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Influence of Social Factors on Pupils' Transition Rate from Public Primary to Secondary Schools in Kinangop Sub-county, Nyandarua, Kenya

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Abstract:

Education is the process of imparting and acquiring knowledge in basic skills, academics, technical disciplines and citizenship. In Kinangop Sub-County of Nyandarua County, approximately 30% of pupils who sit for KCPE do not transit to secondary schools. Specifically the study sought to find out the extent to which social factors influence transition rate of pupils from primary to secondary schools in Kinangop Sub-County. The purpose of the study was to examine the effect of selected factors on the transition rate of pupils from public primary to secondary schools in Kinangop Sub-County, Nyandarua, Kenya. The Ecological Systems Theory and the Human Capital Theory informed the study. Sample size consisted of 201 teachers in the sub-county. Data was collected using questionnaire. Consulting supervisors and experts in the Department of Curriculum and Educational Management determined the validity of the research instrument. Reliability was determined through carrying out a pilot study in two schools in the neighbouring Nyandarua South Sub-County and a coefficient of 0.82 was achieved. Collected data was analyzed through simple and multiple regression analysis at .05 alpha level using Statistical Package for Social Sciences (SPSS) version 25. The findings of the study indicated that social factors accounted for 72.0% of the total variance in transition rate of pupils from primary to secondary schools, economic factors accounted for 4.6% of the total variance in transition rate of pupils from primary to secondary schools. Further, community-based factors accounted for 93.3% of the total variance in transition rate of pupils from primary to secondary schools while school-based factors accounted for 93.7% of the total variance in transition rate of pupils from primary to secondary schools. The findings indicate that the combined effect of social, economic, community-based and school-based factors on the transition rate of pupils from primary to secondary schools in Kinangop Sub-County accounted for 94.5% of the total variance in transition rate of pupils from primary to secondary schools in Kinangop Sub-County, Nyandarua County, Kenya. The findings from the study could be beneficial to school managers, parents, teachers and Ministry of Education as it has revealed the specific factors hindering pupils' transition rate from primary to secondary schools in Kinangop Sub-County, Nyandarua County, Kenya. The findings could also help the aforementioned stakeholders in coming up with strategies that will mitigate factors impacting negatively on pupils' transition rate from primary to secondary schools in Kenya.

Keywords: Influence, social factors, pupils' transition rate, public primary, secondary school, Kinangop sub-county, Kenya

1. Introduction

Education is the process of imparting and acquiring knowledge in basic skills, academics, technical disciplines and citizenship (Webb, 2010). According to Fanuel (2011), education is one of the basic tenets of the society. Fanuel avers that education is any act on the mind, character, or physical ability of an individual. Furthermore, education is a process by which society transmits knowledge, skills and values from one generation to another and helps fight ignorance. Formal education is an investment to human capital (Welch, 2001). According to Welch, education yields un-accountable benefits in view of the fact that it increases people's productivity in socio-economic and political realms of development. According to Holyfield (2006), education is a critical tool used for breaking the cycle of poverty.

Globally, education is regarded as a key to national development in any one country. Formal education imparts moral and social skills, which make students grow into valuable members of the society (Organization for Economic Cooperation and Development, 2012). Education also enhances the expansion of social scientific skills, which facilitate integration of progressive cultural practices for the future development of every society (Johnston, 2011). Johnston further

avers that these skills enhances workers' productivity in the formal and informal sector hence enhancing one's employment opportunities and social mobility in the society. Provision of quality and relevant education is critical to social, economic and political development (Ministry of Education, 2007). This in turn narrows down the income disparities in the society leading to increased demand for education.

Investment in education yields both social and private returns (Fitzsimons, 1997). Fitzsimons explains that private returns to investment in education are benefits enjoyed by an individual because of attaining a certain level of education like enhanced employment and promotion in one's work place. On the other hand, according to Lundvall (1996) social returns to education are the benefits enjoyed by the society as a result of educating their members. When a country recruits trained manpower there is rapid economic growth (Todaro & Smith, 2006). Educated people assist their neighbors and relatives with finances and materials to better their livelihoods (Psacharopolous & Patrines, 2002). However, social and private returns to investment in education vary from one level of education to another (World Bank, 2001).

According to Huoblair (2010), education transition rates can be defined as the percentage of learners advancing from one level of schooling to the next and is calculated as a percentage of the number of learners in senior class in the preceding year. Secondary school education caters for 12-19 years age groups (Bregman & Breyner, 2003).

The Kenyan Government, in her effort to improve transition rate from primary to secondary schools, has expanded education opportunities by opening more schools from the initial 6,058 primary schools and 151 secondary schools with an enrolment of 891, 553 and 30,121, pupils respectively in 1963 (Eshiwani, 1993). The number of secondary schools increased from 151 in 1963 to 7308 in 2012, which included expansion of secondary day schools to increase participation of children in rural areas in secondary education (Kenya National Bureau of Statistics, 2012). However, according to Ministry of Education (2013), despite this expansion, transition rates from primary to secondary schools have remained low. This can be attributed to many reasons such as unfavorable socio-economic background of the parents, for instance, household poverty, parents' low level of education, gender preference at household level in favour of boys and child labour (Kiumi & Chiuri, 2005). This scenario is prevalent in Sub-Saharan countries where only a small minority of pupils who complete primary education join secondary schools (Economic Survey, 2010).

According to Antoney (2007) since Kenya attained independence in 1963, the government has laid emphasis on the role of education in socio-economic and political development. The government of Kenya, in recognition of the importance of secondary education, included it as part of basic education in 2008 thereby introducing Free Day Secondary Education (FDSE) in the same year (BBC, 2008). This policy greatly reduced the burden of financing secondary education by parents. To actualize this policy initiative, the annual government expenditure on the social sector increased from kshs.249.1 million in 2011/12 to kshs.359.3 million in 2015/16 (Economic Survey, 2016). As already cited, the rise in social investment led to increased number of secondary schools by 7.9% from 8747 in 2014 to 9440 in 2015, thereby creating more vacancies for primary school graduates (Kenya National Bureau of Statistics, 2016). However, it needs to be noted that although public expenditure on education increased between 2011 and 2015, allocation to the sector as a percentage of total government expenditure has been declining from 2012/13 to 2014/15 as shown in Table 1.

Ministry of Education Budgetary allocation to education (in Millions) 2011/12 to 2017/18							
Year	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
	207,131.64	260122.37	251,212.59	284,164.89	306,205	328,424	350,643
% of total budget	20.2	17.8	17.2	16.4	14.9	13.7	12.5

Table 1: Ministry of Education Allocation Government Expenditure (2011/12-2014/15)

Source: Economic Survey (2019)

Table 1 shows that the Government's percentage budgetary allocation to the ministry of education in relation to the annual national budget declined from 20.2% in 2011/12 to 12.5% in 2017/18. This data implies that though the economy of Kenya has been growing, there is declining budgetary allocation to education, This may have led to low expansion in the education sector, a factor that may have contributed to low transition rates of pupils from primary to secondary schools. Due to the decreased budgetary allocation in Education, there has been limited funds to support pupils' education.

Factors other than declining public spending on basic education that are associated with low transition rate of pupils from primary to secondary schools in Kenya in spite of FDSE initiative include; rising household poverty, unfavorable socio-cultural factors, community-based and school-based factors (Ministry of Education, 2007). Studies carried out in Kenya on socio-economic factors influencing transition rate from primary to secondary schools in developing countries established that household poverty and limited parents' capacity to enroll their children in secondary schools since the unit cost of secondary education was higher than that of primary education, played a major role (Frederickson, Mc Manus & Shelton, 2012). Also, a study carried out by Gatabu (2012) on factors influencing transition rates from primary to secondary schools in Murang'a County found that unfavorable school environment, specifically harsh rules and strict class promotion policies were forcing many pupils to terminate their studies prematurely.

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There are several community factors that tend to constrict learning opportunities, for example, failure of communities to play their role efficiently in financing school projects, enrolling their children and extension of the much-needed goodwill to local primary and secondary schools (Gatabu, 2012). According to Reche (2012) other community factors that tend to constrict learning opportunities at the lower levels of education in developing countries, include political interference on education dispensation at the local level, inadequate support towards education by opinion leaders, and the general negative attitude towards education. Other studies done in the Arid and Semi-Arid Lands (ASALs) of Kenya observe that transition rate from primary schools to secondary schools is undermined by unfavorable socio-cultural factors like Female Genital Mutilation (FGM), and early marriages which force the affected girls to drop out of school before reaching class eight (Kratli, 2001). However, according to Ministry of Education (2007) government policies have focused on the attainment of Sustainable Development Goals (SDGs). The goals include the key concerns such as access, retention, completion, equity, quality and relevance within the education system in order to raise transition rates to about 100% by 2030. In spite of efforts to raise transition rate from primary to secondary school, this goal has not yet been realized in Kinangop Sub-County as shown in Table 2 below

Enrollment			Transition rate	
Year	(Class8)	Year	Secondary (Form1)	Transition rate (%)
2011	3022	2012	1824	60
2012	2604	2013	1653	63
2013	2892	2014	1848	64
2014	2941	2015	1952	66
2015	3987	2016	2519	63
2016	4319	2017	2609	60
2017	4634	2018	2790	60
2018	5449		2841	52
Total	29848		18036	60

Table 2: Transition rate in Kinangop Sub-County (2012-2018)

Source: Kinangop Sub-County Education Office (2019)

Table 2 shows that the transition rate from 2012 to 2018 in Kinangop Sub-County averaged at 60%. This implies that during this period approximately 40% or (4 out of 10) of primary school pupils did not proceed to secondary schools. It is also notable that the transition rate from primary to secondary schools in Kinangop Sub-County has been on the rise during this period (2012-2018). This positive change could be attributed to the introduction of Free Primary Education (FPE) and Free Day Secondary Education (FDSE) in 2003 and 2008 respectively. This thus prompted the study.

2. Methodology

The research was undertaken in Kinangop Sub-County, Nyandarua County, Kenya. The study employed ex-post facto design. In this design the independent and dependent variables have already occurred (Kothari, 2004). The study sought to establish retrospectively the extent to which social, economic, community-based, and school-based factors (Independent variables) influenced pupils' transition rate (dependent variable) from primary to secondary schools in Kinangop Sub-County, Nyandarua County. Therefore, the independent variables could not be manipulated with an intention of determining their effect on the dependent variable.

Target population is defined as all the members of real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the study (Borg & Gall, 1990). Records at the Sub-County's Education Office state that Kinangop Sub-County has 420 teachers. The study therefore targeted the 420 public primary school teachers as shown in Table 6.

Kasomo (2007) defines sample as a portion of a population used for investigation by a researcher and that has the same features deemed to represent the whole population. Mugenda and Mugenda (2003) states that a large sample should be preferred for the purpose of generalization and that the population should be well represented. The sample should be as representative as possible of the entire population. According to Kerlinger (1973), large sampling errors occur when small samples are used. Further, Gay (1992) states that the higher the sample size the smaller the sampling error. The total sample size for study was 420 respondents (32 head teachers and 388 teachers) as shown in Table 6. According to Krejcie and Morgan (1970), the ideal sample size (n) in a population (N) of 420 subjects is 201. The sample population of 201

translates to 47.857% of the target population. The research used stratified sampling to select 201 teachers out of the total 420 in the Sub-County as displayed in Table 3

Primary School Number	Number of teachers	Percentage	Sample Size
1	15	47.857	7
2	10	47.857	5
3	17	47.857	8
4	11	47.857	5
5	17	47.857	8
6	15	47.857	7
7	12	47.857	6
8	12	47.857	6
9	17	47.857	8
10	13	47.857	6
11	17	47.857	8
12	19	47.857	9
13	14	47.857	7
14	11	47.857	5
15	17	47.857	8
16	16	47.857	8
17	13	47.857	6
18	12	47.857	6
19	10	47.857	5
20	16	47.857	8
21	13	47.857	6
22	18	47.857	9
23	18	47.857	9
24	14	47.857	7
25	11	47.857	5
26	15	47.857	7
27	23	47.857	11
28	13	47.857	6
29	11	47.857	5
Total	420	47.857	201

Table 3: Sample Size

Source: Kinangop Sub-County Education Office (2018)

After identifying the exact number respondents in each school, the researcher used systematic sampling to select two hundred and one (201) teachers. The study used the teachers' register from the head teachers' office to identify the teachers to participate in the study; for instance, in primary school number 1, which had fifteen teachers and the required sample size was 7, the researcher divided the total number of teachers in the school with the required sample population to get the interval for each school. In the case the interval arrived at was 2.5, thus every second teacher from the register was selected. The technique ensured that the sample was more evenly distributed across the population thus, more representative (Groebner and Shannom, 1985).

Validity determines whether the research truly measures that which it is intended to measure or how truthful the research results are. Kothari (2004) pointed out that validity measures the accuracy of the instruments in obtaining the anticipated data, which can meet the objective of the study. The research instruments were validated in three ways. First, it was through seeking the supervisors' appraisal. Secondly, the questionnaires were pretested by carrying out a pilot study in two schools in Nyandarua South Sub-County, which were then analyzed, and necessary corrections done before the commencement of the actual study: For instance, those items that were not clear during the pilot study were rephrased in order to elicit the desired data. Thirdly, the appraisal of experts from the department of Curriculum and Educational Management in Laikipia University were sought.

2.1. Reliability of Research Instruments

Reliability is the extent to which an instrument is capable of producing similar results when used to collect similar data from two samples drawn from the same population (Mugenda & Mugenda, 2003). In this regard, a researcher should ensure that the instrument he or she uses is reliable. In order to test reliability of the research instruments, a pilot study was conducted in two schools in the neighbouring Nyandarua South Sub-County. The data was collected from 20 teachers. The data from the pilot study was analyzed using the Cronbach's Alpha method, which gave a reliability coefficient of $\alpha = 0.82$. According to George & Mallery (2003), DeVellis (2012) and Mugenda & Mugenda (2003), the alpha (α) value of 0.82 is acceptable. Items in the instrument that had deficiencies were addressed before the commencement of the actual study.

In addition (George & Mallery, 2003; DeVellis, 2012) state that a commonly accepted rule for describing internal consistency using Cronbach's alpha is as shown in Table 4

Alpha Value	Internal consistency
$0.9 \leq \alpha$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Table 4: Cronbach's alpha

Source: George & Mallery, 2003; DeVellis, 2012

The actual study commenced after getting introductory letter from Graduate School, Laikipia University and research permit from the National Commission of Science, Technology and Innovation (NACOSTI). The Sub-County Director of Education was approached to allow data collection in schools under his jurisdiction. The researcher then visited the primary schools in Kinangop Sub-County, Nyandarua County and informed the Head teachers the purpose and objectives of the study. The questionnaires were then administered to the respondents. The respondents were given one week to fill-in the questionnaires. The researcher collected the filled-in questionnaires after the expiry of the deadline to ensure a high return rate.

According to Kombo and Tromp (2006), data analysis is the process of examining coded data critically and making inferences. To achieve this, completed questionnaires from the field were sorted and coded. The coded sheet was entered into a computer and processed using Statistical Package for Social Sciences (SPSS) version 25.0. Descriptive statistics was used to analyze open-ended questions which involved carrying out frequency counts and percentages for comparison. Simple and multiple regressions were used to analyze quantitative data. The following multiple regression model was used:

$$y = b_0 + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + \varepsilon$$

y- Transition rate of pupils from primary to secondary schools

x_1 -Social factors

x_2 - Economic factors

x_3 -Community- based factors

x_4 -School based factors

ε - Random error component

3. Social Factors Affecting Transition Rate from Primary to Secondary Schools

Social factors which were under review in this study are Parents' Level of Education, Gender-Based Discrimination in Education, Inadequate Secondary Schools, Family Size and HIV/AIDS Prevalence

3.1. Parents' Level of Education

According to Bob (2013), very few parents have learnt up to Form IV secondary education in Kenya. In his study Bob found out that, there are disparities in educational levels in all regions in the country. For instance, the study found out that Nyeri has the most educated people, where 20 in every 100 people in the County are said to have secondary education. Murang'a, Kiambu, Nyamira and Kisii have an average of 18 in every 100 people who have been to Form 4. Tana River has only 5 in every 100 people who have secondary education. Narok, Samburu, Kwale and West Pokot have the lowest educational levels. Parental education greatly influences pupils' academic performance in primary school, which in turn determines transition rate to secondary school (Sifuna, 1990). One of the strongest determinants of secondary enrollment is the education attainment of the child's parents (Republic of Kenya, 2001).

Many parents aim at educating their children to at least the level of education that they attained themselves (Temple, 2001). In rural areas where there are few educated men and women, young boys and girls become disinterested in education (Ministry of Education, 2005). Educated parents act as role models and mentors to their children and strive to educate them to higher levels as compared to the uneducated ones who may not take their children to secondary school hence affecting the transition rate level (Melissa, 2010). Mellisa posits that many pupils have high educational aspiration but their parents' low education level provides them with poor role modeling and little encouragement to study. For instance, low level of education among the parents in Samburu has been blamed for early betrothal of the girls (Lekalgitale, 2003). According to World Bank (2005) the higher educated the parent, the higher is the children's education. According to Lekalgitale (2003) lack of information also prevents many individuals from adequately investing in education or accessing secondary schools. According to Krueger and Lindahl (2001), pupils from poor educational backgrounds are less likely to have such information. This study aimed at finding out the influence of parents' level of education on transition rate of pupils from primary to secondary schools in Kinangop Sub-County, Nyandarua County, Kenya.

3.2. Gender-Based Discrimination in Education

According to Ministry of Education (2007) gender-based discrimination in education refers to unequal or preferential treatment to individual or groups based on their gender which results into reduced access to educational

opportunities. A study done by World Bank (2005) on the education found out that by 1970's a lot of attention was put in the welfare of the girl-child while that of the boy-child was not brought into the picture leading to his vulnerability. Kibera and Kimokoti (2007) enumerate a number of reasons for educating a girl-child; they see it as having the highest return investment in developing countries. The study points that educating the girl-child empowers women to bring about other necessary changes like family size, increased income and market productivity. A study in Thailand by United Nations Girls Education Initiative (UNGEI) found out that school 'is for girls' whereby formal educational system primarily caters for girls who are perceived to be academically superior (Nethanomsak and Raksataya, 2010). For example, participants in a group discussion stated that boys become 'the group of students in the back of the room that the teachers often ignore and do not show much interest in their learning in contrast to more attentive girl students in the front rows who normally get greater attention from the teachers' (Nethanomsak and Raksataya, 2010).

However according to Wycliffe and Oliech (2007) in many developing countries girls have more roles than boys in the society and girls' education is regarded as low priority as compared to that of boys. In large families when a choice is to be made between educating a boy or a girl due to inadequate finances, boys are preferred due to the traditional male prejudice against women (Bruns, 2003). Furthermore, a study carried out in India showed that girls' participation in schooling might be much more affected by parental wealth than boys' (Meighan, 2003). According to Levy (1992) in Kenya, some communities also believe that educating a girl will enrich her husband's family upon marriage; hence, they attach little value to girls' education. In Kenya gender disparities in transition rate from primary to secondary schools have been wide; for instance in 2007, girls' transition rate was 60% against that of boys, which was 75% (Ministry of Education, 2008).

3.3. Inadequate Secondary Schools

Transition rate from primary to secondary schools was affected by the limited number of secondary schools in Kenya, which leads to many KCPE graduates being locked out of secondary education (Ntarangwa, 2010). According to Bokova (2011), although transition rate from primary to secondary schools rose sharply after independence in most developing countries, the current rates depict a dim picture. Bokova avers that secondary schools in developing countries do not have enough places for 74% of their secondary age children, which restrict transition rate from primary to secondary school.

In Kenya, the number of candidates who sit for KCPE always outnumber the available vacancies in secondary schools (Economic Survey, 2010; & Ministry of Education, Science and Technology, 2010). According to the Ministry of Education (2013), the then Education Minister reported that the number of public secondary schools was 7,425 which absorbed 628,051 out of 819,295 pupils leaving nearly 200,000 without form one places. This scenario leads to a lot of wastage at the end of primary education cycle as shown in the Table 5, which shows secondary school absorption in Kenya projected between 2009 and 2014.

Year	Candidature (previous KCPE Candidates)	Students Absorbed in Form 1	Shortfall	Transition rates (%)
2009	695,777	445,900	249,877	64.09
2010	727,054	486,130	240,924	66.86
2011	745,012	539,292	205,720	72.39
2012	768,478	562,761	205,717	73.23
2013	843,626	653,871	189,755	77.50
2014	888,258	695,684	192,574	78.30

Table 5: Secondary School Absorption in Kenya between 2009 and 2014.

Source: Ministry of Education, Science and Technology (2019) and Economic Survey (2019)

Table 5 shows that quite a number of candidates who sat for KCPE between 2009 and 2014 did not transit to secondary schools. Many of them continue to suffer the effect of lack of education, which could be transferred to their children in future. Lack of adequate secondary schools continues to be a major setback to government's goal of provision of basic education. Again, in January 2016, the then cabinet Secretary for Education in Kenya reported that out of the 927,401 candidates who sat for the KCPE examination 759,603 would join secondary schools while the rest would join Youth Polytechnics across the country. The cabinet Secretary said that the National government in conjunction with County governments was developing alternative pathways, including Youth Polytechnics to avail more avenues for youth to further their education and training (Wanzala, 2016).

3.4. Family Size

According to Symeon, Martinez and Alvarez (2012), many children from big sized family's dropout of school to work for income to support their families. Symeon and Martinez aver that, when parents are unable to meet the basic needs of their children, they force the older children to drop out of school in order to help them raise up their younger siblings. For instance, poor families in Philippines tend to withdraw boys from school because they seem unresponsive to learning and because boys have diverse work opportunities than girls (Torres, 2011). Oteyo and Kariuki (2009) contends that once pupils get casual jobs which they can do after school they feel they have become adults and therefore drop out completely from primary schools. Big sized families find it difficult to provide for their children's basic needs especially

during these economically constrained times making it impossible for such families to meet the academic needs of their children (Mudemb, 2013).

Many theoretical and empirical studies such as 'Quality, Quantity' model (Becker, Nigel and Cameroon Schooling and Population Survey CPCS (2005) indicated that the number of siblings in a family has a significant effect on educational achievements. This paper has attempted to investigate the extent to which a sibling's number had influence on school enrolment, performance and the level of educational attainment in the Atonsu-Bokro community in Kumasi. It was proven that, there was causal relationship between family size and child's education. On the more popular argument for that stance is the suggestion that children in large families perform bad academically, tend to enroll later, repeat grades more often, and drop out of school earlier. The factors were mainly due to financial problem, parental attention, poor health and sibling position among others. However there are other variables that influence the academic performance of students such as parents own level of education, low-income status, unemployment, intelligent quotient of the child, and the environment (Conley and Glauber. 2006)).

Conley and Glauber. (2006) argues that children in small families perform better academically because of the intensity of their interaction with their parents. This position argued that intensity of interaction is demonstrated by parental involvement in the child's study, leading directly to higher achievement on the part of the child. Further Conley and Glauber aver that with the increase in the number of children comes a diminution of adult child interaction and subsequently a lower educational achievement level for the children of larger families.

According to Evangelou, Taggart and Sylva (2008), poor families on average tend to have larger families than higher income families. Evangelou, Taggart and Sylva 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 argued 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 (Evangelou, Taggart and Sylva, 2008). In addition, inadequate finances in big sized families discourage pupils to a point of dropping out of school or performing poorly at primary schools hence not transiting to secondary schools (UNESCO, 2003).

3.5. HIV/AIDS Prevalence

HIV/AIDS is one of the incurable sexually transmitted diseases in Kenya, which continues to affect the socio-economic and education development in Kenya. According to Republic of Kenya (2005) since the first case was diagnosed in 1984, there has been a continued rise of the infected persons leading to over 1.5 million deaths and over 1.8 million children left orphaned. Furthermore, this pandemic depletes families of their financial resources because the infected are not able to work optimally due to general weakness from optimistic infections. In addition, the maintenance of the infected is expensive because of the specialized attention required in terms of food and drugs.

The pandemic which was declared a national disaster in 1999 impacts negatively on quality, access, equity, supply and demand for education (Republic of Kenya, 2005). In some cases, those children who are affected fail to attend school as they give care to their infected parents as well as their younger siblings. This affects the performance of the pupils who may fail to join secondary school because of fees and other requirements due to financial constraints of their parents. Children orphaned by HIV/AIDS drop out of school to lead their families. According to Kenya Aids Indicators Survey in 2012 there are about 1.8 orphaned children aged between 0-17 years in Kenya nearly half of which is a result of HIV/AIDS pandemic (Kilonzo, 2015). Furthermore, according to report by Republic of Kenya (2005), children who are HIV positive may drop out of school due to opportunistic infections resulting to low transition rate from primary to secondary schools.

4. Results

This section consists of response rate, which shows the percentage of the exact questionnaires those were returned from the respondents. The section also presents the results of the analyzed data.

4.1 The Response Rate

Questionnaires were used as tool for the data collection. The sample size was 201. The response rate was as shown in Table 6.

Sample	Expected	Returned	Response Rate
Teachers	201	174	86.57

Table 6: Response Rate
Source: (Field data, 2018)

The researcher distributed the 201 questionnaires to the respondents. One hundred and seventy-four (174) questionnaires were returned from the respondents implying that their return rate was 86.57% as shown in Table 6.

4.2. Items Response Analysis on Social Factors Influence on Pupil's Transition Rate

The first objective established the influence social factors on pupils' transition rate from primary to secondary schools in Kinangop Sub-County, Nyandarua County. Ten (10) questions leading to information specific to social factors

were presented separately for clarity of the respondents. The means of the responses were analyzed and are as presented in Table 7.

Table 7 shows the mean of Social Factors Influencing Transition rate from primary to Secondary School.

No	Statement	N	Mean
7	Gender based discrimination in education affect transition rate	646	3.713
8	Lack of Enough secondary schools leads to low transition rate	605	3.477
9	HIV/AIDS prevalence many infected and affected children	588	3.379
10	Amount of work after and before school affect transition rate	498	2.862
11	Big sized families lack information about available, suitable sec schools	472	2.713
12	Inadequate social support	367	2.109
13	Many children from poor families do not transit to secondary schools	332	1.908
14	Low education Level among Community Members	328	1.885
15	Inadequate parental support	295	1.695
16	Low education level	281	1.615

Table 7: Means of Social Factors Influencing Transition Rate from Primary to Secondary School

Source: (Field Data, 2018)

Table 7 shows that the highest mean on the social factors influencing pupils transition rate in Kinangop Sub-County, Nyandarua County was gender-based discrimination in education affected transition rate (mean = 3.713). It was followed by lack of enough secondary schools leads to low transition rate (mean=3.477) while HIV/AIDS prevalence on many infected and affected children (mean of 3.379) closed the top three factors. The lowest was parents low education level (mean = 1.615). Therefore, according to teachers' point of view, gender-based discrimination in education affected transition rate most.

In this regards, making primary education free and compulsory was crucial to aid the struggle for achieving universal and sustainable education. After implementation of the Free Primary Education (FPE) policy in the year 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 do not proceed to the secondary level due to certain cultural, environmental, school-based or socio-economic factors (Kikechi, Musera & Sindabi, 2011). According to ANPPCAN (2004), transition rate in Kenya 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.

4.3. Regression Analysis of Social Factors Influence on Pupil's Transition rate

The objective of the study was to determine the influence of social factors on pupils' transition rate from primary to secondary schools in Kinangop Sub-County, Nyandarua County.

To achieve this objective, the following null hypothesis was formulated:-

- H_0 : Social Factors have no statistically significant influence on pupil's transition rate from primary to secondary schools in Kinangop Sub-County, Nyandarua County, Kenya.

The hypothesis presumed that social factors have no statistically significant influence on pupils' transition rate from primary to secondary schools in Kinangop Sub-County, Nyandarua County, Kenya.

To establish the truth of this assumption, simple linear regression analysis was carried out. Results of the analysis are as shown in Tables 8, 9 and 10

Table 8 shows the Pearson's Correlation Coefficient between social factors and transition rate from primary to Secondary schools in Kinangop Sub-County, Nyandarua County, Kenya

Model Summary									
Model	r	r Square	Adjusted r Square	Std. Error of the Estimate	Change Statistics				
					r Square Change	F Change	df1	df2	Sig. F Change
1	.849 ^a	.720	.718	6.430	.720	442.303	1	172	.000

Table 8: Pearson's Correlation Coefficient between Social Factors and Transition rate from primary to Secondary School

a. Predictors: (Constant), Social Factors Source: (Field data, 2018)

Table 8 indicate that social factors have a statistically significant positive linear correlation on pupils transition rate from primary to secondary school ($r=0.849$, $p= .000$). The r^2 value of 0.720 further shows that social factors accounted for 72.0% of the total variance in transition rate of pupils from primary to secondary schools. It thus implies that, statistically the social factors and pupil's transition rate in the study area were not independent'

Table 9 shows Simple Regression Analysis of social factors influence on pupils' transition rate from primary to secondary school.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18286.689	1	18286.689	442.303	.000 ^b
	Residual	7111.219	172	41.344		
	Total	25397.908	173			

Table 9: Simple Regression Analysis of Social Factors Influence on Pupils' Transition Rate from Primary to Secondary School

a. Dependent Variable: Pupils Transition Rate from Primary to Secondary

b. Predictors: (Constant), Social Factors

Source: (Field Data, 2018)

Tables 9 indicate that the F value to be significant ($F(1, 172) = 442.303; p = .000$). Therefore, the null hypothesis (H_0) that social factors have no statistically significant influence on pupils' transition rate from primary to secondary schools in Kinangop Sub-County, Nyandarua County, Kenya was rejected at .05 level of significance. This indicate that social factors do have a statistically significant influence on pupil's transition rate from primary to secondary schools in Kinangop Sub-County, Nyandarua County, Kenya

Table 10 presents the regression coefficients of social factors on pupils' transition rate from primary to secondary schools

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.385	2.268		7.223	.000
	Social Factors	1.866	.089	.849	21.031	.000

Table 9: Coefficients of Social Factors Influencing Transition rate from Primary to Secondary School

a. Dependent Variable: Pupils Transition Rate from Primary to Secondary

Source: (Field data, 2018)

Table 10 shows the beta coefficient is significant ($\beta = -0.849, p = .000$). The regression equation for the prediction of transition rates from social factors was given by:-

$$Y = 16.385 + 1.866X_1$$

Where

Y = Dependent variable (transition rate)

X_1 = Independent variable (Social factors)

The finding of the study that social factors influence transition rate agree with 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 because 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 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 rate 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

The study finding concurs with what FAWE (2002) observed that the way the family foundations are laid down, it is difficult to erase the attitudes and behaviour patterns that are formed about girls and boys. It also supports Kiptanui et.al (2015) findings that with the re-entry of teen mothers participation rates were meant to increase. However, due to traditions among certain communities in Kenya like in Wajir and Mandera, girls drop out of school due to forced marriages to wealthy men, especially by parents. In addition, the study observed that low graduating rate is a reality more than it was ever before and although it affects both boys and girls, the problem is more prominently affecting girls due to cultural beliefs, FGM, early and forced marriages and the government laxity in enforcing the laws that should protect the girl child.

5. Summary and Conclusions

This section presents summary and conclusion of the study

5.1. Influence of Social Factors on Transition Rate

The objective of the study was to determine the influence of social factors on pupils' transition rate from primary to secondary schools in Kinangop Sub-County, Nyandarua County. To achieve this objective, the following null hypothesis was formulated:-

- H_0 : Social Factors have no statistically significant influence on pupil's transition rate from primary to secondary schools in Kinangop Sub-County, Nyandarua County, Kenya.

The hypothesis was tested using simple regression analysis. The simple regression analysis showed that;

- There was positive significant relationship between social factors and transition rate from primary to secondary schools in Kinangop Sub-County, Nyandarua County, Kenya ($r = 0.849$)
- Social factors accounted for 72% ($r^2 = 0.72$) of the variance in transition rate from primary to secondary schools in Kinangop Sub-County, Nyandarua County, Kenya.
- Social factors had a statistically significant influence ($F(1, 172) = 442.303$; $p = .000$) on the pupils' transition rate from primary to secondary schools in Kinangop Sub-County, Nyandarua County, Kenya.
- The null hypothesis (H_0) was rejected was rejected at 05 level of significance

5.2. Conclusion

Social factors have do significantly influence pupils transition rate from primary to secondary schools in Kinangop Sub-County, Nyandarua County, Kenya

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