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Influence of Family Socio-Economic Factors on Pupil's Transition Rate from Primary to Secondary Schools in Nakuru County, Kenya

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Abstract:
Kenya visualizes attaining middle income status by 2030. In order realize this; one of the key drivers is the pursuit of developing skilled workforce. The increase of competent workforce demands for interventions to ensure that all children have access to quality primary education and increasing the transition rate from primary to secondary schools to meet the anticipated middle and high level manpower requirements. The national average transition rate of pupils from primary to secondary schools in Kenya stood at 76.6% by 201, which falls below global standards and the national target. A number of factors contribute to the uneven and low transitions rate. Such aspects include cultural, environmental, school based, and home based or socio-economic factors. Even though Kenya had the inception of Free Primary Education in 2003, Free Day Secondary Education in 2008 and there being several vacancies in secondary schools within the Count, the transition rate in Nakuru County has stagnated at about 50% and decreased to 48.6%in 2016. This decrease is worrying not only to teachers and parents, but also to scholars and other community members. Accordingly, there was need to investigate the extent to which family socio-economic factors influence pupils' transition rate from primary to secondary schools in the County. This study applied ex-post facto research design. A sample of 406 respondents (42 Head Teachers and 364 Teachers) was purposively selected through stratified random sampling. The sample size was determined using Krejcie and Morgan's (1970) table. Head teacher Family Socio-Economic factors accounted for 78.0% of the total variance in transition of pupils from primary to secondary schools whilst Teacher Family Socio-Economic factors described 89.0%. It therefore indicates that, statistically, head teacher family socio-economic factors and transition in the study positively correlated. Teacher Family Socio-economic factors and transition rate was also positively correlated. The study is of great value to the Nakuru County, Government of Kenya, Non-governmental organizations, private sector, and the teaching fraternity among other stakeholders in order to examine the influence Family Socio-Economic Factors on pupils' transition rate and seek intervention measures which may lead to improved transition rate of pupils from primary to secondary schools.

Keywords: Family, socio-economic factors, pupils' transition rate, primary school, secondary school, Nakuru County, Kenya

1. Introduction

According to Famuel (2010), education is an experience which has the ability to transform an individual in several dimensions including the mind, character and the physical. It aids in instilling knowledge and skills in an individual. Education is a tool that facilitates the transfer of information in order to bring about sustainable living. Education is also a critical tool for breaking the cycle of poverty. This heightened interest in education reflects the fact that virtually all nations today, regardless of their stage of development or type of social system, are preoccupied with economic growth and social improvement (Republic of Kenya/UNESCO, 2015). While primary education has been the principle concern of several countries in their development agendas, there is a mounting acceptance that secondary education also has a vital role in ensuring a country's development. A World Bank Paper (2008) cited secondary education and training as pre-requisite to economic growth and social development. In order for countries to compete in a globalised economy it is important for labour markets to have high calibre school graduates with relevant skills and knowledge. Secondary education is increasingly understood as a way out of poverty for many individuals, having marked improvements on their standards of living.

The worldwide education rate of transition from primary to secondary schools indicate that 85% of learners who get to the last grade in primary school get to attend secondary schools (UNESCO, 2011). A study by Omuga (2010) indicates that a large percentage of pupils see education as a means of achieving their dreams and hence most of them intend to work hard so that they go to secondary schools so that these dreams will be achieved although most of these

pupils don't make it to the secondary level. Despite the global efforts to offer free primary and subsidized secondary schooling, many African countries face the challenge of low transition rate which can be attributed to a myriad of factors chiefly among them being over-reliance of donor support programme for the education system (Omuga, 2010). Kenya is not any different from other countries in the pursuit of a more developed society. The country has invested heavily in educating its population and in promoting the awareness of the importance of education. The Free Primary Education (FPE) and Free Day Secondary Education (FDSE) programs incepted in 2003 and 2008 respectively are a testament of the government's commitment. These programs have led to nearly a fourfold increase in enrolment ratio in primary schools and an equal growth in the number of students in secondary schools. This growth has been distributed unevenly across the different geographical regions of Kenya where enrolment is highest in urban areas followed by high potential agricultural areas where the income levels are high to the ASAL regions where nomadic lifestyles and poverty is rampant (Government of Kenya, 2010).

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2. Methodology

The research was undertaken in Nakuru County, Kenya. Nakuru County has nine sub-counties namely; Nakuru North, Nakuru Town, Naivasha, Gilgil, Rongai, Njoro, Molo, Kuresoi and Subukia. Nakuru is a cosmopolitan county with diverse economic activities and cultures. Since the study sought to examine the influence of selected community and school based factors on transition rates from primary to secondary schools, then Nakuru County was chosen. As also noted by Singleton (1993), accessibility of the location must be, and was considered by the researcher in order to be close to the respondents and this is why Nakuru County was settled at. The target population was 7805 respondents comprising 420 head teachers and 7385 teachers in all the public primary schools in Nakuru County. According to the County Director's office (2017) the County has 420 public primary schools and 7385 teachers. Each primary school in the county is administered by a head teacher, thus there were 420 head teacher. Table 2 summarizes the distribution of the target population. According to Kerlinger (1973), large sampling errors occur when small samples are used and vice versa. The total sample size for study was 406 respondents comprising of 42 head teachers and 364 teachers. Simple random sampling was used and a total of 42 schools were selected. All the public primary schools per sub-county were listed down, papers folded and churned up. The researcher then picked the schools randomly according to the sampling ratio in order to make sure that all the schools were given an equal opportunity of participating in the study.

Forty two (42) head teachers were purposively selected from the sampled schools. According to Kasomo (2007), in order to get authentic results, this type of sampling is advisable and also helps to increase the utility of findings. In this case, the schools which were selected, their heads automatically participated in the study. For the selection of teachers from the target population, the Krejcie and Morgan's (1970) table was used. The table gave 364 as the teachers sample size.

3. Family Socio-Economic Status and Transition Rate

Prior to 2003, Kenya had a cost sharing policy in both primary and secondary education. This made the access to both primary and secondary education unaffordable and hard to many families in Kenya and many children were pushed out of school, subsequently finding their way to child labour and some to the streets. In 2000, the primary completion rate was 57.7 percent (60.2 boys, 55.3). As at January 2003 almost 3 million Kenyan children are estimated to have been out of school (ANPPCAN, 2004). In 2003, the Government of Kenya introduced free primary education program. This development saw an estimated 1.3 million children going back to school. By mid-2013, the enrolment it had increased to 81.8 percent (80.3 boys and 78.8 girls). As a result, the transition rate for both boys and girls from Primary to Secondary school increased from 66.9 (63.6 Girls, 70.2 boys) in 2009 to 76.6 (74.6 Girls, 78.6 Boys) in 2012. This can be attributed to the government initiatives such as the Free Day Secondary Education programme, provision of legal frameworks and advocacy, which have expanded access to secondary education. Previously, user fees and levies hindered many learners from transiting to secondary education due to the poverty levels. Socio-cultural practices in some communities were also major contributing factors In addition to its mammoth commitment to Education for All (EFA); Kenya is also a signatory to several international conventions and treaties that promote secondary education. Among them are the United Nations Convention on the Rights of the child and also the African charter on the Rights and Welfare of the child. These conventions advance education as a basic right for all children (Republic of Kenya/UNESCO, 2015).

Making primary education free and compulsory was a crucial to aid the struggle for achieving universal education. After implementation of the Free Primary Education (FPE) policy in 2003 there was an upsurge in the participation rates in primary education. However, access to secondary and tertiary education remained a challenge for most young people in Kenya. Approximately 30 percent of the primary level graduates did not proceed to the secondary level due to certain cultural, environmental, school-based or socio-economic factors (Kikechi, Musera & Sindabi, 2011). This was despite

government efforts to introduce Free Secondary Education in 2008 and other efforts that the government made towards achieving Education for All such as expansion of the construction of school infrastructure in order to increase access to secondary education for learners transiting from primary education. As a result of these initiatives, the Gross Enrolment Ratio (GER) in secondary schools increased from 28.8% in 2005 to 49.3% in 2013. Net Enrolment Ratio (NER) rose from 20.5% in 2005 to 33.1% in 2013the total enrolment in secondary schools grew from 758,967 in 2000 to 2.1 million in 2013, an increase of 35.1% percent. Between 2009 and 2013, the total enrolment for boys rose by 43.1percent and that of girls rose by 42.6percent. Although there has been steady growth in GER and NER in secondary schools, access to secondary education remains low .This is the reason the Ministry of Education Science and Technology in Kenya and development partners started other initiatives such as Free Day Secondary Education, increased bursaries, alternative modes of teacher employment and development (Republic of Kenya / UNESCO, 2015). In Kenya, transition continues to be an uphill task especially from primary to secondary schools and if inadequately addressed, it is a sure way of undermining the gains made in education sector (ANPPCAN, 2004).

Family socio-economic status refers to a household's financial and economic position in society. According to World Bank (2008), Kenya has an estimated population of 46.1 million, which increases by an approximate one million people a year. With support of the World Bank Group (WBG), International Monetary Fund (IMF) and other development partners, Kenya has made significant structural and economic reforms that have contributed to sustained economic growth in the past decade. Development challenges include poverty, inequality, and vulnerability of the economy to internal and external shocks. It also noted that Kenya had met some of the Millennium Development Goals (MDGs) targets, including reducing child mortality, expanding access of universal primary school enrolment and narrowing gender gaps in education but these social factors affect education and in some way influence transition from primary to secondary schools (Kenya National Bureau of Statistics, 2015). The factors to be investigated in this study include; family income level, role of parents in children's education, household size, parents level of education and child labor on transition. School enrolment rates for secondary education are directly related to family income hence the parents with low income may not take their children to secondary school on account of lack of financial resources. According to a survey done by World Bank as stated in the Daily Nation of May 8th 2012, 51% of Kenyans live below poverty line. Central Intelligence Agency (CIA) reviewed this survey on Kenyans living below poverty line and reported in the world fact book on 6th Dec, 2013 that the number of Kenyans living below poverty line had risen to 60 % (UNESCO, 2005b).

According to the Economic Outlook Survey of 2015 by the Kenya National Bureau of Statistics, the major drivers of the economy were agriculture, forestry and fishing; construction; wholesale and retail trade; education; and finance and insurance. Agriculture continues to provide the lion's share of livelihoods for Kenyans. It accounts for approximately 33 percent of the country's overall gross domestic product (GDP). In the report by the National Bureau of Statistics, the country's GDP was projected to grow by 5.7 percent in 2015, an improvement from the previous year's growth of 5.3 percent. The main drivers of this growth were agriculture, construction and the financial and insurance sector. The informal sector provided the largest share of new job opportunities with most jobs arising as unpaid family workers and self-employment. Informal employment accounted for over 82 percent of the 799,700 new jobs created between 2014 and 2015 (Kenya National Bureau of Statistics, 2015). Despite these growth indicators and an overall reduction in the poverty levels as compared to the 1990's, a report by the World Bank, notes that Kenya's poverty rate was still above 40 percent. The vast majority of Kenyans who live below the poverty line live in the rural areas. The poverty incidence was highest in North-Eastern followed by the Coast, Western and Eastern. All these regions experienced above average poverty levels. The Central and Nairobi areas however, had poverty rates below the national average (World Bank, 2008). Poverty is mainly viewed as an indicator of lack of access to resources and income opportunities, but it has other aspects of social positioning such as geographical location, age, gender, class, ethnicity, community structure, community decision making processes, and political issues that determine poor people's vulnerability. Poverty is defined not just as inability to meet nutritional and subsistence level, or lack of income, but also as a lack of access to healthcare, education and other essential services (Philip & Rayhan, 2004).

Waiganjo (2009) contends that there is a direct connection between a communities economic activities and the level of education. Areas of high agricultural potential and high business and allied economic activities have a similar proportion growth in the academic qualifications owing to the capacity of their parents and guardians to pay for it. This brings out the social inequalities for advancement in life. The same impacts on the transition rates from primary to secondary level by the very aspect of the cost involved. Evangelou, Taggart and Sylva (2008), observed that children growing up in poor families are likely to have home environments or face other challenges which would continue to affect development even if family income rose substantially. They also said that for children growing up in poor families, extra income does appear to have a positive causal effect. They noted that the children of affluent parents are more likely to succeed in life than the children of poor parents. For example compared to more affluent children, poor children, score lower on tests of cognitive skill in early childhood. They have more behaviour problems in school and at home, are more likely to have children at a young age, and are more likely to be poor themselves when they are adults.

The most initiative explanation for this difference is that rich parents can spend more than poor parents on their children and that these "investments" lead to better outcomes for their children. Khan (2015) stated that family income has substantial but decidedly selective associations with children's attainments. The selective nature of effects included the following: Family income had much larger associations with measures of children's ability and achievement than with measures of behaviour, mental health and physical health. Family economic conditions in early childhood appeared to be more important for shaping ability and achievement than did economic conditions during adolescence; and the association between income and achievement appeared to be non-linear, with the biggest impacts at the lowest level of income.

Mfumira (2009) observed that due to poverty, parents are unable to meet both direct and indirect costs of schooling which forces them to withdraw the children from the school system so as to contribute to family income. As a result, many people find it hard to support education through the paying of fees and this leads to drop out which translates to low transition rate. When the child stays at home, he contributes to family income through working and therefore the parent weighs the cost and benefits of keeping him at home to work or sending him to school (Mfumira, 2009). Parents are forced to forgo the secondary education for their children especially in the rural areas because they want them to be in regular work to earn an income and contribute to the sustenance of the family. There is evidence of reduced enthusiasm to proceed to secondary school in the rural areas because many consider it normal to stop learning and keep the household by way of earning a living .The children whose parents are not able to pay the required fees often are found on and off during the school days and as a result they are bored, unmotivated and eventually drop out of school and remain in the pervasive cycle of poverty (Mfumira, 2009).

Education has the capacity to help alleviate the poverty situation by way of catalysing wealth creation activities due to the advancement in technology and increase in the literacy levels in the society. These calls for empowerment of parents with an aim of helping them realize their obligation of educating the children for the benefit of the citizenry. Accordingly, if poor children fail because their parents cannot make sufficient monetary investments in their future, then government can improve the life chances of poor children by providing families with the means to make the investments or by providing the investments directly in the form of schooling, health care and other human capital inputs (Republic of Kenya, 2011). In 2008 the government of Kenya embarked on a program to offer Free Day Secondary Education (FDSE). Although education in public day secondary schools in Kenya is free, parents have to incur the costs of uniforms and other educational expenses like the project funds, payment for lunch and purchase of text books. In addition, the structural adjustment programmes and debt servicing programmes by government had far-reaching effects on households. They had a net effect of the erosion of spending power due to the shrinking of households' disposable incomes and the limited opportunities for earning and livelihoods. This caused many households the pain and suffering of toiling for daily sustenance and meeting of the basic requirements in life (Republic of Kenya, 2011).

According to Weya (2011), transition from primary to secondary school is gauged by the enrolment to secondary school. There is a direct connection between family incomes and the enrolments rates in secondary schools. This brings out the factor of social inequalities in that however bright the child is in primary schools, they cannot be assured of progression to secondary school in the absence of a bursary or well-wishers chipping in if the parent of the concerned child is not able. Rimbere (2012) argues that, the cost of education is a concern to many, school fees is a challenge to many families. Studies indicate that secondary students' households spend more than primary school household. Secondary education tends to be expensive since parents take their children to boarding schools. The total cost of admitting a child in a boarding school is quite high and this makes it hard for low income parents to take their children to school. Other than the tuition fees, other costs are incurred by parents to ensure that the child is in school and this is quite a burden to the parent. According Aketch and Rolleston (2007), secondary education is very expensive and is a challenge to both the government and the households. Secondary education in most African countries tends to be the most neglected receiving an average of 15-20% of state resources. Households' burden in financing secondary education is still high. In Kenya, whereas households meet only 20% of primary and 8% of university education costs, they shoulder 60% of secondary education costs. Thus, the cost is a key barrier to transitioning to secondary school for the poor who form the majority in sub-Saharan Africa. The Kenyan government (2011) argues that affordable secondary education is one of the solutions to ensuring an equal chance to all pupils to transit from primary to secondary schools in spite of the kind of household they come from whether poor or rich.

Oronje (2014) found out that poverty has made it very hard for the Kenyan parents to provide food, shelter and health let alone education which they refer to as luxury. The study says that the students whose parents cannot afford cost of some of the educational expenses tend to go to school irregularly and in the long run drop out of school. As a result, parents who are not able to support their students in education force them to drop out of school and join casual works like, being house boys, gardeners, herd boys all what is termed as child labor because the child had not completed the secondary school cycle. Most of these casual jobs were mainly done by the boys and that is why more boys than girls drop out of public day secondary schools. UNICEF (2004) outlines the role poverty plays in students' dropout and points out that governments have become increasingly aware that boys are more likely to be alienated from school if they come from poor economic backgrounds. Poor people tend to give priority to essential needs such as food while education is placed at a distance in the hierarchy of needs since they live from hand to mouth.

According to Omuga (2010), poor families tend to have lower demand for schooling than richer families. The students whose parents are poor drop out from school earlier compared to those whose parents are rich. Students whose parent's income is low drop out of school because this low income from their parents is spent on food which is more basic than education (Omuga' 2010). These students may drop out of school to assist their parents in the casual work that will provide food for them hence become permanent drop outs. On the other hand students from well to do families are likely to succeed in education because their parents can afford to meet direct costs of education of their children states that the fact that people are not sure whether they will get any income is a barrier to education which translates to low transition rate (UNESCO, 2000). The interaction between communities is enhanced by the presence of social capital. The social capital exists not only between individuals but can be extended to communities, thereby forming larger social networks, and facilitating the exchange of services. The study posits that social capital" greases the wheels that allow communities to advance smoothly; where people are trusting and trustworthy; where they are subject to repeated interactions with fellow citizens, everyday business and social transactions are less costly." The study also notes that parental involvement in

schools is enhanced when parents have very closely knit connections through the school PTA and school meetings hence enhancing transition rates (Putnam, 2000).

According to Martins (2010), the family background has a great bearing on the development of a child's academic pursuits. It shows that the involvement of parents in the academic activities of the pupil and the co-curricular activities as well greatly shapes their destinies in terms of achievements in academics. The learners always have a role model to look up to for the purpose of emulation and a figure to exercise authority and control in cases where it is required. This ensures learners excel and progress in terms of academic advancement to the highest levels possible. Family networks and their compositions play a very big role on the transition rates from primary to secondary education. One can only live and flourish with the social class in which he involves himself with (Mbui, 2010). The same applies to the matter of education and academic activities. If the child is inspired to go to school at home, they will have the urge to do it but if no one gives them the inspiration or reflects them at that, they may end up dropping out of the schooling system (UNESCO, 2000).

Smith (2006) while studying the parental involvement in children's education stated that regardless of the parents' education level, most of the parents seemed to have invested their educational in the form of participation. However, the quality and the quantity of knowledge and skills of the parents especially those who are from the low level of education remain uncertain. The study observes that a majority of mothers in the middle cadre of the society have an excellent educational background, and as a result, they invest heavily in their children's academic achievement in the manner of self-confidence and involvement. Smith (2006) reviewed various studies which agreed that the parent's level of income influences parental involvement in a child's education. In her paper, the researcher argues that the rates of parental involvement are lower in low-income communities than in higher income schools Therefore, children from low income households will tend to have less involved parents, and are more likely to experience fewer of the academic benefits than children coming from higher income homes (Smith, 2006). It follows, then, that children of higher income families receive more of the academic and attitudinal benefits of parental involvement than low-income children. Children of lower socioeconomic status are at a higher risk of attaining lower academic achievement. For these children, rather than acting as a benefit, the lack of involvement by their parents only leaves them farther behind compared to their colleagues from high income homes. In order to improve the child's performance, parents should ensure that practical and attitudinal obstacles are addressed alongside putting in place measures which support aspirations if transition rate will be improved (Smith, 2006).

According to Adger (2004), poverty is the main if not the most important factor compelling parents to deploy their children into work obligations. The incidence of child labor decreases as the income and resources of households increases. Child labor perpetuates poverty across generations hence parents who were child   workers have a higher probability of sending their children to work. Therefore to fully understand the relationship between child labor and schooling patterns, we need to look at household decisions in the context of socio economic, cultural and political forces that constrain those decisions which contribute to low transition rates. The study also noted that sending children to work can be a survival strategy employed by either parents or guardians in the course of trying to reduce risk of interruption of the income stream within households. This is very common when households that are normally relatively prosperous, are exposed to diseases, natural disaster and outbreak of wars. Child's age, gender, birth order and relationship to the head of household also affect decision when it comes to educating children. Older children are more likely to work because they are more physically developed, can obtain higher wages, and face higher schooling costs hence denying them education (UNICEF, 2004). Kikechi, Musera, & Sindabi (2011) conducted a study in Taita Taveta District in Kenya and observed that children who failed to transit to secondary schools because of joining the labor force. They were engaged in domestic activities such as fetching firewood, herding cattle and assist in farming; as well as other commercial activities such as employment in sisal plantations, hawking or being hired by others as casual laborers. The study further observed that male related activities such as herding were less those female related activities such as fetching firewood and assisting in farming suggesting that there were fewer girls who transit to secondary schools compared to boys. Other activities were supported directly by parents such as hawking of goods, working in sisal plantations and being hired by others. This was supported by parents to supplement the available income in the homes.

The parental level of education plays a significant role to enhancement of transition from one level of education to the other. The parental education and social background of the family can positively and negatively influence a child's access to school. Adger (2004), writing about the roles of a family in education argued that family's role maybe supportive or antagonistic to school education. Educated parents tend to support education while uneducated discourage schooling of their children which contribute to discriminating of students in educational programmes. It is an admitted fact that the children of educated parents are more confident, resourceful and experienced than the children whose parents lack education. Nguyen (2012) says that the family plays an important role not only in the early stages of human character building (by providing social experience, rearing, looking after, and training habits and skills from the early age) but also for the whole life as a successive process because people always have to learn how to adapt to new situations and environment in which families are the link between individuals and societies. Families take part in all the process of educating and socializing in human circle. At any period the role of families is clearly identified. Family characteristics represent a number of variables like education, income, beliefs, occupation, size of family also have implication on the performance of children (Odhiambo, 2010). Significant reliable research studies have told that socio-economic status of parent is the best predictor of student academic achievement and parental education is considered the most stable (permanent) aspect of socio-economic status. It has been well defined that family plays a vital role in a child's academic achievement and development where a mother's level of education influences adolescents' educational outcomes expectancy beliefs (Odhiambo, 2010).

4. Results

The objective of this paper was to determine the extent to which factors related to the families' socio-economic status influence transition rate from primary to secondary schools in Nakuru County.

Respondents were interviewed through questionnaires. The information given by respondents on specific factors related to the family's socio-economic status were analysed and presented in Tables 1 and 2 below.

Head Teacher Family Socio-Economic Status	Valid	Mean
No conducive environment	42	4.238
Abject poverty	42	3.643
Lack school fees	42	3.690
Low regard for education	42	3.119
Hidden costs in school	42	2.333
No stable income	42	4.024
Child labour	42	2.905
Large families	42	4.405
Lack of education role models	42	3.833
Household instability	42	4.333
Parents low level of education	42	3.905
Long distance from home	42	3.048
Parents have negative attitude to education	42	3.595
Family size hinder education	42	3.714
Children drop out of school for wage labour	42	2.952

Table 1: Head Teacher Family Socio-Economic Status Influence on Transition Rate
Source: (Field Data, 2017)

Teacher Family Socio-Economic Status	N Valid	Mean
No conducive environment	364	4.255
Abject poverty	364	3.508
Lack school fees	364	3.615
Low regard for education	364	3.129
Hidden costs in school	364	2.379
No stable income	364	3.997
Pupils absent for labour	364	3.698
Large families	364	4.374
Lack of education role models	364	3.854
Household instability	364	4.346
Parents low level of education	364	3.863
Long distance from home	364	3.063
Parents have negative attitude to education	364	3.585
Family size hinder education	364	3.701
Children drop out of school for wage labour	364	2.942

Table 2: Teacher Family Socio-Economic Status Influence on Transition Rate
Source: (Field Data, 2017)

Table 1 indicate that the highest mean from the head teacher respondents was that few pupils' transit from primary to secondary schools in Nakuru County due to lack conducive environment (with a mean of 4.238). Table 2 signpost that the highest mean from the teacher respondents was that few pupils' transit from primary to secondary schools in Nakuru County because of lack of conducive environment (with a mean of 4.255). The implication is that there is no significant difference in the head teacher and the teacher. Thus lack of sufficient environment is a serious factor influencing transition rate to form 1.

Spearman correlation for head teacher and teachers socio-economic factors was tabulated and recorded in Tables 3 and 4 below.

		Family Socio-Economic Factors	Transition Rate From Std 8 To Form 1	Sig. (2-Tailed)
Family Socio-economic Factors	Spearman's Correlation	1	.883**	0.000
	N	42	42	

Table 3: Spearman's Correlation between Head Teacher Socio-Economic Factors and Transition Rate
*Note** Means. Correlation Is Significance at .05 Levels (2-Tailed)*

		Family Socio-economic Factors	Transition rate from std 8 to form 1	Sig. (2-tailed)
Family Socio-economic Factors	Spearman's Correlation	1	.889**	0.000
	N	364	364	

Table 4: Spearman's Correlation between Teacher Socio-Economic Factors and Transition Rate
Note** Means. Correlation Is Significance at .05 Levels (2-Tailed)

Tables 3 and 4 show that spearman's correlations for the head teachers and the teachers were 0.883 and 0.889 respectively, thus there is a non-significant difference in the two values. This implies that there a positive correlation between the socio-economic factors and the transition rates of the pupils from primary to secondary schools. It is therefore evident that as the socio-economic factors increase, the transition rate increases also. Table 18 show that the highest mean response (with a mean of 4.377) among the respondents was large families lead to low transition rate from primary to secondary schools in the County. From these findings, it can be argued that the high mean response implies that there are very many families with many children who lack stable income and hence unable to sustain their children in schools. The findings concur with what UNESCO (2006) found out that family size in Africa is about the highest in the world thus confirming the extreme increase in Africa population survey. The decision to have children, the number and the timing is a critical issue which may involve a trade-off of the family scarce resources against a large family size. Due to the high level of care, feeding, housing and clothing children, parents' especially uneducated ones perceive costs to be high because they have to arrange for better education for their children. In order to achieve this, their income level must be put into consideration which will affect their decision on the number of children. Education in Kenya today is an expensive commodity because at secondary level, parents are expected to supplement government subsidy in school fees as well as provide other inputs, uniform and contribute towards putting up the physical structures in school. The family income has to be split among several competing ends where education is just one of them but not necessarily the most important (UNESCO, 2006).

The hypothesis presumed that Socio- economic status of a family has no statistically significant influence on pupils' transition rate from primary to secondary schools in Nakuru County, Kenya. To investigate the truth of this assumption, simple linear regression analysis was carried out. The results of the analysis are presented in Tables 5 6, 7, 8, 9 and 10 below

Model	r	r Square	Adjusted r Square	Std. Error of the Estimate	Sig
1	.883a	.780	.775	1.54733	.000b

Table 5: Spearman's Correlation between Head Teacher Socio-Economic Factors and Transition Rate
a. Predictors: (Constant), Family Socio-Economic Factors

Model	r	r Square	Adjusted r Square	Std. Error of the Estimate	Sig
1	.889a	.790	.789	0.39265	.000b

Table 6: Spearman's Correlation between Teacher Socio-Economic Factors and Transition Rate
a. Predictors: (Constant), Family Socio-Economic Factors

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	339.825	1	339.825	141.935	.000b
	Residual	95.769	40	2.394		
	Total	435.594	41			

Table 7: Simple Regression Analysis of Head Teacher Socio-Economic Factors on Transition Rate
a. Dependent Variable: Transition Rate from STD 8 to form 1
b. Predictors: (Constant), Family Socio-Economic Factors

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	209.906	1	209.906	136.491	.000b
	Residual	55.811	362	.154		
	Total	265.716	363			

Table 8: Simple Regression Analysis of Teacher Socio-Economic Factors on Transition Rate
a. Dependent Variable: Transition Rate from STD 8 to form 1
b. Predictors: (Constant), Family Socio-Economic Factors

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.828	2.022		13.763	.000
	Family Socio-economic Factors	.392	.033	.883	11.914	.000

Table 9: Regression Coefficient between Head Teacher Socio-Economic Factors and Transition Rate
a. Dependent Variable: Transition Rate from STD 8 to form 1

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43.632	.176		247.944	.000
	Family Socio-economic Factors	.106	.003	.889	36.898	.000

Table 10: Regression Coefficient between Teacher Socio-Economic Factors and Transition Rate
a. Dependent Variable: Transition Rate from STD 8 to form 1

Table 5 indicate that head teacher Family Socio-economic factors had a statistically significant positive linear correlation on pupils transition rate from primary to secondary schools (r=0.883, p= .000). The r^2 value of 0.780 further shows that head teacher family socio-economic factors accounted for 78.0% of the total variance in transition of pupils from primary to secondary schools. Table 6 display that teacher Family Socio-economic factors had a statistically significant positive linear correlation on pupils transition rate from primary to secondary schools (r=0.889, p= .000). The r^2 value of 0.890, further shows that teacher family socio-economic factors accounted for 89.0% of the total variance in pupil's transition from primary to secondary schools.

Table 7 shows the results of simple regression analysis for head teacher Family socioeconomic factors found the F ratio to be significant $F_{(1, 40)}$ =141.935; p=.000). This indicates that head teacher Family Socio-economic factors had a statistically significant positive influence on pupils' transition rate from primary to secondary schools in Nakuru County, Kenya. Table 8 shows the results of simple regression analysis for teacher family socioeconomic factors found the F ratio to be significant. $F_{(1,362)}$ =136.491, p=.000). This indicates teacher Family Socio-economic factors had a statistically significant positive influence on pupils' transition rate from primary to secondary schools in Nakuru County, Kenya. In this regard, the null hypothesis (Ho_2) that Family Socio-economic factors have no statistically significant influence on pupils' transition rate from primary to secondary schools in Nakuru County, Kenya was rejected at .05 level of significance Table 9 shows the beta coefficients when predicting transition rate from head teacher family socio-economic status are significant (β=0.883, p= .000). The regression equation for the prediction of transition rate from family socio-economic status is given by

$Y=27.828 + 0.392X_2$

Table 10 shows the beta coefficients when predicting transition rate from teacher family socio-economic status are significant (β=0.889, p= .000). The regression equation for the prediction of transition rate from family socio-economic status is given by

$Y=43.632+ 0.106X_2$

Where

Y= Dependent variable (transition rate)

X_2 = Independent variable (socio-economic factors)

Since the null hypothesis was rejected at .05 level of significance, we can conclude that socio-economic factors have a direct proportional relationship on pupils' transition rate in Nakuru County and if environment at home would be conducive to learning, pupils are more likely to progress successfully through primary school and hence improve transition to secondary schools.

The finding of this study concurs with UNESCO's research findings of 2005b that school enrolment rates for secondary education are directly related to family income hence the parents with low income may not take their children to secondary school on account of lack of financial resource (s). As noted by Khan (2015), family income has substantial but decidedly selective associations with children's attainments. The selective nature of effects included the following: Family income had much larger associations with measures of children's ability and achievement than with measures of behaviour, mental health and physical health. Due to poverty, parents are unable to meet both direct and indirect costs of schooling which forces them to withdraw the children from the school system so as to contribute to family income hence low transition rate. The study also observed that when the children stay at home, they contribute to family income through working and therefore the parents weigh the cost and benefits of keeping them at home to work or sending them to school.

The finding of the study also concur with Weya's study findings of 2011 that transition from primary to secondary schools is gauged by the enrolment to secondary school and that there is a direct connection between family incomes and the enrolments rates in secondary schools. This brings out the factor of social inequalities in that however bright the child is in primary schools, they cannot be assured of progression to secondary school in the absence of a bursary or well-wishers

chipping in if the parent of the concerned child is not able. The study also noted that it is therefore hard for low income parents to take their children to school because other than the tuition fees, other costs are incurred by parents to ensure that the child is in school and this is quite a burden to parents with low income and the cost of living is high.

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