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## INFLUENCE OF PARENTAL LEVEL OF EDUCATION ON THE TRANSITION RATES OF PUPILS FROM PRIMARY TO SECONDARY SCHOOLS IN MUKURWEINI SUBCOUNTY, NYERI COUNTY, KENYA.

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### **Abstract**

*Parental level of education entails the extent to which parents acquired education. The objectives of the study were; to determine the extent to which educated parents influence transition rates of pupils from primary to secondary school in Mukurweini sub county; to determine the extent to which semi-educated parents influenced transition rate of pupils from primary to secondary school in Mukurweini sub county; To assess the extent to which uneducated parents influenced transition rate of pupils from primary to secondary schools in Mukurweini sub county. The study was guided by the Ecological Systems Theory and the Schlossberg's (1998) transition theory. The study used mixed methods approach. The target population for this study comprised of 65 head teachers and 65 class 8 class teachers. Using the Central Limit Theorem, 30 percent of 130 respondents were selected to give a sample of 40 respondents, of whom 20 were head teachers and 20 class 8 class teachers. Stratified sampling was applied to create 4 strata based on the number of educational divisions in Mukurweini sub-county. The quantitative findings of the study were presented using tables whereas qualitative findings were presented thematically and in narrative forms. The findings of the study revealed that indeed parental level of education influence pupils' transition rates from primary to secondary school which shows that parent's level of education had a lot of impact on schooling of children because children from educated parents successfully transit to secondary schools.*

**Key Words:** Parent, Level of Education, Transition rate.

## Introduction

### *Background to the study*

One of the pillars of human growth and development is education. No country can attain sustainable economic development without a substantial investment in human capital. The importance of effective and appropriate arrangements for the transition of pupils from primary to secondary schools as a means of ensuring curriculum continuity and progression in pupils' education is now widely recognized as a crucial factor in school improvement. Gul & Khilji (2021), examined the issue of continuity and progression in the context of the National Curriculum and its emphasis on curriculum continuity.

After World War II, Asian countries invested in primary and secondary education. For example, Singapore and South Korea created policies to improve the quality and accessibility of secondary education by making it easier for students to transition from primary to secondary school. However, these policies did not guarantee that more students would attend secondary school, especially vocational secondary school, where participation rates remained below 50 per cent (World Bank, 2015). However, countries such as Japan that took urgent measures to increase transition to secondary education through increased public investment are now enjoying economic benefits.

It has been observed that education in most parts of Africa receives only 15% of total public spending on education. With a Gross Enrollment Rate (GER) of 26.8% compared to 56.6% for developing countries as a whole, Africa secondary education lags behind. If expected progress towards Universal Primary Education is to be achieved and if efforts on the same scale are not invested in lower secondary, education from primary to Secondary transition rates on Africa will plummet (Yusuf & Sanni, 2021). Many African countries are undertaking important

economic reforms, improving. Macroeconomic management, liberalizing markets and trade, and widening the space for private sector activity. Where such reforms have been sustained they produced economic growth and reduced poverty. However, Africa still faces serious development challenges in human development, notably in post-primary education.

In many developing countries only a minority of children ever complete their secondary education. In Africa today, just one child in five completes junior secondary school. The advances made by African nations since their independence are now seriously threatened in part by factors outside education. Africa's explosive population growth greatly increases the number of children seeking access to schools and increases the number of potential illiterates and reduces the number of students transiting to secondary schools. Kenya is not exceptional.

Studies on transition from primary to secondary education in Ghana show that although the Free Compulsory Basic Education programme (FCUBE) made an overall enrolments increase; children from poor households continue to be underrepresented in enrolments (Nkrumah & Sinha, 2020). Nkrumah & Sinha, (2020) made it explicit that not only indirect costs hinder access of the poor but also opportunity costs substantially affect the chances of poor children to enroll in and complete basic education. A study of transition patterns in Malawi also concludes that access to secondary education in the country continues to reflect household wealth (Bennell, (2021). Thus, despite direct fees being abolished, these studies clarify that the abolition of fees has not been enough to ensure transition from primary to secondary education.

Access to education in Kenya has not been evenly distributed across sexes, regions and social groups. According to EFA

monitoring Report (2012), Kenya is one of the countries where the secondary enrollment has significantly increased together with Burkina Faso, Burundi, Chad, Congo, Niger, Tanzania among others. The government of Kenya, in 2003, launched Free Primary Education (FPE) which was followed by Free Day Secondary Education (FDSE) in 2008. The developments resulting in the implementation of free basic education began in 2003, during the National Conference on Education and Training. However, regional disparities have continued to prevail in transition with some regions showing drastic drops in their transition rates. The World Bank policy on education has been on primary education completion, equality of access and improved learning outcomes, leading to improved access to secondary school education. The bank further endorsed the MDG calling for universal completion of primary education by the year 2015 hence increase transition to secondary education.

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute of statistics 2018 worldwide, 85.0% of children in the last grade of primary school attend secondary school. Transition rates are highest in the industrialized countries, standing at 98.2%. UNESCO highlights that only two regions have transition rates below the global rate, Eastern and Southern Africa at 67.1% and west and central Africa at 52.4%. Some countries have their transition rates at 80.0% (UNESCO 2018). Unlike the third world countries, developed countries have high transition rates where all children progress from primary to secondary school without dropping out. Developing countries are struggling with the transition rates. Countries in Africa, Latin America, the Caribbean, and Oceania have lower transition rates than developed countries (Turra and Fernandes, 2020). The lower rate of transition is attributed to the

fact that basic education is not compulsory in most countries.

A low transition rate from primary to secondary school means there is a possibility of a shortage of quality Labor in future. The standard of living for many people in the future is likely to be hampered by this trend (Hanushek and Woessmann, 2020). There are indeed several factors associated with the level of transition rate. Most of all these factors revolve around the parent's level of education. The parent's level of education dictates the extent to which the baton is given to the children. Even with the roll out of free primary education and subsidized secondary education, there is still some possible low transition. There has been low sensitization among the members of the public on the need to have their children fully transit from lower level of education to high levels.

In Kenya, Following the roll out of a 100 percent transition policy to complement Free Day Secondary School, primary to secondary transition rates have increased from 83.3 percent in 2018 to 95 percent by the first quarter (Q1) of 2020 (Kiilu and Mugambi, 2019). The County with the highest transition rate by Q1 of 2020 was Murang'a at 135.2 percent, implying that students were migrating from other counties to join secondary schools in this County. The lowest was Nairobi, with a transition rate of 47.0 percent, which could be due to few secondary schools relative to the number of transitioning students, thus necessitating absorption of students in other counties. Since 2003 when the Government launched Free Primary Education, the gross enrollment rate (GER) has increased to 104.0 percent in 2018 (Okello and Owino, n.d.). Similarly, the net enrolment rate has increased to 92.4 percent during the same period. Unlike the case of Free Primary Education, Free Day Secondary Education which was rolled out in 2008, did not result

in a significant increment in enrollment rates. Gross Enrollment Rates (GER) and Net Enrollment Rates (NER) for secondary school recorded a low of 42.5 percent and 28.9 percent in 2008 and have since increased to 70.3 percent and 53.2 percent respectively in 2018. This represents an increment of 27.8 and 24.3 percent for GER and NER, respectively.

Further analysis shows regional and gender disparities in access to secondary education. Counties such as Nairobi, Kirinyaga and Kiambu had the highest NERs of 65.0 percent, 62.1 percent and 60.5 percent respectively in 2018. The prevailing low GER and NER for secondary education have been attributed to, in part, transition rates below pupil completion rates. Nationally, enrollment has been higher for boys than girls since 2014.

Secondary education is largely financed by National and County Governments, income-generating projects, alumni, the private sector, donors and non-governmental organizations. The national Government's expenditure on Early Learning and Basic Education increased from 11.0 percent of the total spending on education in 2015/16 to 15.0 percent 2018/19. Expenditure on secondary school education accounted for above 95.0 percent of total spending on Early Learning and Basic Education throughout the period.

Between 2016/17 and 2017/18, allocation and spending on Free Day Secondary Education increased by approximately 50.0 percent, mainly due to increased capitation for tuition at secondary education level from Kshs. 12,870 to Ksh 22,244. According to the ministry of education, 25.9 percent of the national budget ensures proper reforms that deliver the government mandate of ensuring the delivery of quality education to children across the republic (Kenya News Agency, 2022). The scaling up of the Governments contribution implies a competitive waiving of tuition fees for

day secondary education. According to the Fee Guidelines for Public Secondary Schools for 2020, the Ministry of Education categorized boarding secondary schools into Category A, national schools and county schools in Nairobi, Mombasa, Nakuru, Kisumu, Nyeri, Thika and Eldoret only, and Category B, other boarding schools. For Category A, parents are supposed to pay a remainder in fees of Kshs 53,554, while for Category B, they are expected to pay Kshs 40,535.

For special needs secondary education, the Government increased capitation from Kshs 37,210, last used in 2016, to Kshs 57,974 for 2017-2022. Parents' fees contribution covers boarding equipment and stores, maintenance and improvement of facilities and local transport and travelling, administration costs, electricity, water, and physical education. Parents of children with disabilities are only expected to pay Kshs 12,790 (National Treasury, 2022). Increasing capitation for secondary education was expected to reduce the financial burden of secondary education on parents and guardians to enhance access to secondary education.

Though tuition fees for Government day secondary schools have completely been waived, parents are still expected to meet the cost of uniforms, learning materials, meals such as lunch, transport, and Parent-Teacher Association sanctioned development projects. Therefore, despite all the KCPE candidates in 2021 being placed in all public schools around the country, some have cited the lack of fees or funds required to transition students to secondary schools. Therefore, various counties are engaging in door-to-door campaigns through the chiefs and other government administrators to promote the absorption of students that face a financial challenge in local public day secondary schools.

### ***Statement of the problem***

Parental level of education plays a very crucial role in the upbringing of children and eventual education of them. Recent data suggests that children from educated parents are more likely to attend and remain in school compared to those from uneducated parents. According to Kirksey, Gottfried & Freeman (2022), parental decisions affects children retention in a school system such that pupils whose parents monitor and regulate their activities, provide moral support, encourage independent decision making and are generally more involved in their schooling are less likely to drop out of school.

In Kenya, scanty findings exist in the literature for studies of influence of parental level of education on the transition of pupils from primary to secondary schools. There are few studies focusing on the impacts of educated parents, semi educated parents and uneducated parents on the eventual transition of their children from primary to secondary schools. Nyeri county has 8 sub counties whose transition rates of pupils from primary to secondary school are as follows: Kieni East (98.9%), Kieni West (98.6%), Mathira East (99.9%), Mathira West (99.5%), Nyeri Central (99.8%), Mukurweini (96.5%), Tetu (99.7%) and Othaya (99.8%) according to county education anal board statistics 2022. The transition rate of pupils from primary to secondary schools in Mukurweini sub county stood at 96.5% which was lower than the national and county rates at 98.3% and 99.1% respectively

The low transition rates that have been repeated over the years in the Sub county go against the Government's efforts to increase the primary to secondary transition rates in the country to a hundred percent. This worrying scenario of low transitions from primary to secondary in the sub-county called for an investigation so that solutions to this trend could be effected.

Therefore, it prompted the researcher to conduct research in the sub-county to establish whether the parental level of education really influenced transition rate of pupils from primary to secondary schools in the Mukurweini sub county.

### ***Purpose of the study***

The purpose of the study was to investigate the influence of parental level of education on the transition rate of pupils from primary to secondary schools in Mukurweini Sub county, Nyeri county, Kenya.

### ***Research Objectives***

The study was guided by the following objectives:

- i. To assess the extent to which educated parents influenced transition rate of pupils from primary to secondary schools in Mukurweini sub county
- ii. To assess the extent to which semi-educated parents influenced transition rate of pupils from primary to secondary schools in Mukurweini sub county
- iii. To assess the extent to which uneducated parents influenced transition rate of pupils from primary to secondary schools in Mukurweini sub county.

### ***Research Questions.***

The following research questions guided the study;

- (i) To what extent do educated parents influenced transition rate of pupils from primary to secondary schools in Mukurweini Sub County?
- (ii) To what extent do semi-educated parents influence transition rate of pupils from primary to secondary schools in Mukurweini Sub County?
- (iii) To what extent do uneducated parents influence transition rate of

pupils from primary to secondary schools in Mukurweini Sub County?

### ***Significance of the Study***

The results of this study can help policymakers address the main issue of parental education levels influencing the transition rate in the sub-county. It may help them develop ways to educate parents about the importance of allowing their children to move from one level of education to another, regardless of their background. It may also help them develop policies to strengthen the 100% transition rate from primary to secondary school, as is the government's goal. The study can also help the state department of education and other agencies ensure that the relevant bodies implement the policies they create effectively. This will allow the ministry of education to find strategies to address future parenting challenges that prevent school-going children from transitioning from primary to secondary school. The study may also benefit parents, educationists, and sponsors in general, as it provides a blueprint for understanding the contentious issues surrounding the transition rate in Mukurweini sub-county.

### ***Limitations of the Study***

Some of the respondents were not willing to volunteer correct information concerning the parental level of education and in this case the researcher explained to them that the study aimed at improving the transition rates of pupils from primary to secondary schools in Mukurweini sub county. This was mitigated by ensuring that the information given was kept confidential. It was also possible that some Head teachers would not give honest information for fear that they were exposing negative qualities of their schools. The researcher however assured respondent that findings were used for academic purpose and not for policy decisions.

### ***Delimitations of the Study***

The study focused only on Mukurweini Sub-County which is a fast grown area. The area was chosen because of its high economic rated county and its proximity to the county headquarters, it was supposed to have its children transiting to secondary schools unlike other counties. The study targeted public primary school head teachers and class 8 class teachers only as the respondents. Hence the findings were generalized to other counties with caution.

### ***Assumptions of the Study***

The study assumed;

- i. That relevant records and data on transition rates were available and accessible in the selected primary schools in the sub county.
- ii. That the respondents were competent enough to provide correct answers to the research questions.
- iii. That the respondents would cooperate and volunteer correct information.

### ***Scope of the study***

This study was carried out in public primary schools of Mukurweini Sub County. The main aim was to assess the influence of parental level of education on pupils' transition rates from primary to secondary schools in Mukurweini sub county. The study was conducted between the month of July and August 2023. This was necessary since, during that period, primary schools were all on session and thus all the head teachers and class 8 class teachers were available in school.

## Literature Review

### *Global transition rate*

Many studies from around the world show that school transitions are a time when students are at risk of dropping out of school. This is because they may feel lost or unsupported, or they may have to travel long distances to get to their new school. Dropping out of school can have serious consequences for a young person's future, as it limits their career opportunities and life chances. There are a number of factors that contribute to early school leaving, including gender-specific factors and the lack of effective interventions. There is also a disconnect between research on early school leaving and education policy, which means that the findings of research are not always being used to inform policy decisions.

United Nations Scientific and Cultural Organization (UNESCO, 2008) states that basic education includes both the primary and secondary education. The transition to secondary is important because it can be argued that this is the time when major changes take place in the pupil's schooling careers in terms of changed learning environment. Parents with higher levels of education are more likely to hire private tutors and offer rewards to their children in order to help them succeed in school. Studies have shown that children with mothers and fathers who have high levels of education are less likely to drop out of primary school in both rural and urban areas. This is likely because educated mothers have more time to spend with their children and help them with their schoolwork, as they spend less time on household chores (Coyne & McCoy, 2020).

For the most part of the world, compulsory education in economically developed countries is split into two phases: primary, which generally begins at age five or six and lasts until age 11/12, and secondary, which ends at 15/16, the official leaving age in many countries, but students usually

continue to the age of 18. While second-level education used to be seen as the sole preserve of the elite, global economic interests and demands for an educated work force have seen an increase in this provision of second-level education to the point where, in 2004, there were around half a billion children in second level schools worldwide (UNESCO 2008).

The transition from primary to post-primary education has been noted as a critical educational step for many children (Coyne & McCoy, 2020). According to Ogolla (2013), transfer is a time of triple transition as students negotiate the move from childhood to adolescence, from one institutional context to another with different regulations, teacher demands, and teacher expectations and the journey from established social groups into new social relations. Therefore, it would appear that the impact of social, emotional, academic and institutional issues should be considered a priority for educators when examining a transfer process in the educational context. Effects of transition from primary to post-primary school have been of particular interest to educationists due to reports that many children in the first year of secondary school regressed in major parts of their education. Galton, (2000) reported that up to 40% of pupils experience interruptions in academic progress during the first couple of months after school transfer. A number of causes for this regression have been identified. These causes include belonging to a poor family, onset of puberty, the effects of bullying by older pupils, separation from friends, excessive travel to the new school, the unfamiliarity of moving from room to room, adjusting to having more than one teacher a day, the inability to adjust to a variety of teaching styles and the lack of curricular continuity across the primary/secondary divide, (Galton, 2000).

### ***Parental level of education***

Parents' educational background continues to draw the attention of many researchers, educationist, parents and administrators for the role it plays in influencing students' academic performance. Parental level of education is categorized into three major areas; Educated parents, semi educated parents and uneducated parents. The education of parents has significant influences on children's knowledge, skills and values. Parents involved in educational activities at home have positive effects on their kids' educational attainments. There are research based evidences that children's vocabulary-which is the gate way for scholarship, other linguistic and social skills have been significantly influenced by their parents at home (Harris & Goodall, 2018; Kassim, 2018).

The communications of educated parents at home through strong vocabulary, good pronunciation and logical arguments in discussion contribute to children's language development. Educated parents can also provide proper guidance to their children as they have already gone through the process of education and they are aware of the heights and falls of educational decisions and therefore they could also share the educational life experiences which are very powerful to motivate their children for studies (Harb & El-Shaarawi, 2020). These experiences help the individual to mould their behavior and adjust him/herself to the situation properly which leads to prosperous educated life. All interactions between parents and children at home, such as guidance, communication, helping with educational decisions, and sharing educational experiences, have a significantly positive relationship with students' academic achievement. Additionally, the home arrangements that parents make for their children, based on their understanding of education, also have a positive impact on students' educational performance (Harb & El-Shaarawi, 2020).

Teachman and Paasch's (2018) salient link of educational aspiration to education obtained by parents informed the framework for the current study. The majority of research done on the subject examined adolescents' aspirations in middle school or high school. This study bridges the gap of how those aspirations continue to affect the performance and attitudes of young adults presently enrolled in education institutions. The present argument further examines to what degree parent education affects the transition rates of the learners in public schools.

### ***Educated parents and pupils' transition rate***

Education plays an essential role in the acquisition of knowledge and skills. It is a tool which can be used to train the future generations to inculcate skills and competence. The way a child is raised has an adverse impact not only to oneself but to the whole society. This is because the home environment is where children learn the basic skills and values that they need to succeed in school and in life. Children who grow up in homes where there is a strong emphasis on education and where they are given the resources and support they need to succeed are more likely to do well in school and to go on to achieve their goals. On the other hand, children who grow up in homes where there is little emphasis on education or where they are exposed to negative influences such as poverty, violence, or substance abuse are more likely to struggle in school and to experience other problems in their lives. While growing up, the kid invests the vast majority of his energy at home and the kind of condition the person in question is raised in likewise hampers their intellectual turn of events. The inspiration of any smart kid towards learning is being quickened by the positive impacts of their condition while other people who need inspiration are contrarily influenced (Rana, 2019).



Suresh, (2019) on the impact of parents' socioeconomic status on parental involvement at home for high achievement Indian students of Tamil school in Malaysia, indicated that students from parents with high educational qualification scores high test in this school. High educated parents deducted a lot of time, energy, and money to help their children to perform well in academic activities. From the research finding, educated parents assist their children to do homework given to them by the school and even to prepare timetable for the children to follow in relation to their school works at home, and make sure they abide by it. They also provide more activities related to an academic development of their children to utilise the time available at home. In fact, by virtue of their educational background, they involve fully in their children' learning development. They also keep in touch with the school authority about progress or otherwise of their children education. These advantages mentioned made possible for these children to perform academically well than their counterpart from uneducated parents.

The more supportive and conducive environment a child gets a more academic achievement would be attained. Guardians are the primary instructors of their children. Children who perceived their parents as loving, accepting, encouraging and less controlling' behavioral and psychological less hostile perform better in school and feel more competent. When the parental involvement in educational process is high; students get higher grades, graduation rates are high, better school attendance is realized, increased student motivation to self-driven academic orientation is realized (Hountenvilli and Conway 2018). Taught guardians ingrain additionally shrewdness to their children instruction has a critical factor for a kid's future. The offspring of taught Parents are more certain, creative

and experienced than the youngsters whose guardians are not instructed.

Jamila (2019) in his exploration on the impact of parental degree of instruction on understudies' scholastic execution is of the view that when guardians are taught, their kids will exceed expectations academically. Children whose parents are highly educated do well in their academics than those with less educated parents. Academic performance is essential to get promoted to the next level in school and the turning point of the lives of the students is when they got into secondary level of schooling from that stage in order to have a secured life by getting enrolled in tertiary education. Rana (2019) in his research on parent's educational level on their children's academic performance, discovered that when parents support students 'academics, there will be positive academic performance.

Educated parents comprises of parents who acquired basic education during their schooling time. It covers those parents who attained minimum of both primary and secondary education. However, educated parents also include those parents who have pursued certificate courses, diploma courses, degree, masters or PhD. Parental decisions affect children retention in a school system such that students whose parents monitor and regulate their activities, provide moral support, encourage independent decision making and are generally more involved in their schooling are less likely to drop out of school (Eldegwy, Elsharnouby & Kortam, 2022).

As suggested by Assari (2019), educated parents are more aware of the possible returns to their children's education and they are more likely to have access to information and social networks necessary for their children to engage into relatively human capital intensive activities yielding high returns to education. This also goes hand in hand with motivating their children

to aim higher in education because they can look at their parents as role models. Parents with higher levels of education are more likely to hire private tutors and offer rewards to their children in order to help them succeed in school. Onyango (2000) noted that their children of educated parents are more likely to succeed in school and less likely to drop out. This is likely because educated parents have more time and resources to invest in their children's education. Studies have shown that children with mothers and fathers who have high levels of education are less likely to drop out of primary school in both rural and urban areas. This is likely because educated mothers have more time to spend with their children and help them with their schoolwork, as they spend less time on household chores.

Onyango, (2020) asserts that Parents who have had an education themselves are more likely to understand the importance of education for their children. They are also more likely to be able to provide their children with the support they need to succeed in school, both emotionally and financially. United Nations International Children Education Fund report as in Onyango (2020) found that in sub-Saharan countries and two Indian states children of educated women are much more likely to go to school hence the more educated the women are the more probable it is that their children benefit from education.

Educated parents are more effective in helping their children in academic work and also monitor and supervise their children's academic progress (Victor and Mweru, 2019). While for fathers, it is attributed to the fact that educated fathers are also more likely to be interested in their children's academic progress and willing to spend time helping them with their schoolwork. As a result, children from educated parents have a higher chance of transitioning from primary to secondary school.

Likewise, research studies such as Shah, Atta, Qureshi & Shah, (2021) also identified the differences on the mother and father qualification with reference to the contribution of education in children academic attainments. The researchers have foreseen that parents' educational level was the most important element in predicting children's academic performances. As per the findings mother educational status is more related with children academic attainment and has significant influences on children's overall achievements. On the other hand, fathers' education and profession has effect on children's academic achievements. The profession and education of father directly affect the income for the family which has direct and strong relation for the facilities available for children at home which in turn has relationship with children academic attainments. For instance, high income families easily manage their children basic, health, food and educational needs; provide extra facilities and opportunities to their children which could contribute more into the academic performance of their children (Suleman, Aslam, Shakir, Akhtar, Hussain & Akhtar, 2022).

Anderson (2020) has identified the negative factors in family such as illiteracy, low involvement in children schooling, low socio-economic status and lack of time for their children which are the main causes of the students' educational failure. Children's education is explained by their parents' education because parents and children education is closely co-related. Parents' educational achievement tends to reinforce positive behavior for learning in students. The confidence level of parents is related to their mastery of certain cognitive skills and successful experiences in their previous general and educative lives. Those who have successful educational experiences and high cognitive abilities could build up the confidence level of their children and such parents were also found to be able to help in the development of

cognitive skills of their children while on other side of the picture, they were found to be unable to help their children in developing cognitive abilities and building up confidence level (Shah, Atta, Qureshi & Shah, 2021)

### ***Semi educated parents and pupils' transition rate***

Semi-educated parents are those with little formal education, such as those who dropped out of primary school or only attended adult education classes. However, even this limited education can help them develop positive attitudes towards their children's education. Parental decisions have a big impact on whether or not their children stay in school. Students whose parents monitor their activities, provide moral support, encourage them to make their own decisions, and are generally involved in their schooling are less likely to drop out. Semi-educated parents have the knowledge and skills to make these decisions, and they are more likely to push their children to move from one level of education to the next. By being involved in their children's schooling and encouraging them to stay in school, semi-educated parents can help their children transition from primary to secondary school.

Jacquelyn, (2018) have pointed out the relationship of parents' education level to their children academic achievements. A mother's education has a more influence than father, so mother's education is more important. Karshen (2022) says that students whose parents are well educated get higher positions than those whose parents are not educated. Educated parents help their children in school work activities. Dave and Dave (2019) found that high achievers belong to homes with parents higher education level. The failed students belong to those who have lower parents education level. Williams (2018) and Teach man (2017) found that more educated parents create environment that facilitate learning. They involve themselves in

children's school activities and school environment. Okagaki and French (2018) studied that parents' education is a distal indicator indirectly correlated with children education achievements. Good and Brophy (2017) say that educated parents show interest in their children's academic performances they meet and co-operate with educational administrators to ensure children seriousness in their studies. On the other hand, Hawkes (2015) says that student performance does not necessarily depend on parents' professional competency or educational attainments.

Good and Brophy (2017) further noted that Mothers who have a predisposition to information about school are more likely than less educated mothers to discuss their child's performance. Well educated mothers' expectations levels are higher and they have more demands of academic achievement for their children. Parents who have college degree tend to have higher income and higher educational attainment and their children attend selective colleges more frequently than their first-generation college peers. Okagaki and French (2018) noted that Parental educational attainment has long term influence on their children's educational attainment. The influence of parental education has an impact on the collage experience of their children. Parents who have higher degree tend to have incomes and higher educational attainment and their children have the privilege to attend good and selected more their peers.

### ***Uneducated parents and pupils' transition rate***

Uneducated parents are those parents who never acquired education at all. Parents who have not received an education themselves are less likely to understand the benefits of education for their children. They may not have access to the information and resources they need to help their children succeed in school. As a result, they may not encourage their children to transition to secondary school. In Kenya,

parents who are not educated or have just the basic education do not see the benefits of education hence do not encourage their children to transit to high school (Oranga, Obuba and Nyakundi, 2020). Generally, children from uneducated parents are less likely to transit from primary to secondary schools.

Parents education is such a motivating force for a child which paves the way for his/her future. It is an admitted fact that the children of educated parents are more confident, resourceful and experienced than the children whose parents lack education. Jencks (2019) says that the family plays an important role in formal and informal education. Family characteristics represent a number of variables like education, income, beliefs, occupation, size of family also have implication on the performance of children. Significant reliable research studies have told that socio-economic status of parent is the best predictor of student academic achievement (Coleman et al.,2018). 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 (Cornell & Gross, 2017).

Parent-child interactions lead to the development of beliefs or expectations for success that guide and maintain behavior over time (Frome & Eccles, 2018). When parents model achievement-oriented behavior (e.g. obtaining advanced degrees, reading, continuing education) and provide opportunities for their children to engage in achievement-oriented experiences (e.g. library trips, museums, after-school programs), those children develop the belief that achievement-oriented behavior is valued and expected (Dubow et al., 2019). Such successes might include graduating from high school, exploring higher learning, and seeking out prestigious job opportunities.

Parents with more years of education have high expectations for success for their children, actively encourage their children to develop their own high expectations for success (Davis-Kean, 2019), and are better at aligning expectations with their children's abilities than low-income or less educated parents (Alexander, Entwisle, & Bedinger, 2018). Parents' abilities to set realistic expectations help them tailor the home environment to meet their children's needs, which can lead to higher grades and the pursuit of more education (Davis-Kean, 2019). Karshen in Rana, M.et.al (2019) discovered that understudies, whose guardians are instructed, get higher situations than those whose guardians are not taught. Instructed guardians help their kids in school work exercises. Likewise, high achievers have a place with homes with parent's higher instructive level, while the bombed understudies have a place with homes whose guardians' instructive level is low. Instructed parent's show enthusiasm for their youngsters' scholarly exhibitions, they meet and co-work with instructive organization to guarantee kids earnestness in their investigations

Abeya, (2018) on his paper "The relationship between parental education and children's academic performance" found out that children with educated parents are being supportive by their parents in their academics while children lacking educated parents tend not to do well in academics. Gratz et al. (2020) in their work titled the "impact of parent's background on their children's education" found out that parents have a huge role on their children's education since they are their children's first teachers. Mutoddi & Ngirande (2019) noted that children's brains are like sponge and absorb in everything surrounding them in the early years of development. Parents with educational background find it easy when preparing their children for school than parents without educational background.

Ghazvini (2021) noted that when a student is exposed to learning environment in the home, the better his/her academic achievement. Having a supportive home environment can make a big difference in a student's academic success. Educated parents help their children to study hard. They help their children to arrange time table for studies and provide a place or make a space for learning, they answer questions that are not clear for children during study. Mutoddi & Ngirande (2019) carried out a research on effect of parental inclusion on understudies' exhibition and discovered that the scholastic execution of understudies relies on the association of guardians in their youngsters' scholarly exercises to achieve the more elevated level of value in scholastic achievement.

Khajehpour and Ghazvini (2021) in their examination on parental inclusion influence in youngsters' scholarly presentation is of the view that when guardians truly include themselves in their kids' schoolwork, empower support in extracurricular exercises, assist children with creating plans for their future, kids are bound to react and do well in school. They likewise share that family association which improves part of youngsters' instruction, for example, day by day fulfillment, understudy accomplishment, conduct and inspiration. This implies that children whose parents are actively involved in their education are more likely to do well in school. This is because their parents can provide them with the support they need to succeed, both academically and personally.

### ***Influence of parents' education level on transition rates of pupils***

Rana et al. (2015) undertook a study of the influence of parents' education level on their transition rates and academic performance Rajanpur in South Punjab, Pakistan. Rana took as population of his study the students of both private and public secondary schools in that district. He randomly selected 200 students of 10th

grade as sample. His instruments of data collection were questionnaires, interviews, and direct personal observation. Rana made a direct documentary analysis of the result of 9th level students. He used the Z-test to compare the mean score of students' performance with high and low level of parental education. His observed Z-value was 3.87. To test the value for significance, he compared it with the critical value at 0.05 level. The value he obtained was greater than the critical value. The result shows that there is significant positive influence of parents' academic background on secondary school students' academic learning.

Li and Qiu (2018) titled his work "How does family background affect children's educational achievement? Evidence from Contemporary China." He proposed three major research hypotheses, namely, 1) "Family socioeconomic status has an important impact on the quality of the educational opportunities that children have access to. The higher the family's socioeconomic status, the higher the qualities of children's educational opportunities attend." 2) "Parental education participation and the quality of children's educational opportunities affect children's learning attitude and behaviours." 3) "Parental participation in children's education and the quality of children's educational opportunities affect their academic achievement."

Li and Qiu collected their data from a Chinese Family Panel Studies of 2010 with the code name of CFPS2010. This CFPS2010 covered 14,960 households in 25 provinces and municipalities in China. The data collection involved three questionnaire surveys each, for Li and Qiu. The research object of the study is children who were between the ages of 10 and 15, and who have compulsory education. The two researchers harmonized the data obtained from the children's questionnaire with the data from the family and parent questionnaires while removing samples

containing missing variables. They obtained 2750 cases for analysis. Measurement Family SES is one of the key explanatory variables of their study.

Ogbugo-Ololube (2016) conducted a study on the impact of parents' background on their children's education achievement. One of the objectives of his study was on the influence of parental education on the academic achievement of their children. Ogbugo-Ololube used the correlational research design approach. He used a population of 4752 respondents. He made a sample size of 1,426 senior secondary school (SSS) 2 and 3 students by random sampling. His structured questionnaire was titled Students Parental Background Variable Inventory (SPBVI) and used to collect data from the respondents. He used four research questions and four hypotheses which he adopted for his test. His study was face validated. As he puts it, two experts in educational measurement from the University of Science and Technology, Port Harcourt validated the study. Ogbugo-Ololube employed the Pearson Product Moment Correlation ( $r$ ) to determine the extent of significant relationship that existed between the independent and dependent variables at 0.05 alpha levels and also to analyze the data and reliability of the instrument. His result showed a positive relationship between the two variables. In other words, there was a positive relationship between parents' educational background and the performance of their children at school. He advised that children should not allow the educational attainment of their parents to be an obstacle to their education; rather it should be employed to their advantage as it is supposed to be naturally.

### ***Theoretical framework***

This study applied Schlossberg's (1998) transition theory and ecological systems theory.

### ***Schlossberg's (1998) transition theory***

Schlossberg's transition theory is a model for understanding how individuals experience and cope with change and transition. These experiences can include transitioning between occupations, transitioning to retirement, students transitioning to higher education, and service members transitioning to civilian life. Developed by Nancy Schlossberg (1995), a professor emeritus of counseling psychology at the University of Maryland, the theory is based on the idea that transitions are complex and multidimensional, and that individuals experience them differently depending on their personal characteristics and situational factors.

Schlossberg (1998) defined a transition as any event, or non-event that results in changed relationships, routines, assumptions, and roles. It is important to note that perception plays a key role in transitions as an event, or non-event, meets the definition of a transition only if it is so defined by the individual experiencing it. In order to understand the meaning that a transition has for a particular individual, the type, context, and impact of the transition must be considered. For example, a student graduating from high school and starting college is likely to perceive this as a significant transition. The student is moving to a new environment, meeting new people, and taking on new responsibilities. The transition may be stressful and challenging, but it is also an exciting opportunity for growth and development. On the other hand, a student changing classes within the same school may not perceive this as a significant transition. The student is staying in the same environment and interacting with the same people. The change in classes may require some adjustment, but it is not as disruptive as moving to a new school. The way we perceive transitions can have a big impact on how we experience them. If we perceive a transition as a challenge, we are more

likely to experience stress and anxiety. If we perceive a transition as an opportunity, we are more likely to experience excitement and motivation. It is important to be aware of the role that perception plays in transitions. By understanding how we perceive transitions, we can better prepare for them and adapt to them successfully.

The impact of this transition on a student's life can be explored through the application of Schlossberg's transition theory to the experience, and more specifically, how the resources available affect the student while in a new culture. The application of Schlossberg's transition theory to the study abroad experience of college students can have implications for those working with students going to and returning from study abroad experiences, and it can also provide a framework for advisors preparing orientation and reentry sessions.

Although Schlossberg's theory is an adult transition theory, Evans, Forney, & GuidoDiBrito (1998) consider the theory to be relevant to traditionally aged college students as well. According to Schlossberg, Waters, and Goodman (1995), transitions are more important than chronological age for understanding and evaluating an individual's behavior. Transition theorists are interested in an individual's resources for coping. Although transitions differ, Schlossberg, et al. state that "the structure for understanding individuals in transition is stable". The three major parts of the transition process include approaching the transition, taking stock of coping resources, and taking charge.

Schlossberg notes that transition can be an event, or a non-event that results in changed relationships, routines, assumptions, and roles. He also emphasizes that perception plays a key role in transitions as an event, or non-event. In order to understand the meaning that transition has for a particular individual, the type, context, and impact of the transition must be considered. In this study transition was looked at as the

movement of pupils from primary into secondary schools or failure to do so.

Although Schlossberg's Transition theory is typically categorized as a theory of adult development, it can also be useful for studying college student development. Transition theory was influenced by Schlossberg's previous work in adult development theory, which contains four categories of adult development-contextual perspective, developmental perspective, life span, perspective, and the transitional perspective (Evans, Forney, & Guido-DiBrito, 1998). In working with the adaptation of individuals to the environment, Schlossberg developed three sets of variables that affect how an individual will cope with transition. These three sets of variables include the individual's perception of the transition, characteristics of the pretransition and posttransition environments, and characteristics of the individual experiencing the transition. In *Overwhelmed* (1989), Schlossberg introduced the 4 S's: situation, self, support, and strategies.

### *Ecological systems theory*

Ecological systems theory was proposed by Bronfenbrenner (2001). Like socio-cultural perspectives, ecological approaches recognize influence of social environments on human development. This theory argues that the environment you grow up in affects every facet of your life. It also captures patterns of interaction between individuals, groups and institutions as they unfold over time. Bronfenbrenner (2001) elaborated the ecological approach to human development in the 1970s. This theory underscores the ever-changing interactions of individuals within the context of their ever-changing environments. Pupils born from educated parents, semi-educated parents or uneducated parents have different chances in their transition to secondary schools. Both theories argue the existence of a relationship between parental involvement

and self-efficacy. Confirming the social environmental influences addressed in Bandura's (1997) social cognitive theory, empirical research has shown that children perceived a greater sense of competence when their parents were more involved in their education (Grolnick & Slowiaczek, 1994), were more involved in school functions (Marchant et al., 2001) and had higher values for their children's education (Marchant et al., 2001).

### ***Epstein's Framework***

A framework containing six important factors with regard to parental involvement has

been developed by Epstein and her co-workers at the Center on Family, School, and Community Partnership at John Hopkins University. This framework is based on findings from many studies of what factors are most effective when it comes to children's education. (Epstein, 2009). Those six factors are parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community. Parenting pertains to helping all families understand the development of both the child and the adolescent. It also helps establishing a supportive home environment for children as students.

Communicating refers to how best to design and conduct an effective two-way communication that is school-to-home and home-to-school, about school programs and their children's progress. Volunteering applies to recruiting and organizing help and support from parents for school programs and students' activities. Learning at home pertains to providing ideas and information to parents about how they can best assist their Children with homework and curricular related decisions and activities.

Decision-making refers to including parents in school decisions and to developing parent leaders and

representatives. Collaborating with the community pertains to identifying and integrating communities' services and resources to support and strengthen schools, students, and their families.

Each of these factors can lead to various results for students, parents, teaching practices and the school climate. In addition, each factor includes many different practices of partnership. Lastly, each factor poses challenges to involve all families and those challenges must be met. That is why Epstein (2009) considers it to be important for each school to choose what factors are believed to be most likely to assist the school in reaching its goals for academic success, and to develop a climate of alliance between homes and the school.

Even though the main focus of these six factors is to promote academic achievements, they also contribute to various results for both parents and teachers (Epstein, 2009). For instance, it may be presumed that parents will gain more self-confidence in their role as parents, they will show leadership with decision-making, they will have more effective and productive communication with their children with regards to school work, and will have more communication with other parents at the school. According

to Henderson and Berla (1994), parents also gain a more positive attitude towards the

school and its staff, and gain more confidence in assisting their children with homework, by being involved with their education. In addition, they are more likely to gather support for the school and its programs in the community and become more active community members.

For teachers, the benefits may be presumed to be better communication with parents, a deeper understanding of the family of their students and their situation, and more effective communication with both the homes and the community (Epstein, 2009). Henderson and Berla (1994) also claim that

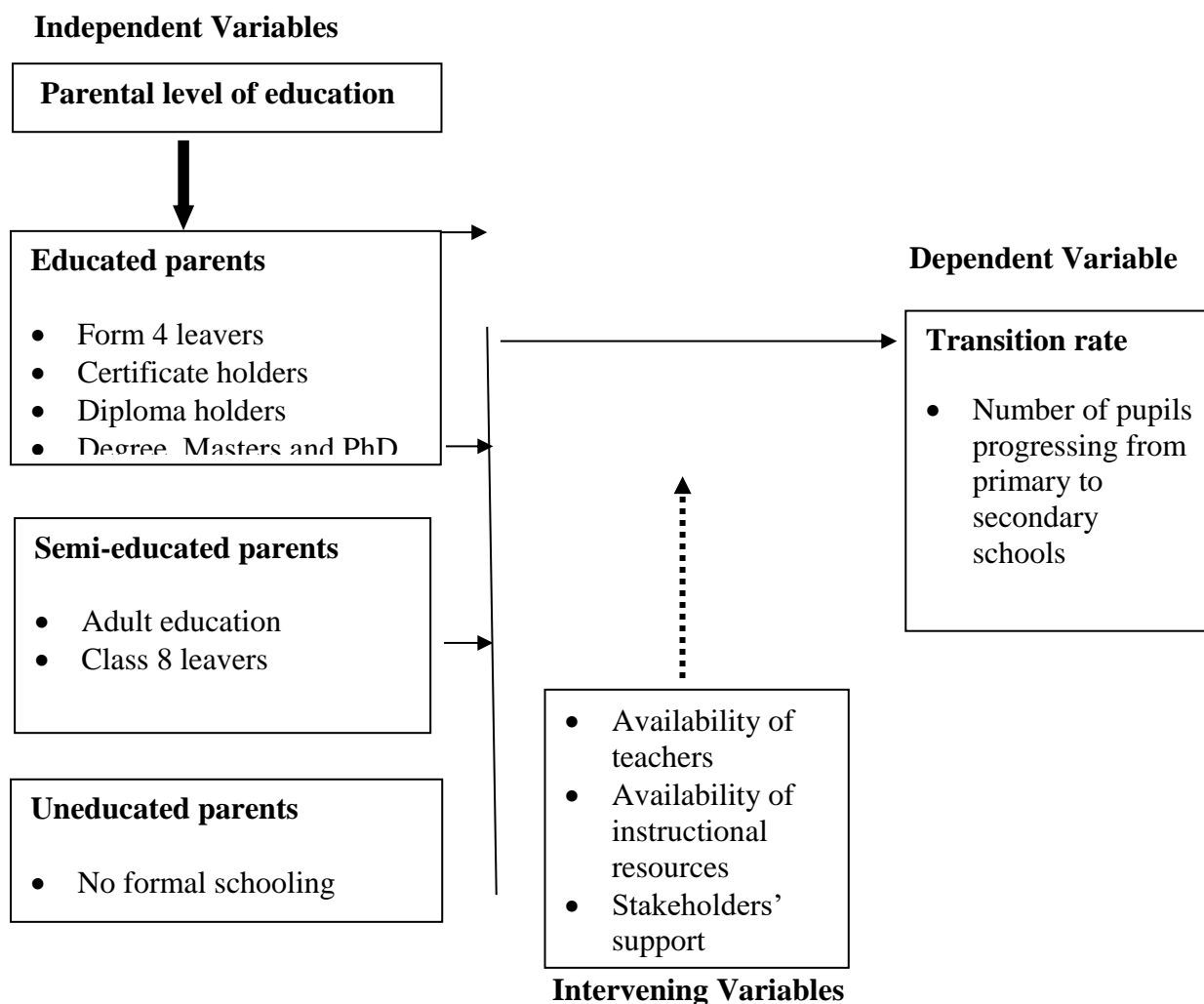


the schools will benefit by parental involvement by improved teacher morale, more support from families and higher student academic achievement. In addition, Clarke (2017) asserts that schools function best when parents and the community are active participants and have a sense of ownership of the school. Therefore, it is safe to say that these six factors not only benefit the students, but also their parents, teachers and the schools and hence they play an important role in explaining the effect of parents' level of education on the transition of the learners.

### Conceptual framework

In this study, conceptual framework was based on parental level of education which comprised of educated parents, semi-educated parents and non-educated parents which constituted independent variables. Transitional rate which entails the number of pupils progressing to secondary schools constituted the dependent variables. Availability of teachers, instructional resources and stakeholders' support constituted the intervening variable as shown in Figure 1 below.

**Figure 1: Conceptual framework**



### *Summary of Literature review*

This chapter reviewed literature on the main determinant of transition rate of pupils from primary to secondary school. The literature has shown that the parent's level of education determines the transition of pupils from primary to secondary schools. The parents who do not have higher level of education and who have less interest on education see no need to have their children transit to secondary education. Some of them are not even ready to have their children complete the basic education. They see the children as wealth and therefore are lending them to marriage at very early stage of life. Kuloba, L. (2019), in a study conducted in Uganda among the fishing communities found out that early marriages and pregnancies often lead to dropouts and often cases are sorted out through paying of fines to avoid imprisonment and conflict with the authorities.

Studies have indicated that there is a close relationship between the parental level of education and participation by their children in educational matters. Ulysse & Al Masaeed, (2021) notes that educated persons are more likely than uneducated ones to enroll and retain their children in schools. Whether parents are educated or uneducated affects demand for education in the household. According to Appiah-Kubi & Amoako (2020), better educated parents appreciate the value of education more than uneducated ones and normally assist their children to progress in education both morally and materially. A United Nations International Children's Emergency Fund (UNICEF) report as in Appiah-Kubi & Amoako (2020) found out that in Sub-Saharan countries and two Indian states children of educated women are much more likely to go to school hence the more educated the women are the more probable it is that their children also benefit from education. UNESCO (2011) notes further that in Latin America children whose mothers have secondary schooling remain

in school for longer periods than those whose mothers lack secondary education hence are more likely to progress to secondary education.

It is a common belief that education sometimes comes into conflict with what the society expects. As Schleicher (2018), states that sometimes at home, conflict arises between what is taught at home (in initiation ceremonies) and at school which may lead to parents opposing their children's continued attendance at school especially girls. De Haas & Hutter (2019), decried unequal opportunities which require that women conform in what is considered suitable feminine work, occupation, attitudes towards education and modernization, a perception that increases dropouts and influence transition negatively. A report in The Daily Nation quotes findings by the Kenya National Examinations Council stating that very few parents feel concerned about their children's education and make any meaningful follow up on their learning (Odhiambo, Shinali & Pere, 2016). In fact, nomads consider education as irrelevant to their lifestyle as it distances children from their culture and many who have gone to school no longer like herding livestock, (Dural, 2018).

Studies that have been carried out include: The determinants of transition rate to secondary education among primary school in Kenya: a case of Keiyo district, Factors hampering the continuity of education of standard eight leavers in Kenya: Survey of Juja Sub county in Kiambu county in Kenya (Kimando, Sakwa and Kihoro, 2012). The only study that is close to the current study is Mathia, (2015). who did factors affect transition rates from public, primary to secondary school in Kiambu sub county. A gap in literature has however been noted against this background that this study embarked to establish the influence of parental level of education on pupils' transition rates from primary to secondary school in Mukurweini Sub county, Kenya.

## Research Methodology

### Research design

A descriptive survey design was used to collect information from the sample drawn from the population of the study. Descriptive survey entails the studying of a situation as it is in the field as well as attempting to explain why the situation is the way it is, Alici & Copur (2022). However descriptive survey as a research methodology is limited as it is used to study independent variables, which have already occurred and are inherently not manipulatable by the researcher. They are studied in retrospect, Sabir, Wharton & Goodacre (2022). The design was most appropriate since its purpose was to collect

information from the sample of the population of head teachers and class 8 class teachers in order to investigate influence of the parental level of education on transitional rates of pupils from primary to secondary schools in Mukurwe-ini Sub county. Though non response was found to be a problem in this survey according to Pani & Sahu, (2022), appropriate techniques were used to help reduce that problem including randomization and use of large samples.

### Target population

The target population comprises of all the 65 public primary schools in the sub county which comprises of 65 head teachers and 65 class 8 class teachers

**Table 1: Target Population of the Study**

Categories	Target Population
Head teachers	65
Class 8 class teachers	65
<b>Total</b>	<b>130</b>

### 3.3 Sample size and sampling techniques

According to Islam, (2018), a general criterion in using the central limit theorem is based on the sample size  $n \geq 30\%$ , no matter what the population is based on the central limit theorem, when the sample size  $n$  is sufficiently large, the distribution of sample mean is approximated to normal distribution. In practice, statisticians and researchers have accepted the criterion of the sample size  $n \geq 30\%$  to assume the distribution of sample mean approximated to normal distribution.

Using the Central Limit Theorem, 30% of 130 respondents were selected to give a sample of 40 respondents, out of whom 20 were head teachers, and 20 class 8 class teachers. Stratified sampling was applied to create 4 strata based on the number of educational divisions in Mukurweini sub-county. Purposive sampling was used to select all the head teachers from the selected schools alongside the class 8 class teachers. Simple random sampling was used to select the schools.

Table 2: Sample Size

Category	Target population	Sampling procedure	Sample size
Head teachers	65	30% of 65	20
Class 8 class teachers	65	30% of 65	20
<b>Total</b>	<b>130</b>	<b>30% of 130</b>	<b>40</b>

### ***Research instruments***

These are tools which were used to gather information about the specific set themes of research objectives. Questionnaires were used to collect data from head teachers and class 8 class teachers and document analysis was used to collect information on the pupil's transition rate and parental level of education.

#### ***Questionnaires***

This study used questionnaires to collect data from head teachers and class 8 class teachers. According to Orodho (2005), a questionnaire is a written set of questions that are cheap to administer to respondents scattered over a large area and convenient for collecting information from a large population within a short period of time. In addition, the respondents feel free to give frank answers to sensitive or embarrassing questions especially if they are not required to disclose their identity. The questionnaire had 2 sections. Section 1 was on demographic information while section 2 had items seeking to assess the influence of parental level of education on pupils' transition rates from primary to secondary school in Mukurweini Sub County.

#### ***Document analysis***

Document analysis was used to collect information on the influence of parental level of education on the transition rates of pupils from primary to secondary schools in Mukurweini sub county. In the pupil's file, the following information were available: Pupil's code number, parental level of education, pupil's transition to secondary school and the category of school selected to join. However, the researcher compiled the information on a document analysis guide so as to assess the influence of parental level of education on the transition rates of pupils from primary to secondary schools in Mukurweini sub county.

### ***Validity of the instruments***

Validity was established through expert judgment who improved the content validity.

According to Durand & Chantler, (2014), validity of a test is a measure of how well a test measures what it is supposed to measure. The study ensured instruments validity by checking on the responses from the questionnaires to see if they would give the intended answers to the research questions. Based on the analysis of the pre-test, the researcher was able to make corrections, adjustments and additions to the research instruments. Consultations and discussions with the supervisors were done to establish content validity.

### ***Reliability of the instruments***

Reliability is the proportion of variance attributable to be the true measurement of a variable and estimates the consistency of such measurement overtime, in other words it is a measure of the degree to which research instruments would yield the same results or after repeated trials (Shields & Twycross, 2008). To test the reliability of the items test retest was used. The Test Retest reliability method involved administering the same instrument twice to the same group of subject with a time lapse between the first and second test. Some head teachers and class 8 class teachers were administered the questionnaires in a time lapse to ensure reliability of the instruments.

### ***Data collection procedures***

The researcher asked for an introductory letter from The School of Postgraduate Studies of Maasai Mara University and Authorization Letter and Research Permit from National Commission for Science, Technology and Innovation (NACOSTI). The researcher also sought an authorization letter from the sub county director of education (SCDE), Mukurweini Sub County.

These letters introduced him to different sampled primary schools to carry out the study in Mukurweini Sub-county. The researcher then booked appointments with head teachers and class 8 class teachers from the sampled primary schools to administer questionnaires for the data collection.

### ***Data analysis techniques***

Data analysis was done both qualitatively and quantitatively. Open ended questions and the document analysis guide were analysed quantitatively based on the common themes while Quantitative data was analysed descriptively using frequencies and percentages. The quantitative findings of the study were presented using tables, whereas

qualitative findings were presented thematically and in narrative forms. The findings of the study were expected to be of great benefit to the schools' management, parents and policy makers in education.

## **DATA ANALYSIS, PRESENTATION AND DISCUSSIONS**

### **4.1. Parental level of education and pupils' transition rates from primary to secondary school**

Asked to indicate the influence of parental level of education on pupils' transition rate from primary to secondary schools, head teachers responded as in Table 3

**Table 3: Head teachers’ responses on parental level of education and pupils’ transition rates from primary to secondary school**

Statement	Strongly agree		Agree		Undecided		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Parental level of education influence pupils’ transition rates from primary to secondary school	4	20	10	50	2	10	3	15	1	5
High academic attainment of parents significantly reduce chances of primary school dropout	6	30	4	20	3	15	4	20	3	15
Educated parents are, the only ones who enroll their children to secondary school	4	20	3	15	4	20	5	25	4	20
Educated parents are more effective in helping their children in academic work	6	30	3	15	5	25	4	20	2	10
Semi educated parents are interested in the academic progress of their children	9	45	4	20	3	15	1	5	2	10
Semi educated parents are likely to hire private tuition for their children	8	40	7	35	3	15	2	10	0	0
Pupils from uneducated parents do not make a successful transition to post-primary school	11	55	7	35	0	0	2	10	1	5
Uneducated parents are not represented in secondary school	8	40	6	30	3	15	2	10	1	5

The findings in Table 4 indicate that majority (50%) of the head teachers agreed that parental level of education influence pupils' transition rates from primary to secondary school while only one (5%) of the the head teachers strongly disagreed with the statement. However, two (10%) of the head teachers were undecided on whether parental level of education influence pupils' transition rates from primary to secondary school or not with another two (10%) of the head teachers disagreeing with the statement. Similarly, six (30%) of the head teachers strongly agreed that high academic attainment of parents significantly reduce chances of primary school dropout. Four (20%) the head teachers agreed with the statement while three (15%) of the head teachers were undecided. Three (15%) of the head teachers disagreed with the statement while another three (15%) of the head teachers strongly disagreed with the statement. This agrees with the findings of Assari (2019), educated parents are more aware of the possible returns to their children's education and they are more likely to have access to information and social networks necessary for their children to engage into relatively human capital intensive activities yielding high returns to education.

The study also shows that five (25%) of head teachers disagreed that educated parents are,

the only ones who enroll their children to secondary school while four (20%) strongly agreed and strongly disagreed in equal measure. Six (30%) of head teachers strongly agreed that educated parents are more effective in helping their children in academic work while only two (10%) of the head teachers strongly disagreed with the statement. Nine (45%) of head teachers strongly agreed that semi educated parents are interested in the academic progress of their children while a minority one (5%) of head teachers disagreed that semi educated parents were interested in the academic progress of their children. The findings further from the table shows that a majority eleven (55%) of head teachers strongly agreed that pupils from uneducated parents do not make a successful transition to post-primary school This shows that the academic attainment of parents enhances positive attitudinal change towards children's education. Parents who were not educated or have just the basic education, do not see the benefits of education hence did not encourage their children to transit to high school as indicated by (Maurice, 2013). Asked to indicate the influence of parental level of education on pupils' transition rate from primary to secondary schools, class 8 class teachers responded as in Table 2

**Table 5: Class 8 class teachers' responses on parental level of education and pupils' transition rates from primary to secondary school**

Statement	Strongly agree		Agree		Undecided		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Parental level of education influence pupils' transition rates from primary to secondary school	7	35	7	35	2	10	1	55	3	15
High academic attainment of parents significantly reduce chances of primary school dropout	6	30	4	20	2	10	4	20	4	20
Educated parents are, the only ones who enroll their children to secondary school	8	40	4	20	2	10	4	20	2	10
Educated parents are more effective in helping their children in academic work	4	20	3	15	6	30	5	25	2	10
Semi educated parents are interested in the academic progress of their children	8	40	5	25	4	20	2	10	1	5
Semi educated parents are likely to hire private tuition for their children	7	35	8	40	3	15	1	5	1	5
Pupils from uneducated parents do not make a successful transition to post-primary school	10	50	8	40	1	5	1	5	0	0
Uneducated parents are not represented in secondary school	7	35	6	30	2	10	4	20	1	5



The data in Table 5 indicate that seven (35%) of class 8 class teachers strongly agreed that parental level of education influence pupils' transition rates from primary to secondary school with a similar number agreeing with the statement. Two (10%) of the class 8 class teachers were undecided while only one disagreed with the statement. However, six (30%) of class 8 class teachers strongly agreed that that high academic attainment of parents significantly reduce chances of primary school dropout, with four (20%) of class 8 class teachers strongly disagreeing with the statement. Forty percent of class 8 class teachers strongly agreed educated parents are, the only ones who enroll their children to secondary school while four (20%) disagreed with the statement. Majority nine (45%) of class 8 class teachers strongly agreed that educated parents are more effective in helping their children in academic work while only one (5%) disagreed with the statement The study further shows that another eight (40%) of class 8 class teachers strongly agreed that semi educated parents are likely to hire private tuition for their children, four (20%) of class 8 class teachers were undecided while two (40%) disagreed with the statement. Only one (5%) of class 8 class teachers strongly disagreed with the statement.

Majority ten (50%) of class 8 class teachers strongly agreed that pupils from uneducated parents do not make a successful transition to secondary school while another seven (35%) of class 8 class teachers strongly agreed that uneducated parents are not represented in secondary school. This shows that educated parent provide emotional support and encourage independent decision making of their children while uneducated parents are likely to be left out in the upbringing of their children in school and the eventual transition from primary to secondary school.

As suggested by Leclercq (2011), educated parents are more aware of the possible returns to their children's education and they are more likely to have access to information and social networks necessary for their children to engage into relatively human capital intensive activities yielding high returns to education.

***Document analysis guide on parental level of education and pupils' transitional rate to secondary schools***

Data from document analysis guide revealed that six hundred and seventy-one parents (58.1%) were educated, four hundred and fifty-eight (39.7%) were semi educated while twenty-five were uneducated as shown in table 6 below

**Table 6: Document analysis guide on the parental level of education and pupils' transitional rate to secondary schools.**

<b>Parental level of education</b>	<b>Frequencies</b>	<b>Percentage</b>	<b>Number of pupils that transited to secondary school</b>	<b>Pupils' transition rate(%)</b>
<b>A: Educated</b>				
Form 4 leaver	305	26.4	305	100.0
Certificate holder	223	19.3	223	100.0

Degree holder	140	12.1	140	100.0
Masters holder	2	0.2	2	100.0
PhD holder	1	0.1	1	100.0
<b>Sub total</b>	<b>671</b>	<b>58.1</b>	<b>671</b>	<b>100.0</b>
<b>B:Semi Educated</b>				
Adult education	206	17.9	203	98.5
Class 8 leaver	252	21.8	250	99.2
<b>Sub total</b>	<b>458</b>	<b>39.7</b>	<b>453</b>	<b>98.9</b>
<b>C:Uneducated</b>	<b>25</b>	<b>2.2</b>	<b>24</b>	<b>96.0</b>
<b>Grand Total</b>	<b>1154</b>	<b>100.0</b>	<b>1148</b>	<b>99.4</b>

The data in Table 6 shows that three hundred and five (26.4%) of the parents were form four leavers while two hundred and twenty-three (19.3%) of the parents were certificate holders. The data also shows that one hundred and forty (12.1%) of the parents had acquired degree compared to two (0.2%) of the parents who had masters degree. A single parent (0.1%) was a PhD holder. Two hundred and six (17.9%) of the parents had adult education while another two hundred and fifty-two (21.8%) of the parents were class eight leavers. However, twenty-five (2.2%) of the parents were uneducated. The table indicates that all pupils (100%) from educated parents transited to secondary school and four hundred and fifty-three (98.9%) from semi educated parents transited to secondary school. Twenty-four pupils (96.0%) from uneducated parents transited to secondary schools. This shows that indeed parental level of education influenced transitional rate of pupils from primary to

secondary schools in Mukurweini sub county.

Data from document analysis guide further showed that one thousand and forty-eight pupils (99.4%) were admitted in various secondary schools. The researcher confirmed from the school and through collaboration with the parents on telephone calls that indeed the pupils were admitted in the schools they were invited to join. The records were also available on the pupils' files and it was clear that every pupil had a file that indicates their parent's details including the level of education, the schools they were invited to join and the status of the admission. The students who never transited in to the secondary school were captured in a separate sheet providing the reason for not transiting.

**Table 7: Document analysis guide on the parental level of education and pupils' transitional rate relative to schools invited to join.**

Parents' category	Number of pupils enrolled	School category	Number of pupils that transitioned to secondary school	Pupils' transition rate(%)
<b>A: Educated</b>	671	National	84	100.0
		Extra county	305	
		County	236	
		Sub county	46	
	<b>671</b>	<b>Sub total</b>	<b>671</b>	<b>100.0</b>
<b>B: Semi Educated</b>	458	National	32	98.9
		Extra county	167	
		County	147	
		Sub county	107	
	<b>458</b>	<b>Sub total</b>	<b>453</b>	<b>98.9</b>
<b>C: Uneducated</b>	25	National	6	96.0
		Extra county	4	
		County	6	
		Sub county	8	
	<b>25</b>	<b>Sub total</b>	<b>24</b>	<b>96.0</b>
<b>Total</b>	<b>1154</b>		<b>1148</b>	<b>99.4</b>

Table 7 shows that all the six hundred and seventy-one (100%) of the pupils from educated parents successfully transitioned to secondary with majority of them securing places in national extra county and county schools while four hundred and fifty-three (98.9%) of the pupils from semi educated parents successfully transitioned to secondary schools with a similar majority of them securing places in national extra county and county schools. Twenty-four (96.0%) of the pupils from uneducated parents successfully transitioned to secondary and a few were admitted to national schools while majority

were admitted to join sub county schools with the remaining joining extra county and county schools respectively. The findings from the table reveals that indeed pupils from educated parents successfully transition to secondary schools while pupils from uneducated parents may not successfully transition to secondary schools. Therefore, it can be concluded that parental level of education directly influences pupils transition from primary to secondary schools as indicated by six hundred and seventy-one (100%) transition rate of pupils from educated parents followed by four hundred and fifty-

three (98.9%) transition rate of pupils from semi educated parents Only twenty-four (96.0%) transition rate was registered from pupils from uneducated parents.

### ***Discussion Analysis***

The data analyzed and presented on the various tables indicates that indeed parental level of education directly influences the transition rates of pupils from primary to secondary school. Educated parents are more aware of the possible returns to their children's education and they are more likely to have access to information and social networks necessary for their children to engage into relatively human capital intensive activities yielding high returns to education. This also goes hand in hand with motivating their children to aim higher in education because they can look at their parents as role models. Educated parents are likely to hire private tuition and offer rewards for their children so that they can do well in school. The academic attainment of parents enhances positive attitudinal change towards children's education and eventual progression from one level of education to another. Educated parents are more effective in helping their children in academic work and also monitor and supervise their children's academic progress (Victor and Mweru, 2019). However parents who are not educated or have just the basic education, do not see the benefits of education hence do not encourage their children to transit to high school (Oranga, Obuba and Nyakundi, 2020). The research findings show that educated parents have a hundred percent transition rates from primary to secondary schools compared to 98.9% of pupils from semi educated parents and 96.0% of pupils from uneducated parents.

## **Summary, Conclusions And Recommendations**

### ***Introduction***

This chapter of the thesis covers the summary of findings, conclusions, recommendations and suggestions for further research.

### ***Summary of the study***

The purpose of the study was to assess the influence of parental level of education on pupils' transition rates from primary to secondary school in Mukurweini Sub-County, Kenya. The study was guided by three research objectives. Research objective one sought to assess the extent to which educated parents influences pupils' transition rates from primary to secondary school, research objective two sought to assess the extent to which semi educated parents influences pupils' transition rates from primary to secondary school while research objective three sought to assess the extent to which uneducated parents' influences pupils' transition rates from primary to secondary school in Mukurweini Sub County. Descriptive survey design was used because it enabled the researcher to gather information concerning influence of parental level of education on pupils' transition rates from primary to secondary school in Mukurweini Sub county. The sample was 20 head teachers and 20 class 8 class teachers.

### **5.2 Summary of the findings of the study**

The findings revealed that Parental level of education influence pupils' transition rates from primary to secondary school as indicated by thirty-five percent of teachers which shows that parent's level of education had a lot of impact on schooling of children because the more educated parents were the more likely they were to enroll their children and push them through school. High academic attainment of parents significantly reduce chances of primary school dropout as

indicated by majority (45%) of head teachers, forty percent of the head teachers strongly agreed that educated parents were more effective in helping their children in academic work and that educated parents were interested in the academic progress of their children.

### Conclusions

This study has shown that parental level of education influence pupils' transition rates from primary to secondary school. It has also shown that high academic attainment of parents significantly reduces chances of primary school dropout. The researcher further concluded that educated parents were more effective in helping their children in academic work and that educated parents were interested in the academic progress of their children. Parents with higher levels of education are more likely to help their children succeed in school. Educated parents are more aware of the possible returns to their children's education and they are more likely to have access to information and social networks necessary for their children to engage into relatively human capital intensive activities yielding high returns to education. The data revealed that educated parent provide emotional support and encourage independent decision making of their children while uneducated parents are likely to be left out in the upbringing of their children in school and eventually they may have a challenge in transition from primary to secondary school.

### Recommendations

In the light of the research findings, the researcher wishes to make the following recommendations:

The government should provide valuable information and guidelines on measures required for maximum pupils' transition rates in the secondary school.

The head teachers should also involve all the stakeholders in addressing the issues of parental level of education as it influences pupils transition rate of pupils from primary to secondary schools and come up with ways of addressing the issue of transition. The parents should be advised to enroll their children and push them through one level of education to another despite their education background.

### Suggestion for further research

The researcher suggests that in the light of the findings of this thesis, it is recommended that a comparative study of influence of parental level of education on pupils' transition rates in private and public schools in Nyeri county should be conducted.

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