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An Assessment of Factors Affecting Transition of Pupils from Public Primary Schools to Public Secondary Schools in Buuri Sub-county, Meru County, Kenya

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Abstract:

Transition from one level of education to another is the most important means by which children are empowered to develop productive human capital for national development. Despite Government's initiative to make secondary education affordable, many pupils in Buuri Sub-county continue to drop out yearly after class eight though academically eligible to transit to secondary school. This study sought to determine factors that affect transition of pupils to secondary schools in Buuri Sub-county. Specifically, the study sought to: determine the extent to which family related factors affect transition of pupils to secondary schools, establish the extent to which socio-cultural factors affect transition of pupils to secondary, establish the extent to which pupil related factors affect transition of pupils to secondary schools and determine the extent to which Government education policies affect transition of pupils to secondary schools in Buuri Sub-county in Meru County. Descriptive research survey design was used. The target population of this study consisted of form one, two and three students from secondary schools in Buuri Sub-county, head teacher's secondary schools, 140 teachers from the 10 secondary schools, class eight pupils of the 42 primary schools the DEO and 2 DQASOs in Buuri Sub-county. The study used stratified simple random sampling technique to select 100 students and 100 pupils and purposive sampling to select teachers and head teachers. Questionnaires and interview schedules were used in data collection. Once data was collected, data analysis was done using descriptive statistics (frequency counts, means and percentage) with the aid of Statistical Package for Social Sciences (SPSS) version 17. Study results were presented using frequency distribution tables, bar graphs and pie charts. Content analysis of meanings and implications of respondents' information was done on the qualitative data and results presented in descriptive narratives. This study established that family income, family instability due to separations and divorces and level of parent/guardian's formal education were the major family related factors that had the greatest effect on transition of pupils to secondary schools in Buuri Sub County. Early marriages, child labour, female genital mutilation, gender discrimination against the girl child were the socio-cultural factors that affected transition of pupils to secondary schools the most in the County. Peer pressure, motivation to continue with education and attitude on value of secondary education were the pupil factors that affected transition of pupils to secondary schools the most in the County. Lack of effective monitoring and evaluation of the transition process, lack of enough funds to support the needy students as a result of misappropriation of bursary funds by the leadership in the district were the government policy related factors that affected transition of pupils to secondary schools the most in Buuri Sub County. Study recommends that the Government should harmonise strategies for increasing access to secondary education and follow up of pupils completing primary cycle to ensure that all transit to secondary school. Also, the Government should enforce strict implementation of the Basic Education Law of 2012 that prescribes heavy penalty on parents who fail to provide education to their children or those who encourage child labour. The Government should also consider making secondary education fully free in all schools to allow poor pupils to access education in the high quality secondary schools. There is need for more research on-national policies, interplay of factors across regions, gender and role of private providers in the entire country.

Keywords: *transition, family related factors, socio-cultural factors, pupil related factors, drop out*

1. Introduction

Education forms the basis upon which economic, social and political development of any nation is founded. Investment in education therefore foster economic growth enhances productivity, contribute to national and social development and reduce social inequality (World Bank, 2010). According to Psacharopoulos and Woodhall (2004), the level of a country's education sector performance is one of the key indicators of its level of development. Due to recognition of the value of education, several conferences and conventions

have been held in various places globally to drum support for provision of Education for All (UNESCO, 2006). One of these is the World Education Forum held in Dakar (Senegal) in the year 2000 in which one hundred and sixty Governments met and committed themselves to provision of education opportunities to all children and their transition from primary to secondary school (Sawamura, 2008).

In Kenya, the Government has shown its commitment to providing Education for All (EFA) through establishment of several policy strategies. The Children's Act of 2001 and the constitution of Kenya 2010 ranks provision of primary and secondary education to every child as a basic human right (Republic of Kenya, 2010). The two policy documents recommend equal transition opportunities from primary to secondary for all children regardless of gender, race or region. Other policy documents that focus on provision of basic education to all are; the Sessional Paper No 1 of 2005 that underscored the cost of secondary education as the main cause of low transition to secondary school (Ministry of Education, Science and Technology, 2005). In response, the Government developed the Kenya Education Sector Support Programme (KESSP) 2005-2010, a policy framework to integrate secondary education as part of basic education through implementation of Free Secondary Education (Ministry of Education, 2010).

With gradual implementation of these education policies, the past decade has seen tremendous increase in primary school access particularly after introduction of Free Primary Education (FPE) in 2003 but secondary school access remains low (World Bank, 2010). For instance, in 2009, the primary school enrolment rate was between 80% and 106% in different regions in Kenya while secondary school enrolment rate was 67% (MOE, 2010) and the primary-secondary school transition rate was equally low at 66.9%. Introduction of FSE in 2008 aimed at making secondary education affordable and ensure participation by all pupils completing primary level (Ohba, 2009). The policy scrapped tuition fee of KShs 10,265 per student while parents were required to meet other requirements that include lunch, uniform, transport and boarding fees for those in boarding school besides development projects (Achoka, Odebero, Maiyo & Mualuko, 2009). Despite this reduction on fees, other costs still present a major obstacle to the educational success of many pupils in different regions in Kenya (World Bank, 2010).

The Kenya Integrated Household Budget Report of 2010 shows that 55% of household per capita income in most families is consumed by secondary education for children. While the Government caters for 46%, parents/ guardians shoulder the heavier burden of 54% of secondary school cost which most families particularly those in rural and urban slums are not able to pay (Njeru & Orodho, 2010). Above other reasons, the pressing burden of secondary school costs prevents many pupils from transiting to secondary schools and the financial barriers are especially important for females and vulnerable groups such as orphans, the poor and marginalized communities (United Nations Children Education Fund, 2009).

Although the increased availability of financing projects such as; Constituency Development Fund (CDF), Local Authorities Trust Fund (LATF) and bursaries have provided many families with financial assistance, a bigger portion of secondary school fees is left for parents/guardians to pay (World Bank, 2010). A study by Njeru and Orodho (2010) on the bursary scheme in Kenya found that although there are students who benefited from bursaries, this has no significant impact on enrolment of the poor. Results also showed that the scheme targets students already enrolled in secondary school; it misses students who have failed to raise the initial school fees, so the scheme ignores students who have not been able to gain access, despite their academic eligibility. According to Siringi (2012), Sigei and Muindi (2013) all the Government projects for financing poor children's education are marred by acute mismanagement whereby leaders reward children of their cronies leaving the deserving poor pupils out.

According to Ozier and Owen (2011) primary to secondary school transition is a major bottleneck in Kenya's education sector due to pupils' and parents' lack of information concerning choice of secondary schools, entire transition process, the value of pupils' transition and difference in the quality of various categories of secondary schools. Many communities also lack awareness on Government projects that finance education for the needy and the process of acquiring such money (Onsomu, Muthaka, Ngware & Kosimbei, 2006a). Therefore, communities such as the Maasai, Samburu, Borana and Turkana resist investing in transition of their youths to secondary school due to various cultural reasons; other than children's roles in household chores, girls of 9 to 16 years of age are regarded as mature and highly valued to bring dowry to augment family income (UNESCO, 2009). Allowing girls to transit to secondary is therefore interpreted as lose of family wealth. On the other hand, boys are graduated to moranism on circumcision in most of these communities after which they are expected to provide social security therefore denying them transition opportunity (UNICEF, 2008). Due to high levels of illiteracy and limited liquidity, it is difficult for pastoralists to sell their large herds of livestock for the sake of raising children's fees (Kratli, 2009). These communities require awareness to enable them appreciate the value of their children's education hence committing themselves for the investment.

The Kenya Government has achieved a recommendable upward trend in primary- secondary transition up to the year 2010 (Ohba, 2011). In the year 2007, transition rate of 59.6% increased to 64.1% in 2008 (the first FSE year), 66.9% in 2009 and 72.0% in 2010 (MOE, 2013). However, Wangui (2013) observes that the transition rate has shown a diminishing trend towards stagnation since 2010 with the year 2011 at 73.3% and the year 2012 below 74%. This is a great challenge on the Government's target of 75% transition by 2012 and 100% transition by the year 2015 (Wangui, 2013).

In Buuri Sub County, transition rates have been much lower than the national rates. The District transition rates increased gradually after launching of FSE from 47.11% in 2008 to 51.08% in 2009, 53.03% in 2010, 54.02% in 2011 and 54.48% in 2012 (Buuri District Education Officer, 2013). The rates show a diminishing trend since the year 2010. The statistical report on academics for schools in the district also shows that an average of 65% of pupils drop out yearly after primary level in the last five years (Buuri DEO, 2012). In view of the diminishing trend in rates of transition of pupils to secondary school against the Government's target of 100% transition by the year 2015, this study addressed this challenge by determining factors affecting transition of pupils to secondary school in BuuriSub-county in Meru County.

2. Statement of the Problem

Recognition of education as a main catalyst for development has made the Government of Kenya and partners in provision of education to invest a lot of resources with an objective of providing primary and secondary education as a basic human right. This is clearly stipulated in the Children's Act of 2001 and the Constitution of Kenya 2010. Introduction of FPE in 2003 and FSE in 2008 therefore aimed at enhancing education access and affordability to every child respectively. The expected benefits of education can only be realized fully if majority of pupils that complete primary level of education transit to secondary level. With the waiver of boarding secondary school tuition fee and provision of Free Day school education, primary-secondary school transition rates have increased gradually up to the year 2010 both nationally and Buuri Sub-county. However, since 2010 to date, increase in transition rate has shown a diminishing trend towards stagnation at 55% in Buuri District which is much lower than the current national transition rate of 74%. In addition, many pupils drop out yearly after class eight despite their academic eligibility to transit to secondary school in the last five years. This challenge has persisted even after implementation of the form one admission policy by the Ministry of Education in 2012/2013. This study therefore sought to determine the factors affecting transition of pupils from public primary schools to public secondary schools in Buuri Sub-county, Meru County, Kenya.

The study was guided by the general objective and specific objectives. The general objective of the study was to assess the factors affecting transition of pupils from public primary schools to public secondary schools in Buuri Sub-county, Meru County, Kenya. The specific objectives of the study are:

- i. To determine the extent to which family related factors affect transition of pupils to secondary schools in Buuri Sub-county in Meru County.
- ii. To establish the extent to which socio-cultural factors affect transition of pupils to secondary schools in Buuri Sub-county in Meru County.
- iii. To establish the extent to which pupil related factors affect transition of pupils to secondary schools in Buuri Sub-county in Meru County.
- iv. To determine the extent to which Government education policies affect transition of pupils to secondary

3. Theoretical Framework

The study basis its argument on the Choice Theory developed by William Glasser (1998). Choice Theory posits that behavior is central to our existence and is driven by five genetically driven needs. Survival (food, clothing, shelter, breathing, personal safety, and security) and four fundamental psychological needs: Belonging/connecting/love, Power/significance/competence, Freedom/autonomy, and Fun/learning.

Choice Theory posits the existence of a "Quality World." The phrase "Quality World" represents a person's "perfect" world, as it relates to people, possessions, beliefs, etc. Starting from birth and continuing throughout our lives, we place the people who are important to us, things we prize, and systems of belief (religion, cultural values, and icons, etc.) within the framework of our "Quality World." Glasser (1998) also posits a "Comparing Place" in which we compare and contrast our perceptions against our Quality World perspective. We behave to achieve as best we can a real-world experience consistent with our Quality World.

Behavior ("Total Behavior" in Glasser's terms) is made up of these four components: acting, thinking, feeling, and physiology. Glasser(1998) suggests that we have considerable control or choice over the first two of these, and little ability to directly choose the latter two. As these four components are closely intertwined, the choices we make in our thinking and acting greatly affect our feeling and physiology.

The source of much unhappiness is the failing or failed relationships with those who are important to us: spouses, parents, children, friends and colleagues. The symptoms of unhappiness are widely variable and are often seen as mental illness. Glasser believed that "pleasure" and "happiness" are related but are far from synonymous. Sex, for example, is a "pleasure" but may well be divorced from a "satisfactory relationship" which is a precondition for lasting "happiness" in life.

Choice Theory can be applied to education, where students are allowed to decide for themselves how to spend their days in school. Students of all ages should determine what they will do, as well as when, how, and where they will do it. This freedom should be at the heart of the school and it belongs to the students as their right, not to be violated. The fundamental premises of the school are: that all people are curious by nature; that the most efficient, long-lasting, and profound learning takes place when started and pursued by the learner; that all people are creative if they are allowed to develop their unique talents; that age-mixing among students promotes growth in all members of the group; and that freedom is essential to the development of personal responsibility. In practice, this means that students initiate all their own activities and create their own environments. The physical plant, the staff, and the equipment are there for the students to use as the need arises. The school provides a setting in which students are independent, are trusted, and are treated as responsible people; and a community in which students are exposed to the complexities of life in the framework of a participatory democracy.

Students should be personally responsible for their acts, in opposition to virtually all schools today that deny it. The denial is threefold: schools do not permit students to choose their course of action fully; they do not permit students to embark on the course, once chosen; and they do not permit students to suffer the consequences of the course, once taken. Freedom of choice, freedom of action, freedom to bear the results of action—these are the three great freedoms that constitute personal responsibility.

3.1. Conceptual Framework

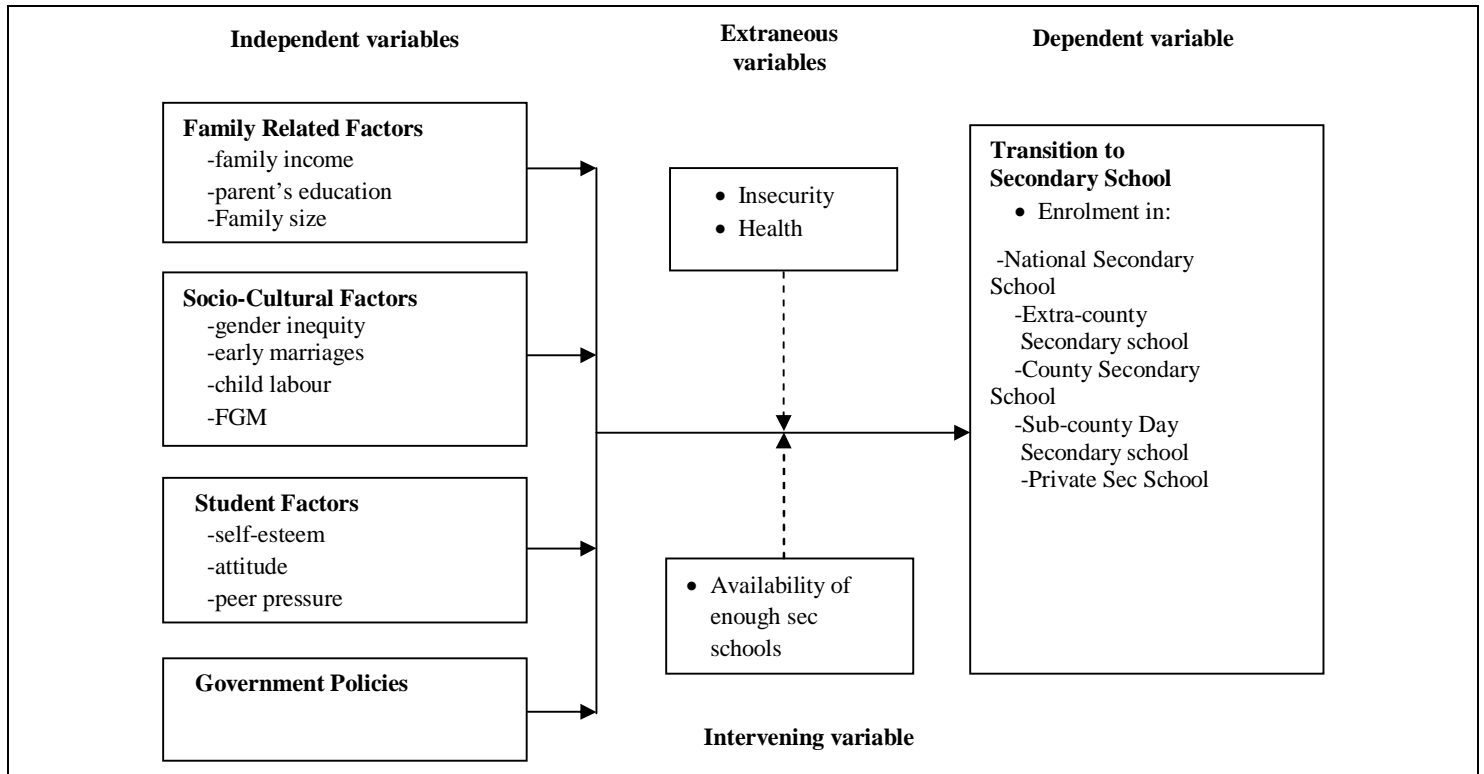


Figure 1: Relationship between factors and transition of pupils to secondary school

The conceptual framework shows the independent variable which is the factors affecting transition of pupils from public primary schools to public secondary schools. The dependent variable is transition of pupils to secondary school. Factors which are categorized as family related factors, socio-cultural factors pupil factors and Government education policies factors constitute the independent variable.

The family is the first school from which pupils receive informal education as a foundation for formal education. Therefore, characteristics of the family have a direct impact on education of its children. Norms and behavioral patterns of the society exert pressure on families' decisions regarding transition in their children's education. Retrogressive norms and cultures such as gender inequity, child labour, early marriage and female genital mutilation thus inhibit pupils' transition to secondary school after primary cycle.

Student factors may have negative impact on pupil's commitment and preparedness to transit to secondary school. A pupil with low self-esteem will shy away from taking transition opportunities due to feeling of inadequacy and worthlessness. Pupils with negative attitude towards education have negative perception on the value of education, possibly acquired from significant seniors in the family or society. Such pupils will either instantly or gradually withdraw from education and the offer to transit to secondary will not be welcome after primary cycle.

Peer pressure carries away pupils who have poor self-control to indulge into social vices like drugs and substances abuse, early sex and prostitution among others. These plunge the pupil into challenges like addiction to drugs and substances, serious infections like HIV/AIDS, Sexually Transmitted Infections (STIs), and pregnancies, all of which prevent the pupils from transiting to secondary school (Wangu, 2013). Each one or the interactive effect of all these factors impact negatively on provision of resources or preparedness of pupils thereby affecting their transition to secondary school. Therefore, the dependent variable of the study is the presumed function of the independent variable and the former is measured by the number of pupils enrolled to secondary school compared to those who complete class eight. The researcher recognizes that transition to secondary may be affected by other minor factors that form extraneous variables. However, this study disregards these minor effects and it is expected that the dependent variable will only be affected by the independent variables of the study.

The catchment for Buuri Sub-county secondary schools include arid and semi-arid areas that occasionally experience insecurity due to livestock rustling and moranism. When such cultural activities take place, transition of pupils to secondary schools in Buuri is negatively affected. Poor health of family members drains household resources to ensure medication and care for the sick. Terminal illnesses such as diabetes and HIV/AIDS have a long term negative effect on household resources required for pupils' transition to secondary school. The researcher categorizes health as an intervening variable because its effect on transition to secondary school is fairly controlled by improved health services in many areas; in addition, some communities contribute finances to subsidize the Government bursary funds for transition of the affected pupils. However, cases where such resources do not exist, this variable may greatly affect transition of pupils to secondary schools in Buuri Sub-county.

4. Research Methodology

The study employed a descriptive survey research design. This research design is used in preliminary and exploratory studies to allow researchers to gather, summarize, present and interpret data for the purpose of clarification. According to Mugenda and Mugenda (2003) descriptive survey is a process of collecting data in order to test hypothesis or to answer questions concerning the current status of the subject in the study.

The target population of this study consisted of form one, two and three students from 10 public secondary schools in Buuri Sub-county, head teachers and teachers from the 10 public secondary schools in Buuri sub county, the DEO and 2 DQASOs in Buuri Sub-county. The class eight pupils of the 42 primary schools in Buuri sub-county are also included in the study. The form one two and three students were included in the study since they were available to respond to the questionnaires while the form fours were left out due to their tight schedule. The class eight students were the only ones included from the primary schools since they had some understanding of the aspect of transition. There was a total of 2210 from one to three students in Buuri sub county, 10 head teachers of the ten public secondary schools, 140 teachers 1 DEO, 1 DQASO, 897 class eight pupils. Hence the total target population was 3260.

The study used stratified random sampling techniques to select students to participate in the study. The goal of stratified sampling was to achieve desired representation from various sub-groups in the population (Mugenda & Mugenda 2003). Ten teachers and ten head teachers from the ten secondary schools were purposively selected, one teacher from one school and the head teacher of that school. The district education officer (DEO) and two division quality assurance and standard officers (DQASO) in Buuri Sub-county were also purposively selected. Kathuri and Pals (1993) recommend that in a survey research, 100 subjects are adequate as long as none of the subgroups would be less than 20. Therefore, the researcher adopted this approach because of the relatively very large members for the students. From 2210 form one, two and three students, the study picked a sample of 100 students from the 10 secondary schools depending on their proportion of the total population. A sample of 100 pupils was similarly selected proportionately from the 42 public primary schools in Buuri Sub County, according to Kathuri and Pals (1993).

Questionnaires and interview schedules were used to collect data while a pilot study was carried out to test the reliability of the research instrument. The pilot study was carried out in Imenti north constituency which borders Buuri constituency and three secondary schools and three primary schools were used for the pilot study.

The collected data was analysed using descriptive statistics which were mainly weighted average, percentage and frequencies. A regression model that related the factors and transition of pupils to secondary school was carried out.

5. Analysis and Findings

Data is analysed by use of frequencies and weighted averages. The tables will use the keys indicated below:

SA = Strongly Agree, A = Agree, UD = Undecided, D = Disagree, SD = Strongly Disagree

HT = Head teacher, T = Teacher, S = Student

$$WA = \frac{\sum(Wc*Fc)}{\sum fc}$$

Where Wc is allocated weight value for each element e.g. 5 for SA, 4 for A, 3 for UD, 2 for D and 1 for AS

Fc is the frequency for each element.

5.1. Family Related Factors That Affect Transition of Pupils to Secondary School in Buuri Sub County

The first objective of this study was to determine family related factors that affected transition of pupils to secondary school in Buuri Sub County. The cohesion brought about by a family among its members is necessity for effective learning as well as transition of pupils from one level of education to the next particularly primary to secondary school. Conducive family environment need to be established to encourage responsible behaviour and provide all students with a satisfying and fruitful school experience. This section provides findings on family related factors that affected transition of pupils to secondary school in Buuri Sub County.

Statement	SA		A		UD		D		SD		WA	
	H	T	H	T	H	T	H	T	H	T	H	T
Family annual income	20	20	80	80	0	0	0	0	0	0	4.2	4.2
Family instability due to divorce or separation	0	0	50	80	20	0	30	20	0	0	3.2	3.6
Death of one or both parents	0	10	80	40	20	20	0	30	0	0	3.8	3.3
Health status of family members	0	0	50	40	0	20	0	20	5	20	2.5	2.8
Number of siblings in the family	0	20	20	80	0	0	80	0	0	0	2.4	4.2
Level of parents'/guardians' formal education	20	20	30	60	20	0	30	20	0	0	3.4	3.8
Family expectations and encouragement	0	60	50	20	10	0	40	20	0	0	3.1	4.2

Table 1: Opinions on Family-Related Factors that Affected Transition of Pupils to Secondary School in Buuri Sub County by teachers and head teachers

Statement	SA		A		UD		D		SD		WA	
	S	P	S	P	S	P	S	P	S	p	S	P
Family annual income	48	52	39	36	0	3	8	5	5	4	4.17	4.27
Family instability due to divorce or separation	25	40	35	38	0	0	34	16	5	6	3.40	3.9
Death of one or both parents	47	12	13	21	0	2	27	42	13	23	3.55	2.57
Health status of family members	15	18	35	27	3	1	20	32	28	22	2.89	2.87
Number of siblings in the family	13	20	12	16	0	0	17	19	58	45	2.05	2.47
Level of parents'/guardians' formal education	14	26	47	38	9	3	23	21	7	12	3.37	3.45
Family expectations and encouragement	18	14	10	17	0	2	17	24	55	43	2.19	2.35

Table 2: Opinions on Family-Related Factors that Affected Transition of Pupils to Secondary School in Buuri Sub County by students and pupils

As shown in Table 1, head teachers agreed (WA=4.2) that the family annual income affected transition of pupils to secondary schools with 20% strongly agreeing and 80% agreeing and many students dropped out of school every year due to family expectations and encouragement or lack thereof (WA=3.1) with 50% agreeing. Financial investment in secondary education not only by households but also by governments is a critical factor which influences the rate of transition from primary to secondary education. This finding was in line with a World Bank report (2005) which showed that financing secondary education was a great challenge to both governments and households. The report indicated that secondary education in most African countries tends to be the most neglected, receiving on average 15-20% of state resources (World Bank, 2005). In Kenya for example, the report showed that whereas households meet only 20% of primary and 8% of university education costs, they shouldered about 60% of secondary education costs. Thus, cost is a key barrier to transition to secondary school for the poor, who form the majority in sub-Saharan Africa. Another factor that affected student transition to secondary schools according to the head teachers was death of one or both parents (WA=3.8). Head teachers were undecided (WA=2.50) on whether the health status of family members affected pupil transition to secondary school after implementation of FSE. Head teachers disagreed (WA=2.40) that number of siblings in pupils' families affected transition of the pupils to secondary school. This finding is in contradiction with Ibid (2009) study which showed that household composition had an influence on educational access, particularly in poorer communities. Ibid (2009) study indicated that the chances a child will access secondary school decreases with the number of children of secondary school age in the household. Head teachers were of the opinion that the level of parents'/guardians' formal education affected pupils' transition to secondary school (WA=3.4). This observation is in line with several other studies. The offspring of parents with higher levels of educational attainment typically obtained high levels of education as well (Breen & Jonsson, 2005; Frenette, 2007; Finnie, Mueller, Sweetman & Usher, 2008). Finnie et al (2008) suggested that parental education may be an even more pertinent factor affecting secondary school attendance than family income.

Table 1 further indicates that teachers agreed (WA=4.20) that family annual incomes were meagre and most families experienced financial difficulties to enroll their pupils to form one and many students dropped out of school every year due to lack of finances. Another factor that affected student transition to secondary schools according to the teachers was the parents'/guardians' level of formal education (WA=3.8). Teachers were undecided (WA=2.80) on whether health status of family members affected transition of pupils to secondary schools. Teachers also agreed (WA=3.3) that death of one or both parents, the number of siblings in pupils' families (WA=4.20), family instability due to divorce or separation (WA=3.6) and family expectations and encouragement (WA=4.2) were among the family related factors that influenced transition of the pupils to secondary school. Generally, the greater the number of siblings, the fewer the resources, either time or money, available to each child; the result is often a lower level of educational attainment among those children (Blake 1989; Downey 1995). Evidence from the United States and the United Kingdom shows that youth from higher socioeconomic backgrounds are less likely to delay the start of secondary education compared to youth from families of lower socioeconomic status (Bozick & DeLuca, 2005; Jones, 2004). A similar relationship is found in Canada, especially for young adults who complete university degrees (Hango & de Broucker, 2007).

As shown in Table 2, students agreed (WA=4.17) family annual income affected students' transition to secondary schools in that families experienced financial difficulties to enroll their children to form one. Another factor that affected pupil transition to secondary schools according to the students was their parents' negative attitude towards secondary education due to their (the parents) level of formal education (WA=3.37) and death of one or both parents. Family instability as a result of either divorce or separation (WA=3.55) was also considered as a factor that affected learners transition to secondary schools in Buuri Sub County. Students were undecided (WA=2.89) on whether health status of family members affected student's enrolment to form one while other students disagreed (WA=2.05) that their number of siblings in the family and family expectations and encouragement (WA=2.19) affected students' enrolment to form one.

Table 2 further indicates that, pupils agreed (WA=4.27) family annual income affected students' transition to secondary schools in that families experienced financial difficulties to enroll their children to form one. Another factor that affected pupil transition to secondary schools according to the students was their parents' negative attitude towards secondary education due to their (the parents) level of formal education (WA=3.9) and death of one or both parents (W=2.57). Family instability as a result of either divorce or separation (WA=2.87) was not considered as a factor that affected learners transition to secondary schools in Buuri Sub County. Students were undecided (WA=2.47) on whether health status of family members affected student's enrolment to form one while other students were undecided (WA=3.45) that their number of siblings in the family and family expectations and encouragement (WA=2.35) affected students' enrolment to form one

5.2. Socio-Cultural Factors That Affected Transition of Pupils to Secondary School in Buuri County

The second objective of this study was to establish socio-cultural factors that affected transition of pupils to secondary school in Buuri Sub County. School is an important function of the society as it trains human capital for the development of the nation. While transition of pupils to secondary school might easily be viewed as the sole responsibility of the teachers, head teachers and family, the society plays a very important role in this. There are various socio-cultural factors that affect the transition of pupils to secondary school in Buuri Sub County. This study sought to establish these factors and therefore the respondents were requested to voice their opinions about various socio-cultural factors. The findings are presented in this section.

Statement	SA		A		UD		D		SD		WA	
	HT	T	HT	T	HT	T	HT	T	HT	T	HT	T
Gender discrimination against girls.	30	30	40	50	20	10	10	10	0	0	3.9	4
Early marriage or pregnancy.	30	40	20	20	20	20	30	20	0	0	3.5	3.8
Child labour.	40	40	30	40	0	0	30	20	0	0	3.8	4
Boys Circumcision as passage. rite	0	0	30	30	0	0	20	30	50	40	2.1	2.2
Female genital mutilation.	30	30	30	30	20	20	20	20	0	0	3.7	3.7
Moranism as a rite of passage.	10	10	10	10	50	50	20	20	10	10	2.9	2.9
Livestock rustling.	0	0	20	20	70	60	10	20	0	0	3.1	3
Nomadic migration	0	0	30	20	50	50	20	30	0	0	3.1	2.9
Cultural believes and customs	30	30	40	40	10	20	20	10	0	0	3.8	3.9

Table 3: Opinion on Socio-Cultural Factors That Affected Transition of Pupils to Secondary School according to Head Teachers and Teachers

Statement	SA		A		UD		D		SD		WA	
	S	p	S	p	S	p	S	p	S	p	S	p
Gender discrimination against girls.	39	34	52	56	0	0	5	6	3	4	4.20	4.1
Early marriage or pregnancy.	48	53	39	35	0	1	8	9	5	2	4.17	4.28
Child labour.	30	28	49	53	0	1	11	7	10	11	3.78	3.8
Circumcision of boys as a rite of passage.	4	0	6	5	20	4	48	65	22	26	2.22	1.88
Female genital mutilation.	15	21	35	28	3	6	20	34	28	11	2.89	3.14
Moranism as a rite of passage.	13	8	12	10	0	5	17	34	58	43	2.05	2.06
Livestock rustling.	7	4	17	22	46	11	20	36	11	27	2.89	2.4
Nomadic migration	8	11	18	24	43	21	20	38	12	6	2.90	2.96
Cultural believes and customs	29	40	53	25	0	4	9	12	9	19	3.83	3.55

Table 4: Opinion on Socio-Cultural Factors That Affected Transition of Pupils to Secondary School According to students and pupils

As shown in Table 3, head teachers agreed (WA=3.9) that gender discrimination against girls affected the transition of pupils to secondary school. From a gendered perspective, adolescent and adult young males continue to be in a more socially privileged position than their female counterparts. Murugi (2008) observes that males are more likely to be encouraged and supported to continue their education without being forced by tradition (early marriage) or by duties in their household to drop out from school. The head teachers further agreed (WA=3.5) that early marriages or pregnancies, cultural believes and customs (WA=3.8) and female genital mutilation inhibited transition of pupils to secondary school. According to Murugi (2008) male adolescents in school are most unlikely to be made to terminate his education or change schools as a result of his partner's pregnancy resulting from his sexual activity.

On the other hand, as far as adolescent females are concerned, sexual maturation presents them with numerous challenges which are a real threat to their participation and achievement in secondary education. Girls from the age of 9 are deemed to be of vital importance to their families or the households in which they live and are likely to be drawn into household chores or into the economic activities of their mothers in particular. The size of the burden of mothers' work impacts directly on the amount of time spent by the adolescent girl on her school work. These findings are similar to findings from various studies. For example: Wanyoike (2003) found out that most students who fail to transit to secondary school especially girls end up in early marriage, prostitution, drug and substance related vices. Furthermore, in a survey among the Samburu community in the year 2002, it was revealed that every girl from the age of 9 years was beaded by a Moran or engaged to an old man as a cultural ownership ritual (Fatuma & Sifuna, 2006). Findings from a

research in Nairobi in 1994 to establish factors leading to low transition for girls revealed that pregnancy was the third cause after parent's income and type of school respectively (Okumu, 1995). According to Murugi (2008) girls undergo FGM at the age of 9-17 years and majority of them are not allowed to continue with education as this is regarded as lose of family wealth expected from the marriage dowry. Head teachers were undecided (WA=3.10) on whether moranism as a rite of passage, livestock rustling (WA=3.1) and nomadic migration (WA=3.1) affected the transition of pupils to secondary school. Additionally, head teachers disagreed (WA=2.1) that Circumcision of boys as a rite of passage kept pupils from transiting to secondary school.

Table 3 also indicates that teachers agreed (WA=4.0) that gender discrimination against girls affected the transition of pupils to secondary school. The teachers further agreed (WA=3.8) that early marriages or pregnancies, cultural believes and customs (WA=3.9) and female genital mutilation inhibited transition of pupils to secondary school. Teachers were undecided (WA=2.9) on whether moranism as a rite of passage, livestock rustling (WA=3.0) and nomadic migration (WA=2.9) affected the transition of pupils to secondary school. Additionally, teachers disagreed (WA=2.2) that circumcision of boys as a rite of passage kept pupils from transiting to secondary school.

As shown in table 4, majority of the students and pupils agreed (WA=4.2 for students and 4.1 for pupils) that gender discrimination against girls affected the transition of pupils to secondary school as shown in Table 14. The students and pupils further agreed (WA=4.17 for students and 4.28 for pupils) that early marriages or pregnancies and cultural believes and customs (WA=3.83 for students and 3.55 for pupils) inhibited transition of pupils to secondary school. Students and pupils were undecided (WA=2.9 for students and 2.96 for pupils) on whether nomadic migration, livestock rustling (WA=2.89 for students and 2.7 for pupils) and female genital mutilation (WA=2.89 for students and 3.14 for pupils) affected the transition of pupils to secondary school. Additionally, students and pupils disagreed (WA=2.22 for students and 1.88 for pupils) that circumcision of boys as a rite of passage and moranism as a rite of passage (WA=2.05 for students and 2.06 for pupils) kept pupils from transitioning to secondary school.

5.3. Pupil Factors that Affect Transition of Pupils to Secondary School in Buuri Sub County

The third objective of this study was to establish student factors that affect transition of pupils to secondary school in Buuri Sub County. While looking at factors influencing the pupils' environment, pupils themselves could be the real reason why they do not transit. Since pupils are young and by all means growing, they are bound to be affected by personal factors that in the long run affect their transition to secondary school. This study therefore sought to determine these pupil-related factors that affected transition of pupils to secondary school. The findings are presented in the section below.

Statement	SA		A		UD		D		SD		WA	
	HT	T	HT	T	HT	T	HT	T	HT	T	HT	T
Pupil's self-esteem.	0	0	40	80	10	0	50	20	0	0	2.9	3.6
Peer pressure.	50	0	0	60	30	0	20	0	0	0	3.8	3.2
Motivation to continue with education.	0	0	50	40	30	0	20	60	0	0	3.3	2.8
Pupil's health.	0	20	30	20	20	40	50	20	0	0	2.8	2.6
Disability and special needs.	0	10	30	20	30	40	40	20	0	10	2.9	2.2
Personal choice.	0	0	20	30	40	30	40	40	0	0	2.8	2.0
Attitude on value of secondary education.	0	20	40	40	30	20	0	20	30	0	2.8	3.6
Pupil's age.	0	0	30	20	0	40	50	40	20	0	2.4	2.8

Table 5: Opinions on Various Pupil Characteristics That Affected Transition of Pupils to Secondary Schools

Statement	SA		A		UD		D		SD		WA	
	S	P	S	P	S	P	S	P	S	P	S	P
Pupil's self-esteem.	100		0		0		0		0		5.0	
Peer pressure.	22		63		0		14		0		3.9	
Motivation to continue with education.	43		15		0		14		27		3.3	
Pupil's health.	61		15		24		0		0		4.4	
Disability and special needs.	7		58		0		0		34		3.0	
Personal choice.	7		58		0		0		34		3.0	
Attitude on value of secondary education.	32		53		0		7		9		3.9	
Pupil's age.	29		53		0		9		9		3.8	

Table 6: Opinions by Students and Pupils on Various Pupil Characteristics That Affected Transition of Pupils to Secondary Schools

As shown in Table 5, head teachers were undecided (WA=2.9) on whether pupils' self-esteem affected their ability to transit to secondary schools. Head teachers were also undecided on whether pupil's health (WA=2.8), disability and special needs (WA=2.9), personal choice (WA=2.8), and attitude on value of secondary education (WA=2.8) affected transition of pupils to secondary schools. Head teachers disagreed (WA=2.4) that pupils age affected transition of pupils to secondary school. However at least half of the respondents (50%) agreed that motivation to continue with education was a factor that affected transition to secondary schools. Further head teachers agreed (WA=3.8) that peer pressure was a factor affecting transition to secondary school.

As shown in Table 5, teachers agreed (WA=3.60) that self-esteem was a contributing factor to low transition rate to secondary schools an indication that many pupils in primary school lacked trust in their potential leading to their failure to transition. Teachers also agreed (WA=3.60) learners' attitude on value of secondary education and peer pressure (WA=3.2) did affect transition to secondary schools. However, teachers were undecided on whether pupils age (WA=2.8), pupils' personal choice (WA=3.0), disability and special needs (WA=3.2), motivation to continue with education (WA=2.8) and pupil's health (WA=2.6) did affect transition of pupils to secondary schools in Buuri Sub County.

From table 6, students strongly agreed (WA=5.0) while pupils agreed (WA=4.49) that many pupils in primary school lacked trust in their potential leading to their failure to transit as shown in Table 6. Many students (WA=3.9) and pupils (WA=3.81) agreed that pupils fail to transit because they have negative attitude towards value of secondary education. Students (WA=4.4) and pupils (WA=4.19) also agreed that many pupils failed to transit to secondary schools because of their health. Students and pupils also agreed (WA=3.8 for students and 3.89 for pupils) learners' age and peer pressure (WA=3.9 for students and 3.95 for pupils) did affect transition to secondary schools. Furthermore, majority (slightly more than 50%) of the students and pupils were undecided on whether pupils' personal choice (WA=3.0 for students and 3.04 for pupils), disability and special needs (WA=3.0 for students and 2.69 for pupils), motivation to continue with education (WA=3.3 for students and 2.92 for pupils) did affect transition of pupils to secondary schools in Buuri Sub County.

5.4. Impact of Government Education Policies on Transition of Pupils to Secondary School in Buuri Sub County

The fourth objective of this study was to determine the effect of Government education policies on transition of pupils to secondary school in Buuri Sub County. Perceptions of curricular inadequacies and low quality of education across many nations has given rise to apathy, school dissatisfaction, and antisocial behaviour on the part of pupils, often leading to low transition. Such pupils tend to focus on other forms of economic investments that are likely to give them and their families immediate economic returns. Mugisha (2007) points out that one of the reasons why the 'urban advantage' does seem to work for slum and street children include the perceived low quality of primary education being offered and unavailability of jobs after secondary education. The government should invest in the education system to ensure that the perceived quality and value of education in Kenya remains at an all-time high. The researcher sought to determine government education policies factors and their impact on transition of pupils to secondary school in Buuri Sub County. For this very reason, the researcher sought to determine the head teachers' opinion on government education policies that affect transition of pupils to secondary schools. The findings are presented in Table 7

Statement - Government ensures	SA		A		UD		D		SD		WA	
	HT	T	HT	T	HT	T	HT	T	HT	T	HT	T
Affordable transition after waiver of secondary tuition fee.	0	0	0	20	0	20	70	60	30	0	1.7	2.6
Availability of secondary school for transition.	0	0	0	20	0	20	30	40	70	20	1.3	2.4
Gender equity in allocation of transition opportunities.	0	0	70	20	0	0	0	40	30	40	3.1	2
Special transition consideration for marginalized groups.	0	0	0	0	20	20	50	20	30	60	1.9	1.6
Bursary funding to needy pupils.	0	0	20	20	0	20	0	20	80	40	1.6	2.2
Fairness in allotment of transition chances to all categories of schools.	0	0	0	0	30	0	0	20	70	80	1.6	1.2
Affirmative action on special transition opportunities to pupils with disabilities and special needs.	0	0	0	0	40	40	50	60	10	0	2.3	2.4
Monitoring and evaluation to ensure effective transition for all pupils.	0	0	0	0	30	30	60	50	10	20	2.2	2.1

Table 7: Opinions of Teachers and Head teachers on Government Policies That Affected Transition of Pupils to Secondary School in Buuri Sub County

Statement - Government ensures	SA		A		UD		D		SD		WA	
	S	P	S	P	S	P	S	P	S	P	S	P
Affordable transition after waiver of secondary tuition fee.	0	3	4	5	20	8	33	28	43	57	1.8	1.72
Availability of secondary school for transition.	0	19	27	22	0	7	73	41	0	11	2.5	2.97
Gender equity in allocation of transition opportunities.	0	10	20	18	0	5	29	43	51	24	1.9	2.47
Special transition consideration for marginalized groups.	0	0	20	14	1	3	36	55	43	28	2.0	2.03
Bursary funding to needy pupils.	7	21	20	16	0	2	73	20	0	41	2.6	2.56
Fairness in allotment of transition chances to all categories of schools.	0	5	0	8	0	2	43	39	57	46	1.4	1.87
Affirmative action on special transition opportunities to pupils with disabilities and special needs.	0	10	7	13	32	10	53	44	9	23	2.4	2.43
Monitoring and evaluation to ensure effective transition for all pupils.	29	6	9	28	0	17	53	31	9	18	3.0	2.73

Table 8: Opinions of Students and Pupils on Government Policy Factors That Affected Transition of Pupils to Secondary School in Buuri Sub County

As shown in Table 7, head teachers disagreed (WA=1.7) that transition for all pupils was ensured after secondary education became affordable through waiver of secondary tuition fee. They also disagreed that the Government ensured availability of secondary schools to ensure transition for all pupils (WA=1.3). Head teachers also disagreed (WA=1.9) that there has been special transition consideration for marginalized groups enhancing learners transition to secondary schools. Additionally, head teachers disagreed that the Government provided (WA=1.6) bursary funding to ensure that all needy pupils transitioned from primary to secondary school. Furthermore, school heads were of the opinion that the government did little to ensure affirmative action on special transition opportunities to pupils with disabilities and special needs (WA=2.3). The Constitution of Kenya 2010 recommends that the state shall not only ensure free basic education to all children but also put in place affirmative action programs designed to ensure that minorities and marginalized groups are provided with special opportunities in every level of education (Republic of Kenya, 2010). Kurumbu and Kamau (2012) asserts that allocation of higher percentage of form one chances to public primary schools aimed at establishing an affirmative action in favour of the public primary pupils believed to have been disadvantaged since 1980s. According to Kurumbu and Kamau (2012) the quota system of form one admission lacks empirical base in that it is only founded on general criteria other than consideration of specific pupils' needs that bring about disparity in performance and eventually failure to transit. Also results show that head teachers disagreed that the government ensured that monitoring and evaluation was done to ensure effective transition for all pupils (WA=2.2). However, head teachers agreed (WA=3.1) that gender equity in allocation of transition positions affected transition to secondary school.

Table 7 shows that teachers disagreed (WA=2.6) that transition for all pupils was ensured after secondary education became affordable with the waiver of secondary tuition fee and that Government ensured availability of secondary schools for transition of all (WA=2.4). Teachers also disagreed (WA=1.6) that the Government ensures special transition consideration for marginalized groups to enhance pupils' transition to secondary schools. Additionally, teachers disagreed that (WA=2.4) bursary funding was availed to all needy pupils to ensure their transition from primary to secondary school. This finding concurs with Njeru and Orodho (2003). Although there were students who benefited from bursaries scheme in Kenya, this had no significant impact on enrolment by the poor (Njeru and Orodho, 2003). Furthermore, teachers were of the opinion that the government did little to ensure affirmative action on special transition opportunities to pupils with disabilities and special needs (WA=2.4). Also results showed that teachers disagreed that the government ensured that monitoring and evaluation was done to ensure effective transition for all pupils (WA=2.1). Finally, teachers disagreed (WA=2.0) that gender equity in allocation of transition positions affected transition to secondary school.

As shown in Table 8, both students and pupils disagreed (WA=1.8 for student and 1.72 for pupils) that transition for all pupils was ensured after secondary education became affordable with the waiver of secondary tuition fee and that secondary schools were made available to ensure transition of all pupils (WA=2.5). Pupils on the other hand were undecided (WA=2.97) on the availability of secondary schools for transition. Students and pupils disagreed (WA=2.0 for students and 2.03 for pupils) that the Government ensures special transition consideration for marginalized groups to enhance pupils' transition to secondary schools. Additionally, students and pupils disagreed that (WA=2.4 for students and 2.36 for pupils) bursary funding was availed to the needy pupils to ensure

their transition from primary to secondary school. Furthermore, students and pupils were of the opinion that the government did little to ensure affirmative action on special transition opportunities to pupils with disabilities and special needs (WA=2.4 for students and 2.43 for pupils). It was further established that students and pupils disagreed (WA=1.9 for students and 2.47 for pupils) that gender equity in allocation of transition positions affected transition to secondary school. However, students and pupils were undecided on whether the monitoring and evaluation was done to ensure effective transition for all pupils (WA=3.0 for students and 2.73 for pupils) and if this affected transition of pupils to secondary schools in Buuri Sub County.

5.5. Regression Analysis

A logistic regression analysis was conducted to predict the relationship between factors and transition of pupils to secondary school. The predictors included the family related factors, socio-cultural factors, pupil related factors and Government education policies while the outcome is the transition of pupils to secondary schools.

A test of the full model against a constant only model was statistically significant, indicating that the predictors as a set reliably distinguished between transition to secondary education and not transiting to secondary education. (chi square 22.399, $p=0.015$ with $df=4$) as shown in table 9.

		Chi-square	df	Sig.
Step 1	Step	22.399	4	.015
	Block	22.399	4	.015
	Model	22.399	4	.015

Table 9: Omnibus tests of model coefficients

Nagelkerke's R^2 of 0.723 indicated a moderately strong relationship between predictions and grouping. Prediction success overall was 90.0% (92.9% for transiting and 87.5% for not transiting). The Wald criterion demonstrated that only the family related factors, socio-cultural factors and pupil related factors contributed to prediction of transiting ($p=0.011$, $p=0.022$, $p=0.013$ respectively) as shown in table 4.... However, government education policy was not statistically significant predictor of transiting of pupils to secondary schools

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1(a)	Family related factors	2.386	.605	7.406	1	.011	10.001
	Social-cultural factors	1.780	1.462	5.284	1	.022	9.459
	Government policy	.075	2.366	.001	1	.135	1.078
	Pupil related factors	12.402	8.129	4.338	1	.013	11.045

Table 10: Variable in the equation

The EXP(B) value indicates that when family related factors are raised by one unit the odds ratio is 10 times as large and therefore family related factors are 10 more times likely to increase pupils' transition to secondary schools. The EXP(B) value also indicates that when social-cultural factors are raised by one unit the odds ratio is 9 times as large and therefore social-cultural factors are 9 more times likely to increase transition of pupils to secondary education. On the other hand, the EXP(B) value indicates that when pupils' related factors are raised by one unit the odds ratio is 11 times as large and therefore pupils' related factors are 11 more times likely to increase transition of pupils to secondary education. However, the EXP(B) value indicates that when government education policy is raised by one unit the odds ratio is 1 times as large and therefore government education policy is 1 more times likely to increase transition of pupils to secondary education. This is indeed insignificant effect.

6. Conclusions

Education is fundamental for the society to achieve rapid and sustained economic growth. Increased transition to secondary education has great implications on welfare of the citizens of a country. There are several factors that hinder pupils from transiting to secondary school. This study established:

- i). That family income, family instability due to separations and divorces and level of parent/guardian's formal education were the major family related factors that had the greatest effect on transition of pupils to secondary schools in Buuri Sub County. Financing secondary education is a great challenge to both governments and households. Household burden in financing secondary education is still high and thus, cost is a key barrier on transition of pupils to secondary school for the poor, who form the majority in Buuri Sub County.
- ii). That early marriages, child labour, female genital mutilation, gender discrimination against the girl child were the socio-cultural factors that affected transition of pupils to secondary schools the most in Buuri Sub County.
- iii). That peer pressure, motivation to continue with education and attitude on value of secondary education were the pupil factors that affected transition of pupils to secondary schools the most in Buuri Sub County.
- iv). That lack of effective monitoring and evaluation of the transition process, lack of enough funds to support the needy students as a result of misappropriation of bursary funds by the leadership in the district were the government policy related factors that affected transition of pupils to secondary schools the most in Buuri Sub County.

7. Recommendations

Emanating from the study findings, the following recommendations are hereby suggested:

- i). The Government should harmonize strategies for increasing access to secondary education and follow up of pupils completing primary cycle to ensure that all transit to secondary school.
- ii). The Government should enforce strict implementation of the Basic Education Law of 2012 that prescribes heavy penalty on parents who fail to provide education to their children or those who encourage child labour.
- iii). The study established that majority of the parents did not value education after primary cycle. Instead, they place value on socio-cultural and economic activities such as early marriages, livestock keeping and agriculture. Therefore, the Ministry of Education through the education office and provincial administration (Buuri Sub County) should launch public awareness campaign to sensitize the public on importance of secondary education to enable them develop positive attitude hence investing in secondary education for their children.
- iv). Results showed that most families are low income earners which affected pupils' transition to secondary schools. Government should organize public education by professionals on different and worthy economic activities that would boost family income. The Government should also empower families through provision of affordable financial credit to carry out improved farming and small businesses. The Government should also consider making secondary education fully free in all schools. This would allow poor pupils to access education in the high quality secondary schools.
- v). Cases of misappropriation of funds especially the bursary was reported. The Government should enact and implement stringent monitoring mechanisms on allocation of bursary and scholarships in order to benefit the genuinely needy pupils. Corrupt officers should be dealt with firmly according to the legal requirement of these mechanisms.
- vi). On peer pressure, the Government should introduce guidance and counselling sessions in the school programme and establish effective monitoring strategies to ensure that pupils are helped to avoid and overcome negative peer pressure and low self-image both of which interfere with their transition in education.

8. Areas of Further Research

From the study, it was impractical to isolate factors affecting transition from other aspects of schooling like enrolment, repetition, survival and completion rates. There is need for more research on-national policies, interplay of factors across regions, gender and role of private providers in the entire country. A study can also be done to determine the effectiveness of Government funding programme in enhancing transition of pupils to secondary school. It may also be necessary to conduct a study on what most pupils who did not join secondary school do in order to make them useful in the society.

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