate* which

indicated that at least 5% of Kenyans had no official education and more than 1/3 have not gone past primary school, thus a total of 2.4m Kenyans are illiterate. Currently the GOK through the MOE has endeavored to improve literacy level by integrating, planning and implementing policies such as adult and continuing education (ACE). In January 2017, media reports indicated that an estimated 7.8 million people in Kenya are not literate.

It is additionally stressing to take note of that the most astounding number of these ignorant individuals live in ghettos and casual settlements, for example, Kibra and Mathare which are the greatest casual settlements in Kenya with a high populace rate. This high populace, combined with the mind-boggling expense of living and abnormal amounts of joblessness makes a reproducing ground for lawbreakers. Truth be told, the heightening wrongdoing rate in the nation is because of the high lack of education level which lets well enough alone for school youth inactive and defenseless; accordingly to make a decent living they wind up taking part in wrongdoing.

There are numerous disasters associated with inertness including theft, killings, assault, medicate misuse, impromptu pregnancies and early relationships, radicalization among others. All things considered, grown-up proficiency is the enduring answer for check this wrongdoing rate in the ghettos. Grown-up and Continuing Education (ACE) in Kenya is given to all people over 16 years old in two distinct classifications. Amateurs who have never gone to any type of

learning join the essential proficiency program while school dropouts are obliged in the post-education program contingent upon the level that one remaining school (MoEST, 2012).

Shockingly, Kibra and Mathare which are the greatest and second-greatest ghettos in Kenya have low enrolment rates for Adult and Continuing Education. This solitary implies that the quantity of uneducated individuals will keep rising if the two greatest ghettos in Kenya do not expand their paces of enrolment. Kenya is a creating nation and *Kenya Vision 2030* can't be acknowledged when the quantity of ignorant people is expanding as opposed to decreasing. On the off chance that guardians are edified, at that point they will manage their kids the correct way. For example, a proficient mother can go to any degree to have her children experience school. She can visit any office for file insurance cases since she realizes that each youngster has an option to education and high probability of bringing up children with values and dignity to face challenging life. Therefore, people in Kibra Sub-County need to be enlightened on the importance and value of education. Emphasizing on ACE programme would go a long way to boost transition rate in the area.

2.6 Teenage Pregnancies and Early Marriages on Pupils Transition Rate

WHO(2014) report demonstrated that the worldwide youthful birth rate was 49 for each 1000 young ladies matured 15 to 19 years old, very nearly one-tenth of all births are to ladies underneath 20 years old, and over 90% of such births

happen in developing nations (Kassa et al. 2018). Pregnancy among pre-adult ladies has impact on the educational chance, populace development and health of ladies internationally. It is important and worth noting that paces of immature pregnancy are expanding in developing nations, with higher events of unfavourable maternal and peri-natal results. In general, about one-fifth of teenagers become pregnant in Africa. A few socio statistic variables like living arrangement, conjugal status, educational status of youths, their mom's and father's, and parent to pre-adult education and correspondence are related with juvenile pregnancy.

95% of high school pregnancies occur in developing countries with 36.4 million ladies getting to be moms before age 18 and 5.6 million having a live birth before age 15 and consequences of young pregnancy are various enveloping obstetric, wellbeing, financial and social issues (Odimegwu and Mkwanaenzi, 2016).

In sub-Saharan Africa, the primary driver has been social disorder at the family level through family disturbance where much of the time female single headed families have been demonstrated to reliably incline adolescent females to pregnancy. Instances of pregnancy among little youngsters are high, adolescent pregnancy and parenthood rates remain at 18 percent. Around one in each five immature young ladies (matured 15 to 19) has either had a live birth, or is pregnant with her first kid. Rates increment with age: from 3 percent among girls at 15 years of age, to 40 percent among young ladies at 19 years, however these

figures could be higher as there's no exact information on pregnant girls more youthful than 15.

The outcomes of pregnancy at such a youthful age in Kenya aren't great. The young ladies ordinarily either drop out of school to have the child or take the risk of having an unsafe abortion or forcefully or willing go for early marriages. In Kenya, about 11 percent of teenagers are having sex before their 15th birthday. In Kibra, the largest slum of Africa, 25% of girls aged 15–19 years have already given birth due to lack of enablement and education about premarital sexual relations. The consequences of early pregnancies have attributed to about 30% of the girls dropping out of school in Kibra, (Mutisya E. and Yarime M. 2011). They are rejected by the community and driven away from home by their families. Some have even resorted to prostitution as a result.

Despite several efforts made by non-governmental organizations to bring support to the most serious cases of these teen mothers, the majority never get support and are always on their own. The MOE in Kenya suffers great consequences of such actions. Firstly, the high cost of education is termed wastage and therefore results in low economic growth since education is directly correlated to economic development in any country. When young girls become parents at school age, there is a likelihood of intergeneration transformation of poverty in a given country. It is therefore high time that most developing countries like Kenya

empower women and generally youth to eliminate poverty and boost economic growth.

In developing countries like Kenya it is profound that cultural practices and traditions to some extent stir up teenage pregnancies and early marriages but the government ought to put more resources on educating and sensitizing communities vulnerable to such obsolete cultural and traditional practices. More resources should be geared towards strengthening girl child education but not forgetting boys. Stringent measures should be put in place to stop obsolete cultural practices with less value to education and development. This case applies to Kibra Sub-County and to some extent influences transition rate to secondary schools.

2.7 Summary of Literature

The literature studied in this chapter indicates the factors that influence rate of transition in Kibra Sub-County, Nairobi City County. These factors include: hidden costs of education, parental income level, parents' education level and teenage pregnancies and early marriages. Despite too much efforts employed by the GOK, NGO's and private individuals, the rate of transition in Kibra Sub-County is still low, therefore this research provides information to fill in the gaps and give suggestive ways which can be implemented to improve transition rates.

It is clear that there are several factors influencing transition rate thus if the GOK aspires to achieve *Kenya Vision 2030* and conform to the SDGs and Education for All programme, there is much to be done to live to its set objectives. There are several policies that align to education that need to be streamlined. Policy on children rights as well as implementation of the *Constitution of Kenya (2010)* regarding education has to be over emphasized. From the afore done research, there is clear indication that education system in Kenya faces more challenges which calls for partnership of all education stakeholders to support the MOE in order to achieve the desired basic education goals and objectives.

2.8 Theoretical Framework

This study was steered by two theories, the first one is the production function theory proposed by Mace (1979) which describes the relationship between output and input and is technically an economic relationship explaining the maximum amount of output cable of being produced by each and every set of specified output. In this context, education is viewed as a productive activity that combines various factors of production as inputs i.e. capital and labour to transform one set of input into another. This inputs for education are; human capital/staff, materials and building and time which gives the output of a graduate from one level to another. Education process prepares an individual holistically, ensures completion in one level and excelling to the next higher level.

This theory is relevant for this study because just like production process, the teaching learning process in primary school prepares pupils for the next level in secondary school and further higher/tertiary education. Primary school education also imparts basic child development skills and checks on retention and dropouts rates. When pupils from primary school proceed to secondary school then the main objective of primary school education is accomplished. The production function is expressed in the formula: $Q = f(K, L, P, H)$, where the amount shaped is a function of the joint input amounts of each factor. The formula for this form is: $Q = f(L, K)$, in which labour and capital are the two factors of production with the greatest impact on the quantity of output.

The study also adopted the social disorganization theory developed by Shaw and McKay in 1942 to explain teenage pregnancy. The hypothesis traditionally clarifies the degrees of wrongdoing in various settings. The hypothesis sets that wrongdoing isn't haphazardly disseminated happening similarly in all territories; however happens all the more much of the time in 'awful' neighborhoods than in 'great' neighborhoods. The hypothesis has been utilized to contemplate savagery, wrongdoing levels, educational conduct of teenagers and youth sexual maltreatment. As connected to this investigation, this hypothesis holds that the free factor adolescent pregnancy and early relationships will clarify the needy variable pace of change since individual conduct is to develop of the relevant conditions that individuals live in.

Based on the stated theories, the conceptual outline below shows how independent variables affects the teaching learning process which in turn influences rate of school transition in Kibra Sub-County. The independent variables strongly correlates and thus to a large extent influence the teaching learning process which in turn in a force to transition rate to secondary school or to even higher levels in education system.

2.9 Conceptual Framework

This study process was illustrated by the following conceptual framework. The four independent variables influence the procedure of teaching and learning which in turn influences the dependent variable rate of transition.

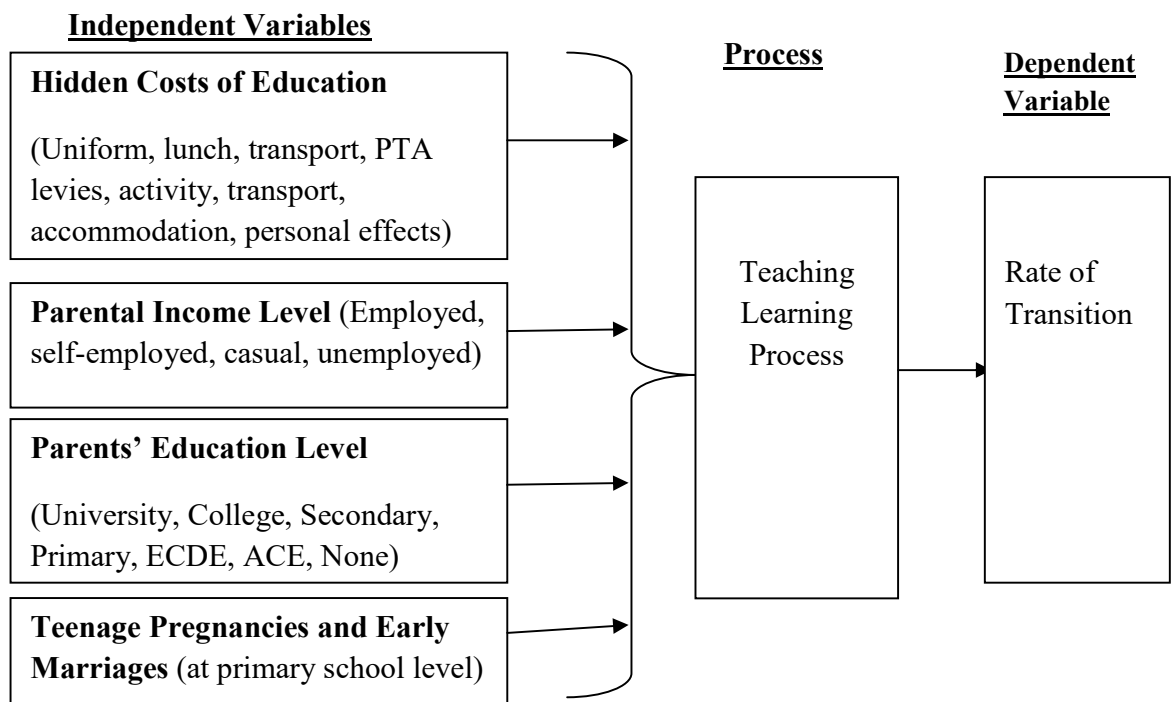


Figure 2.1: Conceptual Framework

The independent variables: hidden costs of education, parental income level, parents' education level and teenage pregnancies and early marriages influence teaching and learning process (inputs to teaching learning process) which influences the dependent variable, rate of transition (output of the teaching learning process). Hidden costs of education increases the total cost of education which is correlated with the income level of the parent. For a parent with a higher level of income, there is increased probability of supporting their children to the next level in education system. Parents with low income have to choose between family basic needs and education. In most cases, education is seen as individual and secondary need thus a lot of invested in channelled to basic needs. Parents' education level has a boundless progressive impact on the schooling of the child and the overall character and behaviour of students. Parents with higher education level or background understand the value of education thus invest more in education of their children. Teenage pregnancies and early marriages impact negatively to a child's education or participation. Girls are more vulnerable in such cases and bear the cross to stay home or forced into marriages or prostitution because of shame, abuse in order to support and provide for the new born baby. All these factors influence the teaching learning process leading to low transition to secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter reflects on the research procedure which comprises research design, target populace, sample scope and sampling techniques, description of research mechanisms, validity and reliability of the instruments, data gathering procedures, data analytical methods and ethical deliberations.

3.2 Research Design

The researcher employed descriptive survey research strategy to describe the socio-economic features that influence pupil's rate of transition from public primary to secondary institutions in Kibra Sub-County, Nairobi County, Kenya. This is because the purpose of descriptive research is to define, clarify, or authenticate some sort of theory or objective on a particular group of people. This design was the best choice for the study since the investigator gathered, examined and stated the data primarily without manipulating the variables.

3.3 Target Population

Target population is the whole group of individuals or objects that the researcher chooses to study (Matula et al., 2018). Target population can be referred to the

specific complete group of respondents or units that is the focus of the research project. The population of this study contained the ten (10) head teachers of public primary schools in Kibra Sub-County, Nairobi City County, Kenya and 1,901 pupils comprising the standard eight candidates in all ten public primary institutions in 2019 in the sub-county as well as the Kibra Sub-County Director of Education.

Table 3. 1. Target Population

No.	Name of Primary School	Head teacher	No. of Candidates
1.	Shadrack Kimallel Primary School	1	125
2.	Olympic Primary School	1	122
3.	Ayany Primary School	1	121
4.	Kibra Primary School	1	105
5.	Raila Educational Centre	1	102
6.	Jamhuri Primary School	1	128
7.	Toi Primary School	1	118
8.	Joseph Kangethe Primary School	1	122
9.	Mbagathi Primary School	1	109
10.	Nyayo Primary School	1	99
	Total	10	1,150

3.4 Sample Size and Sampling Procedures

Sampling is the process of choosing a representative segment of the target population and there are two major categories i.e. probability or random sampling

and non-probability sampling. In this study, the researcher used the readily available table from Krejcie et al (1970). According to this experts, When “N” which is the population size is = 10 then the “S” which is sample size has to be 10 (refer to appendix). In Kibra, the overall figure of public primary schools is 10 therefore the researcher collected data from all the 10 schools. For standard eight candidates, the researcher sampled 30% of the overall number of standard eight pupils per school. According to Kombo (2006) a representative sample of 10% and above is enough to represent and provide the required information. The head teachers for all public primary schools were to participate in the research since they are key informant people in the education process. The Sub County Director of Education is the CEO of the sub-county thus the best to give information on sub-county education transition rate.

3.5 Research Instruments

The researcher used questionnaires and interview agenda as tools for study. There were two groups of questionnaires, one for the head teachers in primary schools and the second for standard eight pupils. Questionnaires were the best instruments because they are easy to administer, has the benefit of anonymity, standard questions, time saving and good for a large group of respondents. They are best fitted to obtain relevant information in most reliable and valid manner as well as easy when analyzing data. The interview schedule was used for the structured interview conducted with the Sub-County Director of Education.

3.6 Validity of Research Instruments

Validity basically means determining what is proposed to be measured. There are various types of validity namely; content validity, construct validity, face validity, and criterion validity. For this study, the researcher was aimed at approving the instruments by the supervisors, carried out pilot study to determine the validity and made adjustments where necessary.

3.7 Reliability of Research Instruments

Instrument Reliability or tool's reliability measures what it is hypothetical to or any instrument utilized for assessing tentative variables gives the same results every time. In this study, Test-Retest Reliability was used on questionnaires which enabled the correlation between two successive measurements with the same test. The questionnaires were re-administered in a week's interval to compare the consistency in answering the questions. Pearson's Product Co-relation Co-efficient was then employed in computing correlations of coefficients.

The interview guide was checked for reliability and validity. It was reviewed by the supervisors based on clarity, credibility, consistency and the ability to give the desired information. The interview guide was constructed after reviewing several best standards of academic interview guides.

3.8 Data Collection Procedures

The data collection process began after seeking permission from all respondents. The whole procedure took place during the second term of the primary school calendar which was in the months of June and July 2019. The researcher identified the type of data to be collected i.e. quantitative and qualitative. For quantitative data, random sampling was utilized so that each pupil had equivalent chance of being chosen so that the example can be summed up to the bigger populace. In subjective information accumulation, intentional inspecting was connected with the goal that respondents were picked in light of the fact that they have encountered the key marvel through training for example for heads of schools and sub-county director of education.

3.9 Data Analysis Techniques

The researcher sort out the questions based on completeness and accuracy considering the incomplete as spoiled. Qualitative date was analyzed qualitatively i.e. data from personal interview and open-ended queries through content analysis and hypothesis and configurations consistent to research questions. This enabled the researcher in categorize the data. Codes and themes were given manually by the researcher while statistical information which is quantitative data were analyzed by the help of SPSS which is convenient in handling a large amount of data. Frequency Distributions, means and percentages which is descriptive statistics were run on all the data. Finally, the information was evaluated to check

the applicability in answering research questions and correlation analysis employed to establish the correlations between independent variables.

3.10 Ethical Consideration

The researcher first pursued a letter of introduction from UON, School of Education and then authorisation from the National Council for Science and Technology (NACOSTI). She then got a letter seeking consent to gather information in Schools from the County Director of Education Nairobi at Nyayo House, after which she proceeded to Kibra Sub-County Director of Education's office for preliminary letter to target respondents. The researcher then proceeded to the nine public primary schools on personal daily schedule to brief the head teachers and learners on the role and objectives of the study. Thereafter the questionnaires were presented to the target populace and collected immediately after filling to prevent loss and misplacements. The interview with the Kibra Sub-County Director of Education took place on the final day of data collection.

For logistical part of the study, the researcher drew a research budget detailing all the activities and costs of the study. This included all the time from proposal developed to handing in the final project report for graduation.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents an assessment of the research outcomes on socio-economic factors impelling pupils' transition rate to secondary schools in Kibra. The chapter presents the study findings based on the objectives set; how hidden costs of education impact transition rate, how parental income level effect transition rate, how parents' education level influence transition rate and how teenage pregnancies and early marriages influence the transition rate from primary to secondary school. Data was analysed by use of SPSS computer programme, discussion made and conclusions drawn.

4.2 Questionnaire Return Rate

Questionnaire return rate is the percentage of the surveys reverted after they have been delivered to the respondent of the 345 pupils; all questionnaires were filled and returned. This was above 60% recommended by Mugenda wa Mugenda as sufficient for returning questionnaires. All the 10 questionnaires administered to the head teachers were also responded to and returned. The questionnaire return rate was above 60% and hence deemed adequate for data collection. Mugenda and Mugenda (2003) states that, a questionnaire return rate of above 60% and above is deemed adequate. The instruments' return rate in this study was very good and therefore suitable for analysis.

4.3 Demographic Data of Head Teachers and Pupils

The demographic information of both head teachers and pupils was based on gender and age. This was done to establish and understand the general features of the respondents in the study.

4.3.1 Demographic Information of Head Teachers and Pupils

The gender of both head teachers and pupils was categorized into either male or female and they were required to tick on their respective gender in order to find out whether gender influences the transition rate to secondary school. The data were presented in Table 4.1.

Table 4.1: Distribution of Head Teachers and Pupils by Gender

Gender	Head Teachers		Pupils	
	F	%	F	%
Male	4	40.0	159	46.0
Female	6	60.0	186	53.9
Total	10	100.0	345	100.0

From the findings above 60percent of head teachers were female while 53.9percent of the pupils were female. This indicates that majority of the population in school comprised of female. This means that boys do not have enough male teachers that they can look up to. In the contrary the question is why

then few girls enrol in secondary schools when their population at primary level is high.

4.3.2: Distribution of Head Teachers and Pupils by Age

The age of both head teachers and pupils is an essential dynamic in school administration as it impacts authority through experience of the head teacher (Mbiti, 2007). The respondents gave their age as shown in Table 4.2.

Table 4.2: Distribution of Head Teachers by Age

Age	Frequency	Percentage
31-40 years	3	30.0
Over 50 years	7	70.0
Total	10	100.0

From the findings above majority which is 70 percent of the head teachers were aged over 50 years. This showed that they were experienced with their work and could handle issues effectively. Table 4.3 shows the distribution of pupils by age.

Table 4.3: Distribution of Pupils by Age

Age	Frequency	Percentage
13 years	90	26.1
14 years	158	45.8
15 years	68	19.7
16 years	29	8.4
Total	345	100.0

From table 4.3 majority 45.8 percent of the pupils were of the age of 14years while 26.1percent were of 13years. This showered that majority of the students had not repeated class and had started school at the right age.

4.3.3: Distribution of Head Teachers by Highest Academic Qualification

The study sought to explore the uppermost academic prerequisite of the head teachers. Capability and experience improve the head teachers master control, validity, certainty and conclusiveness in administrative practice (Okumbe 1997). Teacher education is to a great extent a matter of building up teachers' abilities for situational indulgent as a premise of insightful judgment and canny choices in totally questionable and dynamic educational circumstances (Lahm & Fung, 2001). The head teachers require skills on policy documents in order to manage schools effectively and realize the desired 100% transition rate (Buhereet.al, 2011). Table 4.4 shows the dispersal of head teachers by uppermost academic qualification.

From this response therefore, it is clear that schools in Kibra Sub-County have got well trained and experienced teachers to deliver the curriculum but ironically the pupils still not seem to be motivated by the same teachers and aspire to higher levels of education.

Table 4.4: Distribution of Head Teachers by Qualifications

Highest Academic Qualification	Frequency	Percentage
Diploma	2	20.0
Bachelors	6	60.0
Masters	2	20.0
Total	10	100.0

60% of the head teachers had bachelors. This showed that majority were well educated and aware of all the education policies.

4.3.4: Distribution of Head Teachers by Experience

Head teachers with many years of experience in handling students have better understanding of their students and roles as head teachers (Ouru, 2008). Schools with long aiding and skilled head teachers have less disciplined problems (Mutisya, 2000). Table 4.5 shows the dissemination of head teachers by experience.

Table 4.5: Head Teachers by Experience

Experience	Frequency	Percentage
1-5 years	3	30.0
6-10 years	5	50.0
11-20 years	1	10.0
Over 20 years	1	10.0
Total	10	100.0

The majority (50 percent) of the head teachers had experience of 6-10 years while 30 percent had experience of 1-5 years. This shows that they were the best respondents to provide the data for the research.

4.4: Influence of Hidden Costs of Education on Pupils' Transition Rate

The researcher intended to find the influence of concealed expenditures of education on pupils' transition rate to secondary schools. Table 4.6 expresses the responses of pupils on how they perceive hidden costs of education.

Table 4.6: Responses of Pupils on Hidden Costs on Education

Hidden cost	Frequency	Percentage
Very expensive	151	43.8
Expensive	181	52.5
Fairly cheap	13	3.8
Total	345	100.0

From the findings in Table 4.6 majority 52.5 percent of the pupils said hidden cost of education in secondary schools was expensive while 43.8 percent said it was very expensive. This shows that majority of the pupils could not afford. Table 4.7 shows the response of pupils regarding their family members failing to proceed to secondary school because of the hidden costs. It is drawn from this response that hidden costs of education are a burden to students in this sub-county.

Table 4.7: Response of Pupils on Education at Family Level

Failing to Proceed	Frequency	Percentage
Often	93	27.0
Rarely	120	34.8
Not at all	132	38.3
Total	345	100.0

From Table 4.7, the majority (38.3 percent) of the pupils said not at all while 34.8 percent said rarely did they fail to proceed to secondary schools because of hidden costs of education. Table 4.8 shows the responses pupils gave on programmes that cater for the hidden costs of education.

Table 4.8: Responses on Programmes Catering for Hidden Costs

Programmes Cater for Hidden Costs	Frequency	Percentage
Very much	120	34.8
Fairly	133	38.6
Not at all	92	26.7
Total	345	100.0

Table 4.8 reflects that a majority 38.6 percent of the pupils said they fairly know about programmes that catered for hidden costs of education while 34.8 percent said very much respectively. This showed that there are specific programmes that cater for uniforms and meals to houses which are unable to afford such costs. Table 4.9 shows how they get assistance on hidden costs of education in order to proceed to secondary school education.

Table 4.9: Ways of Offsetting Hidden Costs in Secondary School

Assistance on Hidden Costs	Frequency	Percentage
Family	74	21.4
Business	11	3.2
Sponsors	260	75.4
Total	345	100.0

From the findings 75.4 percent of the pupils said that sponsors assist on hidden costs of education to proceed to secondary school while 21.4 percent said it was family. This shows that majority came from needy families since they cannot cater for their hidden costs of education. Table 4.10 shows whether head teachers enquire about the hidden costs of education of pupils proceeding to secondary school.

Table 4.10: Head Teachers’ Views on Hidden Costs of Education at Secondary School Level

Enquiries	Frequency	Percentage
Often	5	50
Rarely	3	30
Not at all	2	20
Total	10	100

From the table above, half of the head teachers said they often make enquiries on hidden costs of education influencing pupils’ transition rate to secondary school while 30 percent said they rarely make enquiries. This indicates that teachers have concern on how hidden costs of education influence transition and teaching learning process. Table 4.11 shows the expenditure in Kenyan Shillings on hidden costs of education required by a student in secondary school annually.

Table 4.11: Expenditure on Hidden Costs in Secondary Schools Annually

Expenditure (KShs.)	Frequency	Percentage
10000 and below	2	20.0
11000-20000	3	30.0
21000-30000	1	10.0
31000-40000	4	40.0
Total	10	100.0

40% of the head teachers said the expenditure of the hidden costs range between KShs.31000-40000 while 30 percent said it was between KShs.11000-20000 respectively. It is therefore true that hidden costs of education are expensive for parents/guardians in Kibra.

Table 4.12 shows the response of head teachers on situation of parents on affording the hidden costs of education for their children when joining secondary school.

Table 4.12: Head Teachers' Response on Parents Ability to Afford Hidden Costs of Education

Situations of Parents	Frequency	Percentage
Often	6	60
Rarely	2	20
Not at all	2	20
Total	10	100

From the table above 60% of the head teachers said that parents often afford the hidden costs of education while 20 percent said rarely and not at all respectively. This showed that at least some could afford. In the event of parents inability, all the head teachers responded in one accord and said that there have been initiatives by both government and NGOs’ or individuals to take care of the same. It can be concluded that hidden costs of education though not affordable by most parents, there are avenues to help meet these costs. Table 4.12 shows the reasons that the head teachers gave on initiatives by both government and NGOs’ on hidden costs of education.

Table 4.12: Initiatives by both Government and NGOs’ on Hidden Costs of Education

Reasons	Frequency	Percentage
CDF	3	30.0
Non-governmental organizations	3	30.0
Bursaries	4	40.0
Total	10	100.0

From the above findings, 40 percent of the head teachers said that bursaries are available to help parents who were unable to pay the hidden costs of education while 30 percent said CDF and Non-governmental organizations provide support

to needy and bright students as well. From the responsible above, it can be concluded that to some extent, hidden costs of education influence transition in the study area. There also other means of offsetting these costs for example by NGOs support, donors, religious organization, CDF and private individual assistance.

4.5 Influence of Parents' Income Level and Pupils Transition Rate

The study intended to assess the influence of parents' income level on pupils' transition rate to secondary school. Both the head teachers and learners were asked to respond to the item. Table 4.13 shows head teachers reply on enquiries of learners' parents' ways of earning a living.

Table 4.13: Head Teachers' Response on Pupils' Parents Ways of Earning a Living

Enquiries on Parents Earning a Living	Frequency	Percentage
Very much	8	80
Fairly	1	10
Not at all	1	10
Total	10	100

From the findings stated above, 80% of the head teachers said that they very much enquired about the pupils' parents' ways of living while ten percent said

fairly and not at all respectively. It is clear that teachers are concerned about the living standards of learners. Table 4.14 shows whether there is an affiliation on the parents' mode of earning a living and ability to finance their children education to secondary school.

Table 4.14: Relationship between Parents Mode of Earning a Living and Ability to Finance Children's' Secondary School Education

Relationship	Frequency	Percentage
Yes	7	70.0
No	3	30.0
Total	10	100.0

From the findings the majority which is 70 percent of the head teachers said that there is an affiliation between the parents mode of earning a living and ability to finance children's' secondary school education. Table 4.15 shows the reason of their answers. Some head teachers are less concerned about children's parents' occupation but all teachers ought to understand that parents/guardians are key stakeholders in education.

Table 4.15: Reason on Relationship between Mode of Earning a Living and Ability to Finance Children’s Education

Reasons	Frequency	Percentage
Poverty	2	20.0
Joblessness	2	20.0
Lack of finances	6	60.0
Total	10	100.0

From the findings, the majority i.e. 60 percent of the head teachers said that parents lack finances. This is therefore confirms that there is great affiliation between parents mode of earning a living and ability to finance children’s education while 20 percent settled on joblessness and poverty respectively as major causes of poor school participation. It is worth noting that children’s lifestyle is key to education success. Table 4.16 shows the parents occupation.

Table 4.16: Pupils Response on their Parents’ Occupation

Occupation	Frequency	Percentage
Public servant	71	20.6
Businessman	139	40.3
Self employed	135	39.1
Total	345	100.0

A majority of pupils, 40.3 percent said that their parents were small business holders while 39.1percent said they were self-employed. This showed that their parents could sustain their school needs to an extent. The businesses referred to are small businesses such as selling vegetables, food kiosks, salon, barber shops and selling of second hand clothes and cereals. From the response, majority of families in Kibra Sub-County are very poor. Table 4.17 shows whether the pupils have ever been evicted from school for failing to have school uniform.

Table 4.17: Pupils Response on being Sent Out of School for Lack of School Uniform

Pupils Sent Out	Frequency	Percentage
Yes	164	47.5
No	181	52.5
Total	345	100.0

From the findings above the majority i.e. 47.5 of the pupils said that they had been at a given time evicted from school due to the lack of uniform. This indicates that many parents in the study area cannot afford school uniform for their children. Table 4.18 shows how it affected the pupils learning process.

Table 4.18: How Pupils Sent Out of School for Lack of Uniform Affected their Learning Process

Effect of being Sent Out	Frequency	Percentage
Missed lessons	167	48.4
Not affected	178	51.6
Total	345	100.0

From the findings 51.6 percent which is pupils' majority, said that they were not affected by being sent out of institutions for lacking school uniform but 48.4 missed lessons thus affecting their general performance in class and examination.

4.6 Influence of Parents Education Level on Pupils Transition Rate

The researcher was interested in determining whether parents' education level influenced the pupils' transition rate. Both the head teachers and pupils were enquired whether education level of parents influenced pupils' transition rate and they responded to the questions asked. Table 4.19 shows the response of pupils on whether their parents or guardian pay attention to their academic activities.

Table 4.19: Pupils Response on Parents’ Attention to their Academic Activities

Attention on Academic Activities	Frequency	Percentage
Very much	285	82.6
Fairly	47	13.6
Not at all	13	3.8
Total	345	100

From the findings majority i.e. 82.6 percent of the pupils said that their parents pay attention very much while 13.6 percent said their parents pay attention fairly. This showed that the pupils’ parents are apprehensive with the academic activities of their children but a few don’t. From this response, few parents still don’t care about performance of their children at school. Table 4.20 shows whether pupils receive encouragement from home to study hard and proceed to secondary school.

Table 4.20: Pupils Encouragement from Home to Study Hard and Proceed to Secondary School

Pupils Encouragement	Frequency	Percentage
Often	302	87.5
Rarely	39	11.3
Not at all	4	1.2
Total	345	100.0

Table 4.20 shows that a majority (87.5 percent) of the pupils said that they often receive encouragement from home to study hard and proceed to secondary school while 11.3 percent said they rarely receive encouragement from home to study hard and proceed to secondary school. This showed that parents are taking their responsibilities to support their children in education but the question is why the children do not pay attention to the encouragement from home. Table 4.21 shows head teachers' reply on whether parents show keen interest on the learner's performance. The question therefore is why the pupils do not put into practice or work hard as encouraged at home.

Table 4.2: Head Teachers Response to Parents' Interest on Learner's Performance

Parents' Interest	Frequency	Percentage
Often	3	30.0
Fairly	7	70.0
Total	10	100.0

From Table 4.21, the majority i.e. 70 percent of the head teachers said fairly on parents' keen interest on learners' performance. It is therefore clear that many parents have either less interest on learners' performance or are too engaged not to find out on their children's participation at school. Table 4.22 shows whether parents engage in the pupils activities.

Table 4.22: Parents Engagement in Pupils Activities

Activities	Visiting Learners in School		Checking on the Performance of Learners		Encourage Learners to Work Hard		Provide Learners Accessories		Interacting with Teachers	
	F	%	F	%	F	%	F	%	F	%
Not at all	1	10	1	10	0	00	1	10	0	00
Fairly	8	80	6	60	5	50	9	90	7	70
Very much	1	10	3	30	5	50	0	00	3	30
Totals	10	100	10	100	10	100	10	100	10	100

From the findings in Table 4.22 regarding visiting learners in school the majority which is 80% of the head teachers said fairly. Regarding checking on the performance of learners, 60% of the head teachers said fairly while 30 percent said very much. The response on whether parents encourage learners to work hard, 50 percent of head teachers said fairly and very much respectively, on providing learners accessories, 90 percent of the head teachers said fairly while 10 percent said not at all. The response on interacting with teachers, 70 percent said fairly and 30 percent said very much. It can be concluded that after supporting children to school, most parents are not keen and interested to make follow up on children performance at school. Figure 4.1 shows whether the activities above affect move from primary to secondary institution levels.

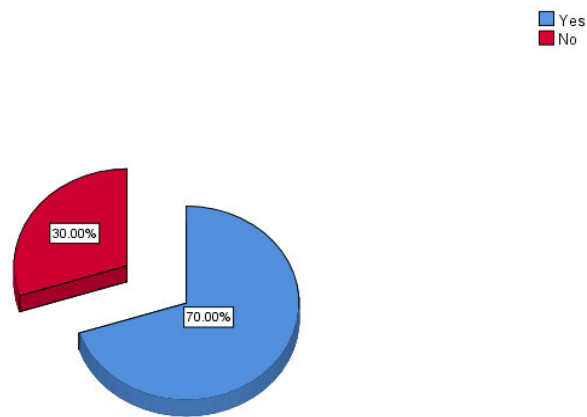


Figure 4.1: Head Teachers' Responses on whether Parents' Activities Affect Transition Rate

Figure 4.1 show that the majority (70%) of head teachers said that parents' activities do affect the pupils' shift rate from primary to secondary. This shows that family background has a major impact on the performance of the pupils which in turn influence transition rate. From the response received, it is noted that parents' academic level has great influence on pupils' participation at school.

4.7 Influence of Teenage Pregnancies and Early Marriages on Pupils Transition Rate

The study was aimed at investigate the influence of teenage pregnancies and early marriages on pupils' transition rate to secondary schools. The head teachers and pupils were both asked questions on whether teenage pregnancies and early marriages influenced the pupils' transition rate to secondary school. Parenthood is a responsibility that calls for proper preparation both psychologically, physically and economically. Rising of a family has costs that require an individual to have some means of acquiring income. This is a contrary case in Kibra Sub-County where parents are young and have low and limited sources of income to earn a living. Table 4.23 shows the reaction of head teachers and pupils on teenage pregnancies respectively.

Table 4.23: Response of Head Teachers and Pupils to Influence of Teenage Pregnancies on Transition Rate

Teenage Pregnancies	Head Teachers		Pupils	
	F	%	F	%
Not at all	5	50	186	53.9
Fairly	5	50	91	26.4
Very much	0	00	68	19.7
Totals	10	100	345	100.0

From Table 4.23 the majority which is 53.9 percent of the pupils said not at all to teenage pregnancies influencing their transition rate while 26.4 percent said fairly. 50% of the head teachers said not at all and fairly respectively. Table 4.24 shows the response of head teachers and pupils on early marriages.

Table 4.24: Response of Head Teachers and Pupils to Early Marriages

Early Marriages	Head Teachers		Pupils	
	F	%	F	%
Not at all	5	50	186	53.9
Fairly	5	50	118	34.2
Very much	0	00	41	11.9
Totals	10	100	345	100.0

From the findings above, 53.9 percent of the pupils said not at all on early marriages influencing their transition rate while 34.3 percent said fairly. Half of the head teachers said not at all and the rest said fairly respectively. It denoted that early marriages influence teaching learning process to a low extent. Table 4.24 shows the response of head teachers and pupils on young parent responsibilities.

Table 4.24: Response of Head Teachers and Pupils to Influence of Young Parent Responsibilities on Transition Rate

Young Parent Responsibilities	Head Teachers		Pupils	
	F	%	F	%
Not at all	3	30	211	61.2
Fairly	6	60	79	22.9
Very much	1	10	55	15.9
Totals	10	100	345	100.0

From the findings in Table 4.24, 60 percent of the head teachers said fairly to young parent responsibilities influencing pupils' transition rate while 30 percent said not at all. According to the pupils' response, the majority i.e. 61.2 percent said not at all on young parent responsibilities influencing their transition rate

while 22.9 percent said fairly. It is clear that teenage pregnancies and early marriage still influence transition rate to a certain level. Table 4.25 reflects on the reply of head teachers and pupils to gender discrimination.

Table 4.25:Response of Head Teachers and Pupils to Gender Discrimination

Gender Discrimination	Head Teachers		Pupils	
	F	%	F	%
Not at all	6	60.0	241	69.9
Fairly	3	30.0	65	18.8
Very much	1	10.0	39	11.3
Totals	10	100.0	345	100.0

From the findings, 60 percent of head teachers said not at all to gender discrimination influencing pupils' transition rate while 30 percent said fairly. Majority (69.9 percent) of pupils said not at all to gender discrimination influencing their transition rate while 18.8 percent said fairly. It can be concluded that the issue of gender discrimination has been well overcome by the Gender Policy in Kenya thus it does not influence transition rate in Kibra Sub-County. Table 4.26 shows the response of head teachers and pupils to abortion and birth mortality cases on transition from primary to secondary institutions.

Table 4.26: Response of Head Teachers and Pupils to Abortion and Birth Mortality Cases

Abortion and Birth Mortality Cases	Head Teachers		Pupils	
	F	%	F	%
Not at all	5	50.0	198	57.4
Fairly	5	50.0	72	20.9
Very much	0	00.0	78	21.7
Totals	10	100.0	345	100.0

From the findings, majority (57.4 percent) of the pupils said not at all to abortion and birth mortality cases influencing their transition rate while 20.9 percent said fairly. Fifty percent of the head teachers said not at all and an equal percentage indicated fairly respectively. Figure 4.2 shows the activities with profound effect on admission rate from primary to secondary institutions. In general, from the figure below, it is clear that early marriages and teenage pregnancies are still profound or are leading in influencing the secondary school participation in Kibra Sub-County. Abortion and birth mortality cases, gender discrimination and young parents responsibilities has the same level of influence but still all these factors to a given percentage influence transition rate to secondary school.

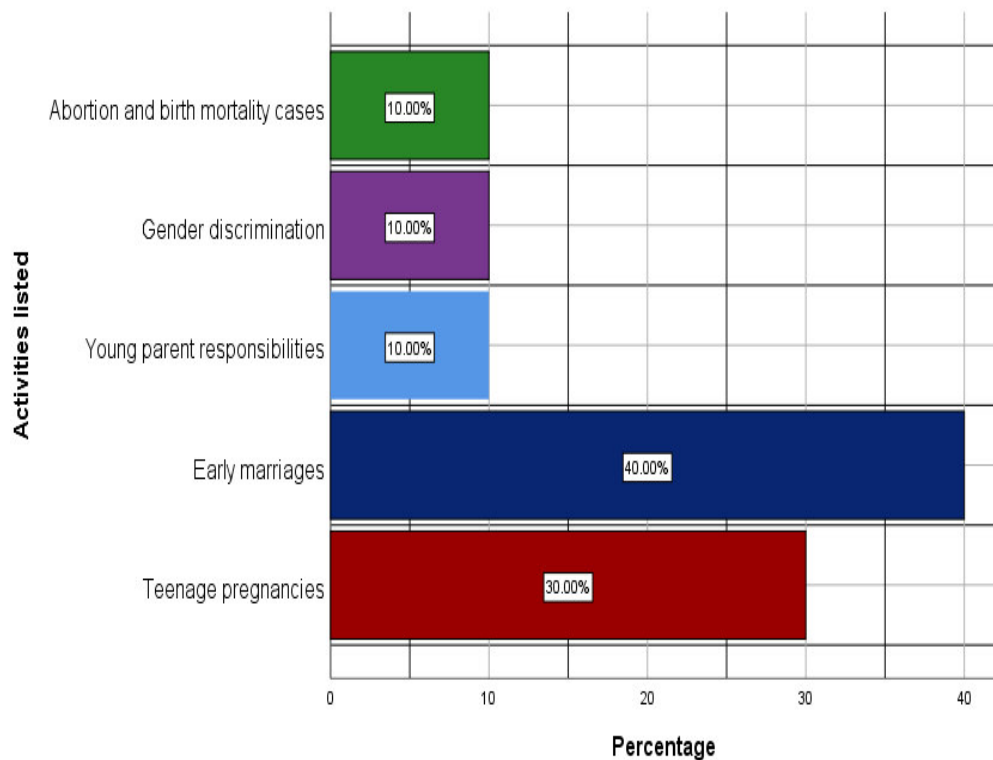


Figure 4.2: Activities with Profound Effect on Transition Rate

From the findings in Figure 4.2 above, 40% of the head teachers said early marriages had the most profound influence on transition rate from primary to secondary institutions while 30% pointed on teenage pregnancies. Figure 4.3 shows pupils response whether there are models in pupils family and community whom they admire and serve as their role models. The pupils' response clearly indicates that there are models who they admire but the question is why they do not emulate them. This indicates that there might be other hidden factors behind low transition rate in Kibra.

■ Yes
■ No

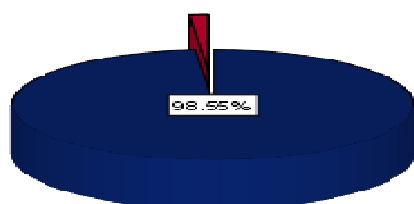


Figure 4.3: Pupils Response on Presence of Models to Emulate

From the findings on Figure 4.3, the majority i.e. 98.55 percent of the pupils said they had models in their families and communities whom they admire. Figure 4.4 shows whether they encourage them to study and achieve higher academically.

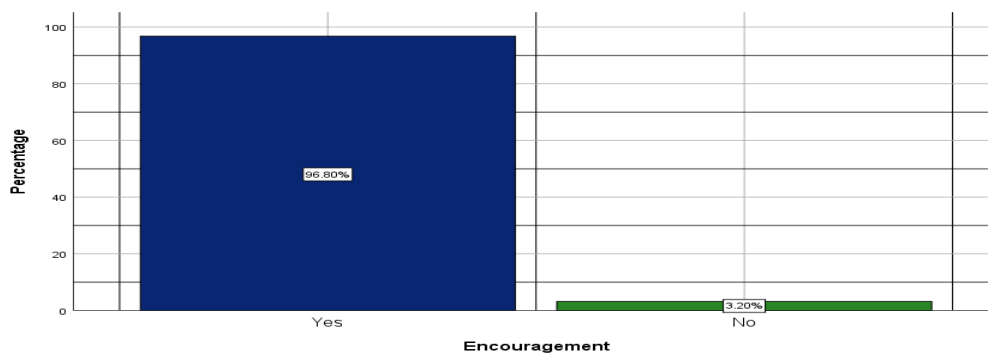


Figure 4.4: Pupils' Response on Models Encouragement towards Academic Success

From Figure 4.4, majority of the pupils said they are encouraged to study and achieve academic success. To high extent, head teachers' said that their institutions have systems of engaging old students who have excelled to act as role models through open school talks and sports.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes and concludes the research with a set of recommendations drawn from the outcomes. The aim of the study was to determine the influence of socio-economic factors on pupils' transition rate to secondary schools in Kibra Sub-County, Nairobi City County, Kenya.

5.1 Summary of the Study

The research sought to investigate the influence of socio-economic factors on pupils' transition rate to secondary schools in Kibra Sub-County, Nairobi City County, Kenya. Four research aims were developed which were to establish the effect of hidden costs of education on the students' progress from primary to secondary schools, to find out the degree to which parents' income level impact students rate of admission from primary to secondary schools, to establish the effect of parents' education level on transition rate and to establish the effect of teenage pregnancies and early marriages on the school transition rate from which four research questions were conveyed to guide the research. Related literature to the study was reviewed. A theoretical and conceptual framework was provided.

The study employed descriptive survey design. The sample was collected through probability sampling, simple random sampling and non-probability for both the pupils and head teachers. Respondents included head teachers, pupils and the sub-county director of education. Questionnaires and interview guide were both used

to gather data after being tested and validated. The sample size comprised ten head teachers, 345 pupils and the sub-county director of education. 355 questionnaires were administered and received back and interview carried out. Qualitative data was analyzed qualitatively i.e. data from the interview and open-ended questions through content analysis aligned to the hypothesis and consistent to research questions. This enabled the researcher in categorizing the data. Codes and themes were given manually by the researcher while statistical information which is quantitative data was analyzed by the help of SPSS which is convenient in handling a large quantity of data. Frequency distributions, means and percentages which is descriptive statistics were run on all the data. The following were the results of the study.

The first objective sought to determine the effect of hidden costs of education on transition rate from primary to secondary school. Majority i.e. 52.5 percent of the pupils said that hidden costs of education in secondary schools were expensive while 43.8 percent said it was very expensive. This means that majority of the pupils could not afford the hidden costs of education. 38.3 percent of the pupils said not at all while 34.8 percent said rarely did they fail to proceed to secondary schools because of hidden costs of education. 38.6 percent of the pupils said the government fairly catered for hidden costs while 34.8 percent said very much respectively. This showed that there are programmes that cater for uniforms and meals to pupils who are unable to afford such costs.

About 80% percent of the pupils said that sponsors assist them to offset hidden costs of education needed to proceed to secondary school while 21.4 percent said it was a burden to family. Therefore this denotes that majority of the pupils came from needy families since they cannot cater for their hidden costs of education. Fifty percent of the head teachers said they often make enquiries on hidden costs of education for pupils proceeding to secondary school while 30 percent said they rarely make enquiries.

Head teachers majority (40%) said the expenditure on hidden costs of education annually range between KShs.31000-40000 while 30 percent said it's between Kshs.11000-20000 respectively. The response of head teachers on situation of parents affording the hidden costs of education of students when joining secondary school was that 60% of the head teachers said that parents often afford the hidden costs of education while 20 percent said rarely and not at all respectively. It is clear that at least some could afford. In the event of parents' inability, all the head teachers responded in one accord and said that there have been initiatives by both the Government of Kenya and NGOs', individuals or churches to take care of the same. 40% of the principals said that bursaries are available to help parents who were unable to pay the hidden costs of education while 30 percent said CDF and non-governmental organizations boost needy pupils.

The second objective was aimed at establishing the degree to which parental income level effect transition from primary to secondary. Above 80% of the

school heads said that they very much enquired about the pupils' parents' ways of living while 10 percent said fairly and not at all respectively. Majority (70 percent) of the head teachers said that there is a relationship between the mode of earning a living and ability to finance children's' education. Sixty percent of the head teachers said that lack of finances was the reason for low transition rate and that there is great relationship between mode of earning a living and ability to finance children's' education. Twenty percent of the head teachers stated joblessness and poverty as major causes to low transition rate.

Forty percent of the pupils said that their parents were small business holders while 39.1 percent said they were self-employed. This showed that their parents could sustain their school needs to a given extent. About half of the pupils said that they had been at least sent out of school due to the lack of uniform. The majority (51.6 percent) said that they were not affected by being sent out due to lack of school uniform but 48.4 missed lessons thus affecting their general performance in class.

The third study objective was to evaluate the effect of parents' education level on transition rate from primary to secondary. Majority i.e. 87.5 percent of the pupils said that they often receive encouragement from home to study hard and proceed to secondary school while 11.3 percent said they rarely receive encouragement from home to work hard at school. Therefore, it is clear that parents are taking their responsibilities to support their children in education. 82.6 percent of the pupils said that their parents pay attention very much on their education while

13.6 said their parents pay attention fairly. This means that the pupils' parents are apprehensive with the academic activities of their children. Seventy percent of the head teachers said fairly regarding parents' keen interest on learners' performance while 30% of the principals said fairly. Regarding parents checking on the performance of learners, 60% of the head teachers said fairly while 30 percent said very much to the question on parents encouraging learners to work hard. Fifty percent of head teachers said fairly and the other half said very much respectively, on parents providing learners accessories. Ninety percent of the head teachers said fairly while 10 percent said not at all regarding parents interaction with teachers. Seventy percent of pupils said fairly and 30 percent said very much on the same question. Seventy percent of head teachers said that parents' activities do affect the pupils' primary to secondary school transition. This shows that parents occupation greatly influence on pupils' transition, participation and performance at school.

The last research objective sought to assess the effect of teenage pregnancies and early marriages on the pupils' transition rate to secondary schools. Majority (53.9 percent) of the pupils said not at all to teenage pregnancies influencing their progress while 26.4 said fairly on the same factor. Half of the head teachers said not at all and the other half said fairly respectively regarding the same question. Majority (53.9 percent) of the pupils said not at all on early marriages influencing their transition rate while 34.3 percent said it influences fairly.

Fifty percent of head teachers said not at all and fairly respectively regarding teenage pregnancies and early marriages. Sixty percent of the head teachers said fairly on young parent responsibilities influencing pupil's transition rate while 30 percent said not at all. According to the pupils' response, the majority i.e. 61.2 percent said not at all on young parent responsibilities influencing the pupils from primary to secondary school while 22.9 percent said fairly. 60 percent of head teachers said not at all to gender discrimination influencing pupils' transition rate while 30 percent said fairly.

Pupils' majority (69.9 percent) said not at all to gender discrimination influencing their transition degree from primary schools to secondary schools while 18.8 percent said fairly. More than a half of the pupils said not at all to abortion and birth mortality cases influencing the transition rate while 20.9 percent said fairly. Fifty percent of the head teachers said not at all and fairly respectively on the same issue.

Majority of the pupils said they are encouraged to study and achieve academic success and 98.55 percent of the pupils said they had models in their families and communities whom they admire. Forty percent of the head teachers said early marriages had the most profound effect with regard to transition from primary to secondary school while 30 percent pointed teenage pregnancies. Head teachers also said that they have initiatives in schools where role models are invited to talk to and interact with pupils.

5.2 Conclusion

It is clear that hidden costs of education did not influence pupils transition rate to secondary schools to a high extent because despite parents not able to pay the hidden costs fully, the government, NGOs', individuals, churches and bursaries help pupils to pay their hidden costs of education.

The researcher also concluded that pupils' parental income influenced pupils' transition from primary to secondary school because parents with a low income level are unable to support the education of their children which forces head of schools to send pupils out of school thus leading to poor performance and low transition rate.

The researcher further indicated that parental education level highly influences pupils' transition from primary to secondary. This is accredited to the parents with high level of education checking regularly their children's progress at school, supporting and encouraging them since they understand the importance/value of education.

The researcher concludes that teenage pregnancies and teenage marriages do influence students' progress from primary to secondary school to some extent because not many pupils get pregnant while at school and under extenuating circumstances, those who do are encouraged to resume school after delivery and continue with their education.

5.3 Recommendations

The subsequent recommendations were established from the findings:

- 1) The GOK should standardize hidden costs of education at basic education level to protect learners from needy families, improve on school participation and to increase students' enrolment in schools.
- 2) Pupils whose parents have low income level should not be sent away from schools but alternative ways of offsetting school costs through parents assignments/doing some activities in school or by provision of material e.g. sand, stones, food staffs and firewood be accepted by head teachers.
- 3) Pupils whose parents have low education level should be mentored by teachers and religious organizations as well as willing successful individuals. The GOK also ought to make plans and implement policies on how to sensitize the public regarding private and social value of education.
- 4) Schools should emphasize on guidance and counselling programme to curb rising levels of teenage pregnancies and early marriages. Victims of teenage pregnancies should be encouraged to continue with their education irrespective of their circumstances. Law should take cause in cases where adults are involved. Parents should also be encouraged to play their role fully i.e. proper parenting, inculcating values and ethics to their children.
- 5) The GOK through the MOE should encourage and support collaborated multidisciplinary research such as research done by AGI-K which gave a

compressive report on Adolescent Girls Initiative Kenya. Such recommendations and suggestions can be implemented to support girls' education and participation in schools.

Generally, all education stakeholders need to combine efforts to ensure high rate of transition at basic education school not only in Kibra Sub-County but nationwide. Formulating policies to ensure all school age children are in school and enlightening the public on importance of an educated nation is vital. Parallel development projects by the government should be implemented to boost the economy through empowering people/citizens thus eradicating poverty and enhancing economic development.

5.4 Suggestion for further Research

The research proposes studies or research on the following topics:

- 1) A study on the influence of hidden costs of education on pupils' transition rate from secondary to tertiary level (university/ technical colleges/institutes).
- 2) A study on the contribution of NGOs in education sector towards attainment of educational objectives in Kenya.
- 3) A study of guidance and psycho-therapy impact on pupils' teenage pregnancies and completion rate /participation at basic education level.
- 4) A multi-disciplinary study since teenage pregnancies and early marriages are resultants of social life, cultural practices and the environment where an individual inhabits. Family life, poverty, peer pressure, drug & substance

abuse, HIV/AIDS and unemployment are among many other factors influencing participation/demand for education.

Generally, the researcher suggests a national study on transition rate to secondary schools in order to produce a comprehensive report from which solutions can be drawn. A study to evaluate and monitor the implemented policies related to education, governance and effectiveness in order to correct and determine gaps in education system to ensure success and achievement of basic education goals, universal education and national development. Finally, proper national research at basic education level would save the Ministry of Education and the Government of Kenya on high costs of education and enhance attainment of educational objectives.

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www.internet search engines (Google) – March, April & July 2019

APPENDICES

APPENDIX I INTRODUCTION LETTER

University of Nairobi,
Graduate School

P.O. Box 30197 – 00100

Nairobi, Kenya

Tel: +254 723452345

Email: mviluti@uonbi.ac.ke

Dear Respondent,

RE: COLLECTION OF DATA FOR RESEARCH.

Reference is made to the above subject.

I am a postgraduate student at the University of Nairobi, School of Education pursuing a course leading to the award of master degree in Economics of Education. As part of fulfilment for the award, I am conducting a research study on **Influence of Socio-Economic Factor son Pupils Transition Rate to Secondary Schools in Kibra Sub-County, Nairobi City County Kenya**. Your school has been sampled to participate in this study.

I am requesting for your assistance and cooperation to enable me gather accurate data and findings. Please be informed that this is solely an academic study and be assured of my utmost confidentiality and integrity concerning any information gathered from your institution.

Thank you in advance.

Miriam Viluti Ong'anyo

APPENDIX II

QUESTIONNAIRE FOR HEAD TEACHERS

The purpose of this questionnaire is to gather information about your views regarding influence of socio-economic factors on pupils' transition rate to secondary schools in Kibra Sub-County, Nairobi city County, Kenya. Your accurate and prompt response will be highly appreciated. Please do not indicate the name of your school.

Instructions

Kindly indicate the correct option to your best ability by way of ticking in the space provided. For questions that require your opinion, please write your answers in the spaces provided. Kindly respond to all questions.

Background Information

1. a) Gender: Male Female
- b) Age: 20-30 years 31-40 years over 50 years
2. What is your highest academic qualification?
Diploma Bachelors Masters PhD
Any other (specify) _____
3. How long have you worked at your current station?
1-5 years 6-10 years
11-20 years over 20 years

Part A: Hidden Costs of Education

4. Do you enquire about the hidden costs of education expected of learners from your school proceeding to secondary school?
Often Rarely Not at all

5. What is the average expenditure on hidden costs of education required by a student in secondary school in a year?

10,000 and below [] 11,000 – 20,000 []

21,000 -30,000 [] 31,000 – 40,000 []

Any Other (specify) _____

6. Does it affect the number of learners from your institution who wish to and join secondary schools depending on the income level of the parent?

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

7. Have you had situations of parents from your school not able to afford the hidden costs of education for their children in secondary school?

Often [] Rarely [] Not at all []

8. In the events of a parent's inability to provide for the hidden costs of education for their children, have there been any initiatives by the Kenyan Government, community, NGO's or Individuals to take care of the same?

Yes [] No []

Please explain the reason for your answer _____

Part B: Parents Income Level

9. Does your institution enquire about the learners' parents' ways of earning a living?

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

Is there a relationship between the mode of earning a living and their ability to finance their children's education in secondary schools?

Yes [] No []

10. What are the reasons for your answer? _____

Part C: Parents' Education Level

11. Do the parents and guardians in your school show keen interest on the learner's performance?

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

12. Do they engage in any of the following activities?

	Not at all	Fairly	Very much
Visiting the learners in the school	1	2	3
Checking on the performance of learners	1	2	3
Encourage the learners to work hard	1	2	3
Provide learners accessories	1	2	3
Interacting with teachers	1	2	3

13. Do the activities listed above affect the rate of transition from primary school to secondary school level? Please explain _____

Part D: Teenage Pregnancies and Early Marriages

14. Have any of the following factors hindered the progress of learners from your school to secondary school level?

	Not at all	Fairly	Very much
Teenage pregnancies	1	2	3
Early Marriages	1	2	3
Young parent responsibilities	1	2	3
Gender discriminations	1	2	3
Abortion and birth mortality cases	1	2	3

15. Which of the activities listed above has the most profound effect with regard to transition from primary school to secondary school?

16. Does your institution have a system of engaging old students who have excelled to act as role models for the other learners to excite their passion for academic activities?

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

17. Has it had any effect on the learner as regards their passion for academics?

To a great extent [] to a fair extent [] not at all []

18. Does your school hold sessions for sensitizing learners especially girls on children's rights, and offer counselling services?

Yes [] No []

Do you think it is necessary?

Yes [] No []

Please explain your answer _____

19. Does your school have cases of expectant learner's and dropout for early marriages?

Yes [] No []

Like how many such cases your school get per year?

Less than 5 [] between 5 -10 [] above 20 []

20. In the event of cases named in number 19 occurring, what actions does your school take? _____

In your opinion what do you suggest as a remedy for such cases? _____

Thank you for your corporation

APPENDIX III

QUESTIONNAIRE FOR STANDARD EIGHT PUPILS

The purpose of this questionnaire is to gather information about your views regarding influence of socio-economic factors on pupils' transition rate to secondary schools in Kibra Sub-County, Nairobi city County, Kenya. Your accurate and clear response will be highly appreciated. Please do not indicate your name.

Instructions

Kindly provide your answer by ticking in the space provided. For questions that require your opinion, please write your answers legibly in the spaces provided. Kindly respond to all questions.

Part A: Background Information

1. What is your gender Male Female
2. Kindly indicate your age _____

Part B: Hidden Costs of Education

3. How do you perceive the hidden costs of education in secondary schools?

Very expensive Expensive Fairly cheap

4. Have you had member of your family or your friend fail to proceed to secondary school because of the hidden costs involved?

Often Rarely Not at all

5. Are you aware of any programmes and initiatives to cater for the costs such as schools uniform and meals to individuals whose families are not able to afford such costs?

Very much Fairly Not at all

6. Kindly explain how one can get assistance on hidden costs of education to proceed in secondary school education? _____

Part B: Parents Income Level

7. What is your parent’s occupation_____

8. Have you at any time send out of school for lack of school of uniform?

Yes [] No []

9. Kindly explain how it affected your learning process? _____

Part C: Parents’ Education Level

10. Does your parents/guardian pay attention to your academic activities?

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

11. Do you receive encouragement from home for you to study hard and proceed to secondary school? Often [] Rarely[] Not at all []

Part D: Teenage Pregnancies and Early Marriages

12. Are there members of your family or your friend who have not gone to secondary school or dropped out of school because of the following factor?

	Not at all	fairly	Very much
Teenage pregnancies	1	2	3
Early Marriages	1	2	3
Young parent responsibilities	1	2	3
Gender discriminations	1	2	3
Abortion and birth mortality cases	1	2	3
Any other _____			

13. Are there models in your family and community who you can admire and emulate on the basis of their academic achievements?

Yes [] No []

14. Do the models encourage you to study and achieve academic success?

Yes [] No []

Thanks you for your corporation

APPENDIX IV

INTERVIEW SCHEDULE - SUB-COUNTY DIRECTOR OF EDUCATION

Part A: Background Information

15. How long have you been a Sub-County Director of Education in Kibra?
16. What has your experience been like with regard to the general academic performance in the sub-county?

Part B: Hidden Costs of Education

17. To what extent has government policies in basic education impacted on pupils' transition rate to secondary schools in the sub-county?
18. Are there instances where your office has received parents/pupils seeking help to offset hidden costs of education?

Part B: Parents Income Level

19. Are you aware of instances of learners failing to proceed to secondary schools owing to parents not able to afford the hidden costs of education?
20. Have there been any initiatives or policies by the government to check the situation of learners failing to proceed to secondary schools due to the hidden costs involved? How effective and impactful are these initiatives?

Part C: Parents' Education Level

21. How can you rate the level of education of parents/guardians in Kibra Sub-county?
22. What are the main occupations of people living in Kibra and how do you think they affect children's education participation and progress?
23. What has been done by the government and what should be introduced or improved to boost performance and progress or pupils transition rate to secondary schools in this sub-county?

Part D: Teenage Pregnancies and Early Marriages

24. Like how many cases are reported to your office regarding teenage pregnancies and early marriages from school in Kibra Sub-county annually? What do you think are the main causes of these cases?
25. What initiatives are taken by schools/sub-county office in cases of teenage pregnancies leading to early marriages?
26. In your opinion what do you think has to be done to encourage many pupils to proceed to secondary schools within Kibra sub-county?

APPENDIX V: RESEARCH TIME FRAME

The study will be conducted within the period January 2019 and July 2019.

NO	ACTIVITY	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
1	Draft proposal writing, presentation to the supervisors and revision								
2	Proposal defence at the School of Education – UoN								
3	Pilot Study								
4	Administration of Questionnaires & Interview								
5	Data analysis and report writing								
6	Binding and Submission of Project for Graduation								

APPENDIX VI: RESEARCH BUDGET

NO.	ITEM	COST (KShs.)
1	Typing Services	20,000
2	Stationery	50,000
3	Transport Expenses	20,000
4	Meals	10,000
5	Printing and Binding	10,000
6	Communication Expenses	5,000
7	Photocopying Services (Questionnaires)	10,000
TOTAL		125,000

APPENDIX VII: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384



Note: "N" is population size
 "S" is sample size.]

Krejcie, Robert V., Morgan, Daryle W., "Determining Sample Size for Research Activities", Educational and Psychological Measurement, 1970.


APPENDIX VIII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. MIRIAM VILUTI ONGANYO
of UNIVERSITY OF NAIROBI, 30197-100
Nairobi, has been permitted to conduct
research in Nairobi County
on the topic: SOCIO-ECONOMIC
FACTORS INFLUENCING PUPILS
TRANSITION RATE TO SECONDARY
SCHOOLS IN KIBRA SUB-COUNTY,
NAIROBI CITY, COUNTY, KENYA
for the period ending:
24th June, 2020

Permit No. : NACOSTI/P/19/37342/31144
Date Of Issue : 24th June, 2019
Fee Received :Ksh 1000



Applicant's Signature
Director General
National Commission for Science, Technology & Innovation




THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013
The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.


CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and Innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation
RESEARCH LICENSE
Serial No.A 25386
CONDITIONS: see back page

APPENDIX IX: NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref: No. **NACOSTI/P/19/37342/31144**

Date: **24th June, 2019**

Miriam Viluti Onganyo
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Socio-economic factors influencing pupils transition rate to secondary schools in Kibra Sub-County, Nairobi City, County, Kenya,*” I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **24th June, 2020**.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

24/06/2019
COUNTY COMMISSIONER
NAIROBI COUNTY
P. O. Box 30124-00100, NBI
TEL: 341666

APPENDIX X:NAIROBI CITY COUNTY AUTHORIZATION LETTER



Republic of Kenya
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone: Nairobi 020 2453699
Email: rcenairobi@gmail.com
cdenairobi@gmail.com

REGIONAL DIRECTOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 - 00200
NAIROBI

When replying please quote

Ref: RCE/NRB/GEN/1/VOL. 1

DATE: 24th June, 2019

Mirima Viluti Ong'anyo
University of Nairobi
P O Box 30197-00100
NAIROBI



RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on "**Socio-economic factors influencing pupils transition rate to secondary schools in Kibra Sun-County, Nairobi County, Kenya**".

This office has no objection and authority is hereby granted for a period ending **24th June, 2020** as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.



A. MBASI
FOR: REGIONAL DIRECTOR OF EDUCATION
NAIROBI

c.c
Director General/CEO
National Commission for Science, Technology and Innovation
NAIROBI



APPENDIX XI: SCHOOL AUTHORIZATION LETTER



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telegram: "CEES"
Telephone: 020-2701902
dept-edadmin@uonbi.ac.ke

P.O. BOX 30197 – 00100 NRB
OR P.O. BOX 92 -00902
KIKUYU

JUNE 06, 2019

OUR REF: UON/CEES/SOE/A&P/1/4

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: ONG'ANYO MIRIAM VILUTI – REG NO. E55/89650/2016

This is to confirm that **Ong'anyo Miriam Viluti** is a Master of Education Student in the Department of Educational Administration and Planning of the University of Nairobi. She is currently working on her research proposal entitled "**Socio-Economic Factors Influencing Pupils Transition Rate to Secondary Schools in Kibra Sub-County, Nairobi County, Kenya**". Her area of specialization is Economics of Education.

Any assistance accorded to her will be highly appreciated.

Yours Faithfully,

PROF. JEREMIAH M. KALAI
CHAIRMAN
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING



JMK/gm

APPENDIX XII: NAIROBI CITY COUNTY MAP

