# FACTORS INFLUENCING IMPLEMENTATION OF THE 100 PERCENT TRANSITION POLICY IN PUBLIC PRIMARY SCHOOLS IN SOLOLO SUB-COUNTY, MARSABIT COUNTY, KENYA

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**A Thesis Submitted to the School of Education and Social Sciences in Partial Fulfillment of the Requirements for the Conferment of Master of Education in Leadership and Management of Kenya Methodist University**

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## DECLARATION AND RECOMMENDATIONS

I declare that this thesis is my original work and has not been presented for a degree or any other award in any other university.

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This thesis has been submitted for the examination with our approval as university supervisors.

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# DEDICATION

This research is dedicated to my mother, Malicha Galgallo for gifting me an opportunity to acquire education that has transformed my life.

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## ABSTRACT

To provide all students with 12 years of continuous learning, the idea of a smooth transition from elementary to secondary school has gained international attention. The low secondary school attendance percentage in Kenya is due to the country's high secondary education costs. The government introduced Free Tuition for Secondary Education and Free Day Secondary Education to lower the cost of education and speed up the transition from primary to secondary school. However, this initiative has not resulted in a 100% transfer rate across the majority of the nation. Finding the factors influencing Sololo Sub-County, Marsabit County's execution of the 100% transfer policy from public elementary schools was the study's main objective. The specific objectives were to; examine the impact of cultural factors, parents' socioeconomic status, parents' educational level, and delivery of KCPE to students on the implementation of the 100% transition policy in public primary schools. The study is informed by the manufacturing characteristic model. Descriptive survey design was used to anchor the study. The target population was 841 comprising one Director of sub-county Education, 25 Heads of primary schools, 25 chairpersons of primary schools BOM, and 790 KCPE candidates. Through the use of stratified, simple random, and purposive sampling methods, a sample size of 120 respondents was chosen. The key data collection instruments were interview schedules and questionnaires. Pilot testing of the research instrument was conducted and data was used to check for validity and reliability of the data collection instruments. Quantitative data that was presented in tables, percentages, means, and standard deviations were analyzed using descriptive statistics. The content analysis method was used to examine the qualitative data. The study's conclusions showed that cultural influences had a detrimental and significant impact on how the 100% transition strategy was implemented. Results showed that social-economic status and KCPE score had a positive and substantial impact on how the 100% transition policy was implemented. Additionally, the execution of the 100% transition policy was not significantly impacted by the educational level of the parents. The research concludes that cultural characteristics, social economic position, and KCPE performance have a major impact on the execution of the 100% transfer strategy from public primary schools. The government of Kenya should review policies relating to negative cultural practices such as early marriages, teenage pregnancies, and child abuse, support parents through substantial subsidization of tuition fees to ensure that children do not miss school due to lack of school fees, develop programs aimed at creating awareness to parents on the importance of taking their children to secondary schools, and encourage learners to work hard and perform well in national examination since it is a determinant of joining secondary schools of their choice. The study significantly contributes to our understanding of the factors that influence how the 100% transition strategy is implemented.

## LIST OF ABBREVIATIONS

| | |
|---|---|
| **BOM** | Board of Management |
| **SCDE** | Sub County Directory of Education |
| **CDF** | Constituency Development Fund |
| **EFA** | Education for All |
| **FPE** | Free Primary Education |
| **FDSE** | Free Day Secondary Education |
| **GER** | Gross Enrolment Rate |
| **GOK** | Government of Kenya |
| **MDGs** | Millennium Development Goals |
| **MoEST** | Ministry of Education, Science and Technology |
| **NER** | Net Enrolment Ratio |
| **PCR** | Pupil Completion rate |
| **SPSS** | Statistical Package for Social Sciences |
| **UNESCO** | United Nations Educational, Scientific and Cultural Organization |

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# CHAPTER ONE

# INTRODUCTION

## 1.1 Background of the Study

Education is a human right universally declared and agreed upon. Indeed, a right to the full development of human personality for peace building, tolerance, inclusive and secure society. This right is allowed even in times of conflict, documented and protected in the laws of all countries of the world. It is also a powerful engine for economic and social advancement. This is one of the most important aspects of alleviating poverty, improving physical fitness, promoting gender equality, and promoting peace and stability (World Bank, 2018).

Growth, development, and the eradication of poverty are determined by the knowledge and skills that young people acquire rather than the number of years they spend in school (World Bank, 2017). Therefore, a good education is one of the most important factors in enabling kids to reach their full potential and stay out of poverty in the future (Filardo & Vincent, 2019). The Millennium Development Goals (MDGs), which emphasize the importance of access to education, are committed to ensuring that all children can complete the necessary educational pathways (Stuart & Woodroffe, 2019).

Secondary education is becoming increasingly important to governments all around the world. This is due to an increase in the number of pupils as a result of improved primary education, as well as the necessity to improve challenging work-stress academic levels to benefit from a globalizing economy (Verkijika & De Wet, 2018).

The percentage of university, secondary, and primary school pupils who advance from one level of expertise to the next is known as the transition rate in the field of education (Mbatia et al., 2019). Typically, transition in education refers to the major transition points in the public education system; when learners move from primary to secondary school, and from secondary school to college or the university. Similarly, learners' advancement from one grade to the next at every transition point during their education journey constitutes transition. In this study, however, the focus is the transition of pupils from primary schools to secondary schools.

According to Njenga (2019), poor transitions have a negative impact on secondary school students' well-being and ability to achieve their objectives. Children's fitness and mastery must be maintained as they advance from kindergarten through secondary school. The right to education has been recognized and documented in every country. Under UNESCO's Education for All (EFA) programs, all signatory countries are expected to ensure the right to education under Article 2 of the primary protocol to the European Convention on Human Rights (Njenga, 2019).

Many governments have pledged to improve the environment in primary education by 2015, making basic education compulsory for all students (Mwaniki & Orodho, 2019). One of the most significant challenges that countries all over the world face is providing high-quality education to their younger people to meet the changing labor marketplace requirements, promote socioeconomic development, and reap a common environment in high-quality education using the 2015 method.

The United States of America and Japan, for example, both have a large pool of highly educated people. Secondary school education is an important aspect of economic

development in many countries, including the United States. In accounting for worker productivity and US monetary expansion, it's been more important than rapid capital (Mwikya et al., 2019). West and central Africa are the regions with the lowest education switch costs (fifty percent). According to statistics, the most significant transition costs are found in industrialized countries (98 percent) and Eastern Europe (96 percent), (UNESCO Global Monitoring Report on Education for All, 2015).

According to Tabwara and Maina (2019), in Africa, switching from primary to secondary school at a minimal cost is a problem. This can be linked to several factors, the most serious of which is African governments' over-reliance on donor-funded programs, with the majority of them focusing on long-term solutions. Many programs are unduly reliant on donor funding, resulting in packages failing due to budget cuts or withdrawal, leaving freshmen without the education they were promised and, in many cases, no longer intending to continue to the next level (Katiwa, 2020).

Around the world, 85% of students in the last grade of primary school continue to secondary school, according to the UNESCO Institute of Statistics (UIS). Only positive areas have a lower transition rate than the region average. The most populous areas in Africa are Western and Central Africa (67.1 percent) and Eastern and Southern Africa (67.1 percent) and (50.4 percent) respectively. Industrialized countries (98.2 percent) have the lowest transition costs, followed by Eastern Europe and the Commonwealth of Independent Republics (CIS) states (96.1 percent).

Even in Sub-Saharan Africa, however, many abroad locations have transition costs of more than 80 percent. According to the (UNESCO Report, 2015), in industrialized countries, the transition from primary to secondary school is quite typical, with virtually

all children completing secondary school. Munisi et al. (2018) contend that the low transition rate in Africa was caused by the fact that secondary school enrollment was no longer required and that secondary education was now accessible in richer nations like Finland, Japan, Germany, and Russia. With a transition rate of 20 percent, Tanzania has the lowest transition rate. The reason for this is that some families, particularly those headed by working women, lack the financial wherewithal to pay for their children's education (Munisi et al., 2018).

In Kenya, after successfully implementing Free Primary Education (FPE), Kenya's authorities are focusing on increasing transition rates in primary and secondary education (Republic of Kenya, 2018). According to EMIS (2019), The Kenyan government's plan for a complete transition has resulted in a massive increase in enrolment in public secondary schools (EMIS, 2019). The amount of university students who finish primary school has an impact on the number of students who enroll in secondary institutions (Ibrahim, 2018). There is a close link between the transit to secondary school and the increase in class eight enrolments. The number of students beginning their first year of secondary school rises together with the number of students beginning their final year of elementary school (Katiwa, 2020).

The September 2016 Education Sector Report states that the issue had become substantial as a result of infrastructure limitations. Kenya's government continues to make significant investments in education, contributing approximately 6.4 percent of GDP to the sector (G.o.K, 2016). All children have successfully transitioned and advanced from one grade and level of primary school to the next as a result, resulting in a successful primary education. Education is sponsored in Kenya, on the other hand, through cooperation

between the Kenyan government and donor agencies. Payment processing delays occur from time to time due to bureaucracies, producing tension and frustration among school stakeholders (Koech et al., 2018).

According to the 2018 Kenya monetary survey, the primary to secondary transition rate (PSTR) increased from 81.3 percent in 2016 to 83.1 percent in 2017. A 100 percent transition application was able to be launched in 2019 because of transition costs that exceeded 97 percent (Otieno & Ochieng, 2020). The Education for All (EFA), Millennium Development Goals (MDGs), and Sustainable Development Goals (SDGs) served as the foundation for this inquiry. At least one of the six goals created at the Dakar Framework for Action in 2000 had to do with education (UNESCO, 2016). Goal 2 was to provide all children with free and compulsory foundational education. There were 1,100 people in attendance from 164 nations, with Kenya undoubtedly being one of them (Ndovi & Miao, 2019).

The eight millennium development goals (MDGS), which were established in 2000 and include MDG2 on universal primary education and MDG3 on gender equality in education, are something that the EFA wanted to help the world work toward. By the 2015 deadline, only one-third of the remote locations had accomplished their global education objectives. The Sustainable Development Goals (SDGs) were established in 2015, following the completion of the Millennium Development Goals (MDGs). With the support of the SDGs, the 8 (eight) MDGs have been enhanced (GOK, 2015).

The fourth Sustainable Development Goal (SDG 4) highlights every child's right to an education by fostering inclusive and equitable education and providing learning opportunities for all (United Nations, 2015). According to Kenyan officials, Free Day

Secondary Education (FDSE) will increase the proportion of university secondary school students transitioning from primary to secondary school to 100% (GOK, 2014).

Nonetheless, studies reveal that Kenya was still a long way off from achieving this goal. Marsabit County, which included Sololo Sub-County, had a transition rate of 60 percent (MoEST 2020), which was significantly lower than the national average. Although studies have shown that culture, parents' academic degrees, social monetary variables, and social-cultural components all help to reduce transition costs, their impact on transition costs in Sololo Sub-County remains unknown. By the year 2021, all candidates who have finished primary school in Kenya are expected to have transferred entirely to secondary school (GOK, Education, 2021).

There should be no prejudice in the distribution of form one slots based on a child's ethnicity, culture, or financial status. All academic institutions should be guided by the principle of equity. The Constituency Development Funds (CDF) and the County Government provide bursaries to underprivileged secondary school students who cannot afford a secondary education. In their study on women and women's education in Kenya, Abuya et al. (2017) attributed the low transition from primary to secondary school to the high cost of education.

The expense of tuition is the biggest barrier to secondary education in Sub-Saharan Africa, according to Orodho and Munyi (2014). According to the records, the poor's ability to attend school is limited by the use of all direct and indirect costs (Velesi, 2020). According to a study conducted in Malawi, the United States' approach to education is determined by the ability of the mother and father to pay for it (Ndovi & Miao, 2019). In Kenya, the

FDSE government subsidy plan covers secondary school tuition, and parents must contribute to the government's efforts to keep the finances steady.

There is a link between a person's academic achievements and their lifetime earnings. If the learner's parents are informed, they will insist that their teen achieve his or her academic objectives. Those who are unaware may overlook the significance of university school pupils progressing to the next level of study (Okul et al., 2019). In Athi-River Sub-County, the best high-quality hindrance to change was discovered (Ndiku & Muhavi, 2019).

Parents with higher education have value for secondary education for their children in Taita Taveta more than parents with lower education (100 percent university graduates, 89 percent university graduates, 78 percent secondary graduates, and 76 percent primary graduates) (a hundred percent university, 89 percent university, 78 percent secondary, and 76 percent primary graduates ((Mbwayo et al., 2020). A socio-financial test on the transfer of children from primary to secondary school should be carried out to determine whether the level of education of parents in Sololo Sub-County affected the transition from primary schools to secondary schools.

Cultural features allude to a community's emphasis on education, as well as behaviors that help avoid a switch. These rites (FGM) all depict early marriage, gender inequity, and female genital mutilation. According to (UNESCO, 2015), despite several international and national stage sports aimed at achieving gender parity, the gender gap in education persists. Female genital mutilation (FGM) is still prevalent in underdeveloped nations despite worldwide attempts to end the practice, and it has spread to other parts of the

world, such as Europe and North America, where immigrant families have established themselves (UNICEF, 2015).

Early marriages, according to UNICEF (2010), deprive women of their right to an education. Attitudes, financial constraints, and cultural challenges are among the factors influencing girl's education, according to the report (Velesi, 2020). As a result, there are differences based on geography and gender, lower rates of progression from primary to secondary and university education, and greater dropout rates for females than for males.

Research indicates a strong connection between family background and school dropout. Large families and the need for faculty-elderly children to care for younger siblings are linked to high start-up costs, especially in low-income households (Mwikya & Cheloti, 2019). Hungi and Ngware (2017) discovered that children from unstable homes are far more likely to engage in behavior that jeopardizes their academic development, putting their transition at risk. Children's ability to cooperate with class room exercises appears to be aided by their parents as early as age three.

According to Magesa and Mtebe (2022), children who grow up with their own two parents, for instance, are three times less likely to experience emotional or behavioral disorders such as attention deficit disorder than children who spend their childhood in a different circle of relatives. Similarly, children who have been abused at home are more prone to have cognitive and behavioral issues. Children who grow up in dysfunctional families are more likely to engage in adolescent misbehavior, making the transition to secondary school more difficult. In many nations, including the United States of America, family patterns have an impact on how well children learn and how quickly people advance to the next

level. Rising rates of adverse birth and divorce, both of which can affect educational chances and success in the United States, have made this problem worse.

It is worth noting that the Kenyan Certificate of Primary Education is a high-stakes exam with far-reaching implications for a candidate's prospects. Kenyan secondary schools are classified into four tiers by County, with the KCPE score determining which level candidates are eligible to apply (Katiwa, 2020). The highest had been national schools which have been extremely selective and had only roughly 1% of KCPE candidates chosen from across the country being offered this position.

National schools are some of the country's oldest secondary schools, with some dating back to the 1920s or 1930s. Each site had a different minimum KCPE score requirement, and some national schools were more selective than others. However, most of them required a minimum total score of 380 (out of a potential 500); the most prestigious schools frequently admitted pupils with 400 or more marks (MOE, 2014).

Formerly Provincial schools, now Extra County, make up the bulk of secondary schools. They admit residents of the region where the school is located. Only around 20% of KCPE applicants are accepted by extra county schools, which are also very selective. For admission to a reputable secondary school, a KCPE score of at least 320 is likely necessary (Kimalu et al., 2018). Sub County schools make up the foundation of Kenya's secondary education pyramid, constituting a majority of all public secondary schools in the country.

Since sub-county schools, formerly district schools do not have boarding wings, they have to attract local students who live within walking distance. Because of this, the bulk of them are day schools. While some Sub County schools require a minimum KCPE score for

admission, the majority not being selective. Passing the KCPE exam was very important for primary school graduates who wished to continue their education.

This demonstrates that there are factors impacting children's transition from primary to secondary education in Sololo Sub-County. The cost of the changeover should be less than the national average. The majority of sub-county day schools had low enrollment, according to enrollment figures (Ministry of Education, 2020). These schools charged less than boarding schools since they received government money from the FDSE.

### 1.2 Statement of the Problem

The idea of a smooth transition from primary school to secondary education is a component of an international initiative to give all children, regardless of circumstances, similar learning opportunities. In Kenya, education is a fundamental human right as well as a potent force for social and economic growth. This is one of the most important aspects of alleviating poverty, improving physical fitness, promoting gender equality, and promoting peace and stability (World Bank, 2018).

According to the Republic of Kenya (2018), the main cause of Kenya's low primary-to-secondary school transition rate is the country's high expense of secondary education. The government created free daytime secondary education and free secondary education to lower the cost of education and enhance the transition from primary to secondary school. However, in most parts of the country, this shift has not resulted in a full transition rate. It is worth noting that the government began awarding 100 percent transition grants (100 percent TIG) to secondary schools in 2017 to modernize infrastructure including dormitories, laboratories, classrooms, and sanitation. This was done to alleviate projected

classroom overcrowding and accommodate more students scheduled to enter secondary schools in preparation for the introduction of the 100 percent transition program.

To help with this, the government increased financing for all public secondary school initiatives aimed at enhancing the transition and completion from primary to secondary education through the Ministry of Education (MoEST, 2019). According to the (MoEST Report, 2020) observation report, by January 24, 2020, 80 percent of learners had reported to secondary schools. The Education for All in Every State (EFA) Policy must be implemented while continuing to be monitored due to the nation's public primary schools' significant growth in first-grade enrolment. Despite the increase in transition rates, with some counties exceeding the 100 percent target, some other counties have projected very low transition rates, with Kilifi at 68 percent, West Pokot at 68 percent, Samburu at 61 percent, Marsabit at 60 percent, and Tana River at 49 percent (MoEST, 2020). This study's objective was to without biases evaluate the factors that influence the execution of the 100% transition policy in public primary school education in Sololo Sub-County, Marsabit County, based on this low transition estimate. This transit gap shows that a variety of causes could be to blame for the transition gap. The purpose of the study was to determine factors influencing the implementation of the 100 percent transition policy in public primary schools in Sololo Sub-County, Marsabit County, Kenya.

### 1.3 Purpose of Study

The purpose of the study was to determine factors influencing the implementation of the 100 percent transition policy in public primary schools in Sololo Sub-County, Marsabit County.

### 1.3.1 Objectives of the Study

i. To examine influence of cultural factors on implementation of the 100 percent transition policy in public primary schools in Sololo Sub-County, Marsabit County.
ii. To assess influence of parents' social economic status on implementation of the 100 percent transition policy in public primary schools in Sololo Sub-County, Marsabit County.
iii. To determine the influence of parent educational levels on implementation of the 100 percent transition policy in public primary schools in Sololo Sub-County, Marsabit County.
iv. To determine the influence of student KCPE performance on implementation of the 100 percent transition policy in public primary schools in Sololo Sub-County, Marsabit County.

### 1.3.2 Research Hypotheses

i. $H_{01}$: There was no significant influence of Cultural factors on the implementation of the 100 percent transition policy in public primary schools in Sololo Sub-County, in Marsabit County.
ii. $H_{02}$: There was no significant influence of Parent social-economic status on the implementation of the 100 percent transition policy in public primary schools in Sololo Sub-County, in Marsabit County.
iii. $H_{03}$: There was no significant influence of Parent education level on the implementation of the 100 percent transition policy in public primary schools in Sololo Sub-County, in Marsabit County.

iv. $H_{04}$: There was no significant influence of KCPE performance on the implementation of the 100 percent transition policy in public primary schools in Sololo Sub-County, in Marsabit County.

### 1.4 Significance of the Study

The findings of the study will provide the Ministry of Education with information on important aspects to consider when creating policies to improve the county's transition rates to secondary schools. The study's findings will also help the government in making decisions on the steps that need to be taken to ensure that the county's transition rates are as high as possible. Numerous stakeholders in the field of education will find value in the study's findings. To complete the transition from primary to secondary school in the impacted sub-counties, educators can apply the study's findings. Parliament can use study results to discuss the efficiency and cost-effectiveness of education.

The results of the study will assist school administrators in determining how to involve all parties in resolving issues related to a transition to secondary schools. The study's conclusions may also be useful to school principals since they offer guidance on how to improve approaches to handling the transition rates problem.

### 1.5 Limitations of the Study

The study was restricted to the Sololo Sub County, Marsabit County, Kenya, and implementation of the 100% transition from public primary schools to secondary schools. As the concept of implementing the100 percent transition policy in Kenya was still new, there was no enough literature on this study. To mitigate the challenge, the researcher reviewed studies with similar factors for a complete literature review.

## 1.6 Delimitations of the Study

Public primary schools in Sololo Sub-County were the only ones included in this study. The primary school board chairpersons, Head Teachers, and Sub County Director of Education (SCDE) were key players in this study's implementation of the 100% transition policy. Pupils were involved as well, as they would benefit the most from the transition policy.

## 1.7 Basic Assumptions

The researcher made the following assumptions: (1) class participation had increased recently in all public secondary schools in Sololo Sub County; (2) all public-school administrators had developed mechanisms to address the execution of the 100% transition policy; and (3) the data available from the sub-county education office was trustworthy and sufficient to support the research.

### 1.8 Operational Definition of Terms

**100 percent transition policy:** According to Kenyan government policy, every child who completes the eighth grade of primary school is enrolled in secondary school.

**Cultural factors:** refers to discriminatory acts carried out repeatedly over such a long length of time that cultures start to accept them.

**Enrolment:** the procedure of adding a new student to a secondary school's first form.

**Family determinants:** Economic circumstances and family reality, including wealth, resources, and education

**Family structure:** covers the existence of a family and its support network, as well as the structure and pattern of connections among its members.

**Implementation:** This refers to the way secondary schools are required to admit students who completed the previous year's eighth grade into the following year's first grade.

**Level of Education:** A certain level of education, such as secondary school, university, or any other higher education institution.

**Net enrolment ratio:** Children who are officially in school as a percentage of all children who are officially in primary school

**Public primary schools:** operated by the state government in collaboration with parents are daycare centers and boarding schools.

**Rate of dropouts:** The number of dropouts per school is referred to as the rate of dropouts.

**Socio-economic factors:** Individual or group status within a hierarchical social system is referred to as socio-economic factors.

**Transition Rate:** The percent of students who progress to the next level in comparison to the previous year.

**Transition:** refers to the number of pupils who entered a secondary school the previous year after finishing the eighth grade in elementary school.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Introduction

The chapter contains the theoretical framework of the study. It also includes an empirical review of the impact of cultural factors, parents' educational levels, parents' socioeconomic status, and the impact of student KCPE performance on the implementation of the 100% transition policy in public primary schools. The chapter also contains the conceptual framework as well as the study research gaps.

## 2.2 Implementation of the 100 Percent Transition Policy in Public Primary Schools

Van Rens et al. (2018) conducted a systematic review of effective facilitation for a successful transition to secondary school. This review analyzed 30 empirical studies that focused on children's reports of transition to help with the transition process rather than the conventional information concerning curriculum and test scores. The findings demonstrated that despite differing viewpoints, strong bonds between people involved in the transition process, including schools, children, and their parents, could lessen transitional difficulties. This demonstrates how crucial it is to include all interested parties in the transition process. However, there are gaps in the information-exchange process. Interventions that emphasize partnerships or collaboration between parents, children, and teachers have not been supported by a lot of research. Consequently, parents and children are underrepresented in interventions and decision-making that affect other stakeholders.

By using adaptation programs, Marcineková et al. (2020) optimized the transition of children from pre-school and home contexts to first-grade primary schools in Slovakia. A

pedagogical experiment was run in a few Slovakian elementary schools to evaluate the program's efficacy. The experimental data were analyzed using a few statistical approaches. The research established a statistically significant impact of the suggested adaptation program on the efficiency of the adaptation process. Shortly after the start of the program, not only did student adjustment improve significantly, but the improvement also had long-lasting effects.

Utilizing panel data for low- and lower-middle-income countries from 1996 to 2017, Diaz-Serrano (2020) investigates the effects of increasing compulsory education on children's development from elementary school through secondary education. The number of children transitioning from primary to secondary education increased dramatically in the nations implementing these measures, but only in those where the post-reform compulsory schooling was longer than the duration of primary education.

The process of putting new ideas into action is known as implementation (Fullan, 2019). In this study, implementation referred to how secondary schools admitted pupils who passed eighth grade the previous year into form one class the following year. Following reports that many new students in secondary schools had suffered in critical areas of their education, teachers were particularly interested in the impact of the transition from primary to secondary school (Ibrahim, 2018).

Almost every Western European and North American industrialized country had achieved well-known secondary school attendance, with Gross Enrollment Rates (GERs) above a hundred percent. Despite efforts to increase enrollment through unfettered education, there were several significant implementation-related obstacles to overcome. Low transition was

indicated in the United States by secondary school pupils' stagnating ranks and achievement gaps between wealthy and poor students.

As a response, Congress enacted the "No Child Left behind Act," which aimed to ensure that all children, regardless of their circumstances, received a sufficient education. Huge enrollments and disciplinary issues resulted from unrestricted admissions (Spelling, 2019).

Njenga (2019) in Kenya focused on the institutional factors that affected how a 100% transition program was implemented in the Central Nyandarua sub-county. According to the study's findings, transition strategies cannot be implemented in teaching and learning environments. The lack of proper sanitation facilities and teaching and training facilities also makes it difficult to implement the transition policy. As a result, the implementation of the transition policy was significantly impacted by the teaching equipment, learning equipment, learning space, and sanitation facilities. The study was done in Nyandarua County thus presenting a contextual gap. The recent study was done in Marsabit County.

Otieno and Ochieng (2020) looked into the effects of a 100% transition strategy on public primary schools in Machakos Sub-County, Kenya. The cross-sectional study design served as the investigation's foundation. The analysis revealed that secondary schools were impacted by transition policies. The primary variables that impacted pupils' transfer to secondary schools were the physical infrastructure, the teacher-to-student ratio, and programs that enhance student learning.

In Kenya's Kitui central sub-county, Katiwa (2020) explored the factors that influence children's transition from primary to secondary schools. According to the findings of the study, up to 40 percent of children experience educational interruptions within the first

several months after transitioning to secondary. These disruptions should be caused by issues such as a lack of basic infrastructure, training, and substance understanding. These disruptions may compromise the completion of tutorial tasks. The study was done in Kitui County thus presenting a contextual gap. The recent study was done in Sololo Sub County, Marsabit County.

An evaluation of Kenyan schools' responses to the surge of pupils following the implementation of the government's "100% policy" indicated that many were experiencing overcrowding in educational facilities. On the other hand, some schools were severely understaffed as some parents desperately wanted a more well-known and well-resourced secondary school, especially one close to where they live (Nation Reporter, 2019).

Ochieng and Murungi (2019) conducted a case study in Kenya and critically analyzed considerations and strategies for transitioning all students with disabilities toward the goal of leaving no one behind. For this investigation, the researchers employed expert knowledge and an examination of documents as their data sources. This study looks at several topics, such as the execution of educational policy, improved accountability, and spending on teacher and other educational human resource training. Take into account the accessibility of instructional resources and assistive technology. To support the full transition of students with disabilities, the government must also actively promote the appropriate policy environment that fosters cooperation with non-state actors.

Cheruiyot (2019) looked at how secondary schools in Sigowet District, Kericho District, were prepared for the 100% transition rate of pupils from primary to secondary schools. This study's four goals are to examine the degree of infrastructure supplied, the level of school staff, the level of school safety measures, and the level of learning materials offered

to achieve a 100% transition rate of children from primary to secondary schools. The survey was aimed at all secondary schools in the Sigowet sub-county. Questionnaires, interview guides, and observation checklists were employed in this study's descriptive research design to gather data. Both quantitative and qualitative analyses of the data collected were performed. The study concluded that secondary schools in Sigowet sub-county were partly prepared to implement a 100 percent transition rate for primary school students.

Wanyonyi et al. (2023) conducted research to determine how ready public high schools in North Bungoma District are to implement a 100 percent transition policy. A descriptive survey design was chosen for this study. The target group consisted of 126 teachers and 27 principals from 27 schools. 38 teachers and 9 directors of education were selected from 9 schools using the target sampling method. After applying the Mugenda & Mugenda 30% algorithm to a population of teachers and principals, 126 teachers and 27 surveyors were identified, thus determining the unit of analysis. Structured questionnaires for teachers and interview plans for principals served as data collection instruments. According to the report, schools that experienced a significant increase in enrollment as a result of the program tended to have inadequate infrastructure facilities. The study concluded that schools are not very willing to implement a 100 percent transition strategy.

### 2.3 Influence of cultural factors on implementation of the 100 percent transition policy in public primary schools

Culture has a significant impact on how much money and time parents spend on their children's education and on their desire to encourage them to excel. Cultural influences the value placed on education and as a result, a child's academic success, which in this context

refers to mastery, achievement, and development across different classes and levels of the education system, can be better of course taking into account culture and cultural capital; Cultural practices/traditions, Woman genital mutilation, early marriages, toddler exertions, and moranism were the four cultural behaviors examined in this study (Koech et al., 2018).

In Bangladesh, Khanam and Ross (2020) discovered that students who worked had lower attendance and grade attainment, which impeded their progression through the country's grades and ranges. Beegle et al. (2019) also conducted investigations in Vietnam and Ghana and found that students who were involved in house chores performed poorly in school and this hindered their transition to the next level. These two studies were not done in Kenya thus showing a scope gap.

Children who have been exposed to hazardous working situations, such as those found in mines and production sites, are more likely to be antisocial in school, according to research (Yumpu, 2020). As a result, such secondary school students have been considerably more prone to neglect their studies and, in some cases, drop out before transitioning to secondary school.

In the context of Chitral in rural Pakistan, Shah (2018) investigates the difficulties pupils encounter as they go from junior to senior secondary school and the effects these difficulties have on them. The influence of transitional difficulties on students as they go from middle school to high school was investigated using a case study design in qualitative research methods. 12 children, 10 parents, 4 teachers, and 3 principals made up the sample. The process of gathering data involved document analysis, focus groups with parents and children, document observation, and interviews with teachers and school administrators. The social challenges students face are the lack of an English-speaking culture in middle

school which hinders building relationships, lack of peer support during transitions, cultural norms and few sporting opportunities which hinder relationships, and middle school coldness. According to the study's findings, secondary school pupils did not receive enough intellectual and social support, which hampered their ability to adjust to secondary school without difficulty.

Byamukama (2018) attempts to identify the factors that influence secondary education for girls in Ntuusi District, Sembabule District, Uganda. Data was gathered from primary and secondary sources, and a case study design was chosen for the study. Data were gathered using the targeted sampling technique. To guarantee fair representation of the various units of analysis, parents, instructors, and students were also chosen using a straightforward random selection procedure. Fifty people participated in the survey, including instructors, parents/guardians, and daughters. In-depth interviews with education officials and school principals were also undertaken. According to the study's findings, cultural practices like early marriage and childbearing affected the girls' secondary schools in the Ntuusi District.

Samwel (2018) studied the impact of cultural factors on early dropping out of elementary school students in Mpwapwa district, Dodoma region. Although there are some quantitative components to this study, it is mostly qualitative. Interviews, questionnaires, and document reviews were used to collect data. A cross-sectional study design was used to carry out the investigation. The objective of the simple random sampling was to select 183 respondents. The analysis's findings indicate that cultural factors including early marriage, early childbirth, and child labor affected how many children drop out of primary school.

Byaruhanga (2019) did research to determine how socio-cultural elements in the Hoima District, Uganda affected girls' secondary school education. In the Hoima District, information was collected from 38 secondary schools. Female college students served as the study's respondents. There were 720 female students surveyed. It was conducted using a cross-sectional survey methodology that included quantitative and qualitative methods. Social aspects relating to family and social factors associated with education have been characterized as socio-cultural factors. Association data between research variables were analyzed using Pearson's product-moment correlation. It was also found that socioeconomic factors, although present (prevalence) in Hoima District, do not have an appreciable impact on girls' education in secondary schools.

Lombard (2020) investigates the academic and non-academic elements that affect new students' smooth entry into higher education in South Africa. Case studies for the study, which gathered both quantitative (via online questionnaires), and qualitative (through focus group interviews) data, featured participants in the Junior Tukkie (JT) empowerment project. The study took place between 2009 and 2013. The study's findings indicated that nonacademic elements like religion have an impact on how smoothly students transfer from high school to college.

The determinants affecting female students' enrollment in public tertiary education in Uganda were investigated by Rubagiza et al. (2022). Data from surveys, in-depth interviews, and focus group discussions were gathered for this study using a mixed methods technique. The findings demonstrate interconnected socio-cultural elements that lead to the exclusion of female students from Rwanda's best colleges.

In Morogoro Municipality, Tanzania, Ndile (2022) made an effort to investigate socio-cultural determinants and their effects on females' completion of senior secondary education in urban schools. They employed a mixed research methodology and descriptive study design. The sample size for this study was 222 participants, comprising 54 of the four female students, 3 principals, 30 parents, and 135 regular teachers. Regular teachers were chosen using a simple random sample, whereas the principal, four children, and their parents were chosen using target sampling. Focus groups, interviews, and questionnaires are all examples of data collection techniques. The results showed that socio-cultural factors that negatively affected girls' academic achievement included parental involvement, homework, family preference for the education of sons over daughters, lack of purchase of necessities, and traditional initiation rituals.

The cultural factors that influence Kenyan students' transition from primary to secondary school were examined by Mbatia et al. (2019). The survey was conducted in the Nakuru District. This study additionally included a research examination done after the incident. The results showed that cultural factors affected students' transition from primary to secondary education. Ex-post-facto research was used in that study to identify methodological mistakes. A descriptive research design was applied in this current study.

The socio-cultural factors that affect students' transition from primary to secondary school in Narok District are the subject of an investigation by Odhiambo et al. (2019). A descriptive research approach that combines qualitative and quantitative methodologies is used in this study. According to this study, socio-cultural factors hinder students' transfer from primary to secondary education. This study focuses on only one determinant of a student's transition from primary to secondary school, revealing a conceptual gap.

Wanyonyi (2018) focuses on socio-cultural and transitional factors and student retention in schools in Kwale County, Kenya. The investigation was descriptive. Children retention in schools was seen to be affected by socio-cultural factors such as early marriages, and parental income. Further, early marriages were found to affect student transition. This study focuses on only one determinant of a student's transition from primary to secondary school, revealing a conceptual gap. In contrast to studies by Odhiambo et al. (2019) and Wanyonyi (2018) the current study concentrates on four factors, including cultural aspects, socioeconomic position, parental educational achievement, and student representation at KCPE, that influence how students transition from primary to secondary school.

In Emkwen, Nandi County, Kenya, Mwangi et al. (2018) investigated the church's impact on female circumcision and discovered a connection between early marriage and poverty. According to surveys, some parents who were unable to educate their children chose to marry off their daughters rather than send them to secondary school. Such parents were much more likely to promote their daughters as brides to benefit from the bride price.

Mwebi et al. (2018) looked into how much cultural influences influence students' transitions from primary to secondary school in West Laikipia District, Kenya. Data were gathered utilizing an ex post facto research design from a target sample of 1064 respondents using a self-completed questionnaire. 280 teachers and 131 parents of the Chairperson of the Teachers Association (PTA) at public elementary schools in the study area were among the 411 respondents who were chosen at random to participate in the survey. The information was evaluated using simple regression. The results of the study show that cultural factors have a significant influence on the transition from primary to secondary education.

Macharia (2018) attempted to determine the cultural and environmental elements that influence the transfer rate of children with physical disabilities from elementary to secondary schools in the Nyahururu sub-district of the Laikipia District, Kenya. 18 students with physical disabilities (PD), 65 teachers, 434 students without impairments, and one employee of the Ministry of National Education made up the 518-person target population. Targeted school selection was carried out because only schools with students with Parkinson's were considered in this study. It is decided on a random sample of typical learners. Six schools participated in the study, which had a sample size of 77 respondents. The data was gathered using a questionnaire and an interview schedule. Techniques for both qualitative and quantitative data analysis were applied. This study found that schools have a culture of achievement, teachers' expectations of student achievement with DD, attitudes of parents and teachers, principal's preference for placing these students in special schools, and stereotypes about causes of disability determine cultural factors that affected the level of transition of students with physical disabilities.

In rural Kenya, Agwata (2018) investigated the causes of the low percentage of females who move on to secondary education. The study was conducted on elementary school girls from the Bomuanda clan in Kisii District, Kenya. According to the report, some Kenyan girls who finish elementary school choose not to enroll in secondary education. Gender issues such as female genital mutilation, early marriage, and the low rates of secondary school enrollment have an impact on this since most parents, who are under financial pressure, choose to educate males over girls.

In the Kenyan Koibatek sub-district, Koech et al. (2018) attempted to investigate how well girls transitioned from elementary to secondary education and the effects of social variables

on that degree of transition. 91 school principals and 2208 students participated in this study, which employed a concurrent triangulation research approach. 327 students and 74 principals were chosen by a straightforward random selection. Combinations of approaches were employed in this investigation. Through the use of questionnaires and interviews, data was gathered. The percentage, mean, and mode were used to analyze the data. Additionally, the research hypothesis was tested using Pearson's correlation analysis. The survey results show that 89.4% of students believe that girls' involvement in homework has a negative impact on their transition to secondary school.

Factors influencing the low transfer rate of primary school children in Isinya District, Kajiado District, according to Kosencha et al. (2022). This study used a mixed methods research approach because the target group consisted of a total sample of 173 respondents who were included as a combined sample. Among them are 28 secondary school directors, 39 principals, and 106 students. The primary tool for gathering data is the questionnaire. Cultural factors have been found to have a major impact on hindering students' educational transitions in the field of study.

Mackatiani et al. (2022) examined how parents' economic status, early marriage, and school environment influenced girls' transition to secondary school and dropout rates. This study followed a mixed methods approach. The target group for this study was 75,000 people consisting of school principals, teachers, parents, and secondary school students in Migori District, Kenya. The sample size is 640 and data is collected using a questionnaire. To test the research hypothesis regression analysis. Regression analysis showed that early marriage affected the transition and dropout of girls by 46.6 percent.

## 2.4 Influence of social-economic status on implementation of the 100 percent transition policy in public primary schools

Poverty and modern monetary troubles contribute to a loss of motivation, a poor self-photograph in phrases of tutorial talents, school failures, home violence, delinquency, and dropout rates (Mutegi, 2018). Because a parent's financial situation is determined by their system, it's an issue that influences the transition from primary to secondary school and then to the subsequent stage of education, in this case, secondary schools (Kiara et al., 2017).

School waste is influenced by several factors, including poverty, which can cause illness, malnutrition, and absenteeism, the cost of education for low-income families, cultural factors that particularly affect girls, an unconventional curriculum, and tests that are overly instructive and intended to prepare the majority of high school students for top secondary schools (Sarfo & Ofori, 2017).

In developing countries, the extent of the personal circle of relatives' wages had a great influence on the transition to secondary school and better schooling, or possibly clean school enrolment rates (Sarfo & Ofori, 2017). In India, parents who did not have sufficient cash could not transfer their children to secondary school given that they could not afford the funds for school uniforms, books, and other requirements. Those who drop out in Bangladesh come from low-earnings households (Maluccio et al., 2018).

Village Savings and Loan Associations (VSLA) have proven to be an environmentally friendly way to raise wages for the world's poorest. According to a study conducted by the VSLA organization in Uganda, people were more likely to spend a lot on education when

they have enough money, and spend more money on school fees than on anything else (Okul et al., 2019). This goal is reinforced by cases from the Build Africa payroll program, which show that as the individual's family circle grows, so does his school bill. Reaching secondary school is essential for poor families if they are to improve their transition.

Bharara (2020) conducted a thorough analysis to identify the factors that point to a seamless transition to secondary school. The findings are organized into a new conceptual framework for good school transition based on the positive education paradigm. A positive transition to secondary school was found to be substantially correlated with spirituality, character strength, self-efficacy, sense of security, personality, physical fitness, and birth order, among other well-known academic and social support elements.

In their review of the literature on school transition, Harris and Knowland (2021) paid particular attention to the academic, social, and emotional aspects. This study drew on prior research to explain how different social categorizations can affect how children deal with transitions and navigate their environment. According to the study, social categorizations including gender, ethnicity, and social status affected how successfully children handled the difficulties of starting a new school.

McCoy et al. (2020) studied the extent to which children with various special educational needs suffer additional challenges while transferring to their classmates based on large-scale longitudinal data from more than 7,000 teenagers. The findings indicated that students with special needs were more likely to have a difficult time adjusting to secondary school. Additionally, the kind of needs matters; pupils with general learning difficulties and intellectual disabilities are three times more likely than those without such requirements to experience a negative transition. The study also found that transition

experiences varied by socioeconomic status, with students from lower socioeconomic groups at higher risk.

In light of Uganda's 2007 general secondary education policy, Kakuba et al. (2021) looked at determinants of children's access to secondary school. Children aged 13 to 18 were the study's target population. Using data from the 2014 Census, several different individuals, household, and community-level variables that have been predicted and demonstrated to affect learning outcomes were evaluated, as well as the learning outcomes of household members aged 3 and older who were enrolled in school. To forecast access using individual, household, and community factors, this study applies a logical model to census data from Uganda. The researcher found that the socio-economic status of the household affected learning outcomes in climbing the educational ladder.

Zhang (2021) examined the factors influencing students' transition to university in Australia. The socioeconomic standing of the students, their involvement in extracurricular activities, and their geography are among the variables evaluated. To understand the connection between these elements and students' transfer to university in Australia, the empirical study refers to Bourdieu's theory of social and cultural capital. According to the study, a greater socioeconomic background can help young people make a smooth transition to college. These elements can assist young people in pursuing higher education aspirations, succeeding academically, and having more opportunities to do so.

Pant (2020) investigated the link between students' academic success and their parents' socioeconomic condition. A qualitative case study methodology was used for the study. The target sample method was used to select a total of 15 informants from among parents, instructors, and students. In-depth interviews, focus groups, and observational techniques

were used as data collection approaches. The data were analyzed using thematic narrative analysis. According to this survey, the majority of low socioeconomic class pupils performed poorly in school. It was found that parents from economically disadvantaged backgrounds were less interested in their children's education. Students with low socioeconomic status value work more than post-secondary education.

Baptista et al. (2022) investigated inequalities in the Portuguese transition from secondary to higher education using empirical data from the Directorate of General Education and Science Statistics (DGEEC). According to the study's findings, socioeconomic position was the main factor that determined whether a person enrolled in higher education in Portugal and was thus a significant contributor to participation inequality.

Vadivel et al. (2023) sought to understand the link between children's social status and academic success. This study was conducted using a descriptive survey design. One parent and 50 students made up the target group. The target was picked at random from the sample. Focus group talks, in-depth interviews, and various observational methods were used to acquire the data. Low socioeconomic status parents exhibited a lack of interest in their children's education. After completing secondary school, children from lower socioeconomic origins were more likely to prioritize employment over furthering their education.

Wohlking and Ditton (2023) looked to see if there was a pattern of social selection during the secondary school transfer. Using data from the National Education Panel Study, the researcher conducted a study that examined the initial distribution of students among various types of secondary schools. The researcher then makes a distinction between the various transitions and the various middle schools. To compare various subgroups, the

study used variables that were known to be related to educational inequality. Even after taking achievement into account, the findings showed that middle school transition was related to children's social circumstances.

In Kenya's Kangundo region, Mutegi (2018) explored the demanding situations of handing over loose secondary education in public institutions. The authorities' finances had been insufficient, in step with findings, and had been by no means launched on time. Ngware et al. (2016) did studies on a way to enhance secondary training to get entry to African international locations. Cluster sampling was used to discover African international locations that could constitute their areas to examine, and questionnaires were added to the ministries of training in the sampled international locations. The facts supported the idea that low transition to secondary training is not unusual place in African international locations and that it's miles because of excessive instructional expenditures, a loss of centers and space, and instructor shortages.

Kabiru et al. (2018) discovered a strong link between training expenditures and one-to-secondary faculty transition quotes. For his study, he used a sample size of 198 top schools in Nakuru County. Data from the sampled population was gathered through questionnaires and interview schedules, with instructors, their parents, and students kept out of the questioned schools. The study findings showed that learning expenses affected transition rates in Kenya. The current investigation was done in Sololo Sub-County, Marsabit County.

Velesi (2020) looked into the elements that affect students' transition from primary to secondary education in Kitui Central Sub-County. According to the research, one of Sub-Saharan Africa's most important criteria for secondary education is the cost of attending

secondary school, which affects the transition from elementary to secondary school. This is because of the reality that secondary schooling is a for-earnings organization regarding the sizable majority of nations across the world. As a result, parents are accountable for lots of running expenditures, together with schooling and security, in addition to lots of different expenses, together with food, clothes, academic materials, and unique equipment (Velesi, 2020). The research was done in Kitui County thus showing a scope gap. The current investigation was done in Sololo Sub-County, Marsabit County.

Amisi (2021) looked at how socioeconomic factors impact the rate at which kids transfer from elementary school to secondary school in the Kisumu East District of Kenya. This study is descriptive in nature. According to the study, socioeconomic factors like parental income and family composition significantly affect how quickly pupils go from elementary to secondary education. In addition, students' involvement in house chores also determined the transition rates. The study was done in Kisumu County thus presenting a contextual gap. The recent study was done in Marsabit County.

In West Laikipia District, Kenya, Kiumi and Ngundjiri's (2018) research focuses on socioeconomic factors that affect students' transitions from elementary to secondary schools. This study is descriptive. The findings revealed that between 2019 and 2014, a significant fraction of primary school pupils (28%) did not continue their education at the secondary level. According to studies, socioeconomic considerations frequently have a role in how smoothly youngsters move to secondary education. This study, which highlights a conceptual gap, only considers one factor that influences a student's transition from elementary to secondary education. The four elements examined in this study—cultural aspects, socioeconomic position, parental educational achievement, and student

representation at KCPE are what determine a student's transition from primary to secondary education.

In Bureti District, Kericho County, Ouma (2018) looked into how socio-economic aspects of the parents affected preschool enrolment and retention. The study concentrated on socioeconomic issues, using the parents' occupation, family size, and income level as independent variables. The 214 people who made up the study's target group included all of the teachers employed by the state in the Bureti District. The results showed that parents' education, family size, parents' occupation, and income level were some of the socio-economic characteristics of parents that influenced their children's school enrollment and retention.

In Turkana Tengah Sub-District, Ogari and Kikechi (2019) examined the impact of socioeconomic dynamics on the transitional level of public elementary to secondary schools. Research with a specific objective: to determine how family income affects the rate at which students in Turkana Central switch from primary to secondary education. A sample of 178 respondents who represented the study population was chosen from the 1579 respondents who made up the target group to collect data. While the qualitative information from the interviews was grouped according to topics and subtopics, the quantitative information was evaluated using descriptive statistics and presented in tabular form. Parental income, according to this study, significantly affects transition.

Moore et al. (2020) analyzed how socioeconomic status affected Welsh students' transition to secondary education. The 2017 Student Health and Wellbeing (SHW) survey, which was undertaken by the Student Health Research Network (SHRN), included 45,055 7th and 8th grades from 193 secondary schools in Wales. Students identified their previous

primary school, and information from the welfare survey was linked to information about free school lunch eligibility for those schools with whom they had been affiliated. This study found that higher socioeconomic well-being is associated with higher opportunities to transition to secondary school.

Hennessey et al. (2020) used a multilevel model to find out to what extent variables related to the socio-economic status of students with disabilities in secondary schools predict non-academic transitional behavior. The study's findings demonstrate that socio economic factors rarely indicate nonacademic skills relevant to post-secondary education. The study concluded that social economic status did not determine whether students acquired the required non-academic skills.

Sogoto (2020) investigated the relationship between students' socioeconomic status and their decision to enroll in the public secondary school category in the Busia District of Kenya. A survey was used in this investigation. The survey included 8400 unique students from 92 public secondary schools in the Busia District of Kenya. Using stratified, systematic, target, and basic random selection approaches, 495 students were randomly selected as a sample from the population. Data for the study was generated through student surveys. Data were evaluated statistically using the chi-square test statistic and descriptively using percentages. The study found that the relationship between the decision to enroll in the general high school category and students' socioeconomic status was statistically significant.

Onyango (2020) attempted to determine how the socioeconomic status of students' families influenced their participation in public secondary schools in Siaya District. Researchers used a mixed methods approach and collected descriptive data. The target group consisted

of 21,017 people consisting of 276 school principals, 6 district education directors and 20,735 Grade IV students with a total sample of 2,160. Researchers used stratified simple random sampling technique to get respondents from the school category. Student enrolment was significantly influenced by the socioeconomic position of the students' families.

To determine the home background variables that affect children's transition from primary to secondary school, Agutu et al. (2020) undertook a study in Rongo, Kenya. Data collection for the study is done using a descriptive research approach. 1 SQASO, 68 primary school principals, 29 secondary school principals, and 1335 eighth-grade parents from the Rongo district made up the study's target population. A questionnaire was utilized to collect data for this investigation. According to the respondents' average scores, student background affects how quickly students go from elementary to secondary education.

Atherwood and Sánchez-Soto (2023) empirically explore timely undergraduate degree completion using social class proxies for a national sample of US high school graduates utilizing a life cycle perspective and the social selection hypothesis. This ties in to a traditional 4-year college. Although their impact is greater and more pronounced on early transitions, this study finds strong positive associations between several social indicators and achievement of both transition events. This suggests that social selection may have a greater impact on acceptance into four-year colleges than on four-year colleges.

Using a longitudinal study of education and multilevel modeling techniques, Tompsett and Knoester (2023) investigated how family socioeconomic status influences college enrollment. The Education Longitudinal Survey (ELS), a nationally representative data set, was employed in the study. Of the 1,221 initially designated US high schools, 752 were

initially polled. ELS then chose a sample of students from this group of schools and gathered data on 26 sophomores from each institution. The chance of not attending college, attending college for two years, and attending college for four years is compared in this study using stratified multinomial logistic regression. The findings demonstrate that socioeconomic position enhances the likelihood of enrolling in selective colleges and is positively correlated with college attendance.

### 2.5 Influence of parents' education levels on implementation of the 100 percent transition policy in public primary schools

Brief (2019) examined the causes of school abandonment during the change from primary to secondary education. In this study, a desktop research design was employed. The transition from elementary to secondary school was found to be considerably impacted by the parents' low educational levels. When parents have low education level attained, they are not able to appreciate the need for education for their children. The investigation used a desktop research design thus showing a methodological gap. The current investigation will be descriptive. There was a conceptual gap in the study since it only examined one-factor influencing students' transition from primary to secondary education. The current study will examine four factors, including cultural influences, socioeconomic position, parental education levels, and KCPE outcomes, that affect students' transition from elementary to secondary school.

According to a study conducted in Latin America by way of the United Nations Educational Scientific and Cultural Organization, children whose mothers have completed secondary school spend more time in school and are more likely to progress to secondary

school than children whose mothers have not completed secondary school (UNESCO, 2014).

Maluccio et al. (2018) claim that informed parents are more aware of the restoration of their children's academic skills and are more likely to have the knowledge and social networks their kids need to engage in fulfilling activities. This also allows their children to have the same role models as their mothers and fathers, which motivates them to achieve higher educational goals.

The impact of social background and gender on the transition to secondary school in Germany is examined by Bayer et al. (2021). The analysis combines several personality and structural qualities with data from the representative IQB survey "Trends in Student Performance 2015" to evaluate and replicate the factors influencing German language proficiency. We give the process of generating the data extra consideration when conducting data analysis. If all other factors are equal, a student who comes from a home where the mother holds a college degree is more likely to receive an exceptional grade.

Gilbert et al. (2021) examined variables linked to variations in the transition to secondary school experiences in Scotland. In connection to various demographic and socioeconomic traits, the proportions of positive, moderate, and negative transition experiences were compared. The degree of parental education is directly correlated with the transitional experiences of the child.

Based on student gender, parent demographics, and educational attainment, Chun (2021) aimed to investigate the educational contribution that fathers make to their children's schools. The analysis makes use of a probit panel model based on the integrated household

panel survey from the World Bank. The evaluation's findings indicate a connection between parental education and children's reading levels. In particular, the probability that a child can read and write is associated with a father's education compared with a mother's education. Fathers with college degrees have a greater impact on their children's literacy rates. A father's education is more likely to be passed on to daughters than to sons. Parents' education has a significant impact on children in the short and medium term.

Using data from a household survey, Pezzulo et al. (2022) evaluated the factors related to secondary school attendance in Tanzania. The association between these variables and their presence in a stratified framework was investigated using a two-level random intercepts logistic regression model. This study discovered that the parents' or head of the household's educational degree was a significant predictor of secondary school attendance.

Nambobi (2022) makes an effort to pinpoint the elements affecting the changeover in Uganda from elementary to secondary education. Assessment is based on the teacher's gender, qualification level and teaching experience. Secondary data was collected from 461 respondents who were analyzed with SPSS. The study's findings demonstrate that a child's transition from primary to secondary school is positively impacted by the educational level of their parents.

Raudenská and Hamplová (2022) estimated the effect of parental education and income on children's academic achievement. Data from a Czech home panel survey (2015–2016) that were nationally representative were subjected to structural modeling. According to the study's findings, parents' aspirations for their children, their approach to parenting, and their home's literacy environment all have an impact on how educated and wealthy they are.

Seidel (2021) examines the variables affecting the actual choices that students make regarding their post-secondary plans, such as whether to enroll in college or the German system of vocational education and training. Data from the Socio-Economic Panel (SOEP) are the foundation for the empirical analysis. Since 1984, this representative longitudinal survey has gathered micro data on people, homes, and families annually. It comprised a standard set of fundamental inquiries concerning work, family, housing, and income. The empirical approach looked at data on individual schooling decisions made between 2007 and 2013 using the German SOEP. The findings indicate that although parents without academic backgrounds may assist their children in school, they are less likely to accompany them to further education.

Mwaniki and Orodho (2019) found that parents with high educational accomplishment have a lower chance of their children dropping out of school, resulting in their children attending secondary school. Educated families have more time and information to devote to their children's education, increasing their chances of acquiring a better education. They discovered that educated parents were significantly more likely than parents without a formal education to enroll their children in school and completely commit to seeing them through secondary school (Okumu et al., 2018).

Mbwayo et al. (2020) investigated the elements that impact transition costs from public standard to secondary faculties. The studies argued for extra investment for tuition, with a focal point on secondary education in addition to auxiliary expenses like boarding rates. It turned out essential to maintain a discussion board to elevate attention approximately on the significance of finishing gender discrimination as a foundation for determining whether or not a child ought to attend secondary school on the own circle of relative’s level of

income. The study was done in Murang'a County thus presenting a contextual gap. The recent study was done in Marsabit County.

In Kenya, the effect of parental education on rates of transition from elementary to secondary schooling was examined by Tabwara and Maina (2019). This study employed a descriptive survey design. The data showed that parental literacy levels affected transition rates. The transition rate in Matuga Sub-County was found to be influenced by parental literacy levels.

In Kenya's East Mbooni District, Makueni District, Peter and Whyta (2018) sought to determine whether parental educational achievement and the change from primary to secondary school were related. For this investigation, a descriptive survey methodology was also employed. The study was carried out at a high school in the Mbooni-Timur District, Kalawa Division, Makueni District. Principals of the targeted schools, PTA representatives, and all first-graders in the Kalawa Division are also included on the list of participants. Systematic or interval sampling is a type of probability sampling technique. Principal, PTA, and classroom surveys as well as departmental heads, PTA and classroom interview schedules were used as research techniques. Using descriptive statistics, the information gathered from each school was examined. The study's findings demonstrate that there is little crossover between parents with advanced degrees and illiteracy.

In Kenya's Soin/Sigowet sub-district, Kimutai and Cheboi (2020) looked at how students' family backgrounds affected their transition from public elementary to secondary education. Descriptive research was the chosen research strategy for this study, which used a mixed techniques approach. The target group consisted of 76 school principals and 715 teachers, from which 63 school principals and 250 teachers were sampled. Clustered

random sampling, simple random sampling to select teachers and target principal sampling were used to identify 63 schools from their zones. Both instruments have been validated, tested, and implemented with a reliable Cronbach's alpha coefficient of 0.75. While qualitative data are reported along with quantitative data, quantitative data are examined and presented in terms of frequencies and percentages.

Obore et al. (2023) attempted to determine the impact of students' family backgrounds on their transition to secondary school in Busia District. The research method was post facto. 1,508 people are the target population, including elders and village chiefs. 302 respondents, chosen through stratified and random sampling methods, made up the sample. A closed questionnaire with a Likert scale was utilized to collect the data. The information is summarized using descriptive statistics. To ascertain the impact of a student's family background on the student's transition from elementary to secondary school, simple regression was used. This study found that high parental illiteracy rates tend to have a negative impact on the transition to secondary school.

### 2.6 Influence of KCPE performance on implementation of the 100 percent transition policy in public primary schools

Duche-Perez et al. (2019) examined the internal and external characteristics that helped freshmen successfully acclimate to university life. The study included 168 first-year students from Universidad Católica de Santa Maria (Arequipa, Peru). Data were gathered using a 10-question survey (closed and single-answer questions) and focus groups with 32 students. Three open coding steps were used in content analysis to categorize the data into subjects and subtopics. Among the identified factors that enable students to adapt to the university environment and integrate successfully are the skills acquired in high school.

Research on the factors influencing students' decisions to enroll in postsecondary education in South Korea, including gender comparisons, was done by Choi (2020). This study focuses on the variables that affect whether South Korean students from public and vocational high schools enroll in universities and, if they do, whether they complete two- or four-year programs. The multinomial logit model makes use of authentic, high-quality data from the Korea Education and Employment Panel (KEEP). The findings demonstrate that teachers' evaluations of students' performance are the most crucial consideration for high school graduates when deciding between a four-year and a two-year institution.

Ertem et al. (2021) aimed to examine the relationship between High School Transition System outcomes and variables at the student, class, and school level. A correlational study was how the research was conducted. 731 students from 47 classes at 15 secondary schools made up the random sample. Hierarchical linear modeling was used to examine secondary data from educational institutions that were received through school information forms.

Lovette-Wilson et al. (2022) study looked into the variables affecting pupils' transition from elementary to secondary education. In a sizable suburban school system in Southeast Texas, a mixed-methods study was carried out to investigate the opinions and attitudes of sixth graders, parents, and teachers from four high schools. This study investigated the academic, procedural, and social aspects that affect pupils' transition to secondary school using survey data and focus groups. The study's findings demonstrated the beneficial impact that good grades have on the transition from elementary to high school. As a student-level variable, school achievement scores are crucial in forecasting children's transition from middle to high school.

During the transition to higher education, Lin et al. (2023) looked into the connections between self-efficacy, academic success, and regulation among freshmen. 374 freshmen who had been recruited from Italian institutions made up the convenience sample. As a measure of each student's academic performance, the average score provided by the students was used. The findings indicated that students' transition to higher education was predicted by academic achievement.

Evans et al. (2018) focused on the academic and psychological impact of the transition to secondary education. A desktop research design was used. The investigation indicated that primary school academic achievement had a significant influence on the transition to secondary education. The adoption of a desktop research design revealed a methodological gap. The primary and secondary education transition factors in Kenya are the main topic of Obuya (2019) research. A descriptive research methodology was utilized. The findings demonstrated that the performance in primary school and secondary school enrolment, as well as the parents' literacy rate and per capita income, were statistically significant predictors of the transfer from primary to secondary school.

In Kenya's Kiambu District, Mathia (2019) looked into the variables that affect students' transfer rates from primary to secondary education. The inquiry was purely descriptive. Systems theory formed the foundation of the study. The study findings showed that high academic attainment in primary school enhanced transition into secondary school. The study was based on systems theory thus showing a theoretical gap. The recent study was based on the manufacturing characteristic model.

In a study by Benedict and Omondi (2018) for students in the Migori District, it was determined what factors affected the transition from high school to college. Data was

collected from 20 schools in four districts of Migori District. The circle was divided into the original four Migori regions: Rongo territory, Migori region, Kuria region, and Nyatike region. 5 schools were randomly selected from each region, and in each school the 2015 grade IV teachers were selected and interviewed for the study. Binary logistic regression was used for data analysis. This study found that a good educational foundation provided to students at the primary school level ultimately has an important impact on students' graduation achievement in secondary schools. Even if a student had average grades in K.C.P.E., if he did very well in forms 1 to 4, he had a better chance of getting into K.C.S.E. to excel and eventually enter university through a government-sponsored undergraduate program.

In the North and East Baringo sub-districts of Kenya's Baringo District, Muriuki et al. (2022) looked into the causes of the low rate of students transferring from primary to secondary education. The study examined the socioeconomic, cultural, increased FPE enrollment, the tripartite hierarchy of first-grade selection criteria, and student achievement on the KCPE test as they relate to the low rate of students transferring from primary to secondary school. The research design was descriptive. Also included in the target group were 25 principals of secondary schools. Simple random selection was used to choose a sample of 112, which included 10 school principals. Utilizing a target sample of 40% (34) elementary schools chosen by simple random selection, 102 elementary school instructors were chosen. Descriptive statistics, such as frequency distribution, mean, and percentage, were used to analyze the data. The outcomes demonstrated that the low rate of students transferring from elementary to junior high was due to the achievement of KCPE.

In Kenya's Kitui District, Mbalaka et al. (2022) found a connection between student enrolment patterns and the introduction of free and mandatory education. The 655 participants who made up the study's target group included 327 high school principals, 327 PA chairmen, and the Kitwe County Director of Education (CDE). The findings indicate that the learner's entering behavior and the level of implementation (transition, retention, and completion) are negatively and significantly correlated. Based on the aforementioned findings, the study came to the conclusion that the provision of free education and mandatory education was negatively impacted by the indirect relationship between the factors examined.

## 2.7 Theoretical Framework

The Mace (1979) manufacturing characteristic model, a type of financial dating that illustrates the relationship between output and input and specifies the maximum amount of output that any given combination of particular inputs may produce, served as the basis for the inquiry. Education, in this view, is a helpful interest that combines a range of rates and hard labor inputs to change one set of inputs into another.

The primary goal of primary education is to ensure that students not only complete the level of studies but also continue their education at higher education levels. People, materials, and structure are the inputs, while the outcome is a graduate of any positive educational stage. Secondary school students who have graduated from any stage of the system are the most effective representations of manufacturing in this setting.

As a result, it has become clear that school has a significant impact on transition rates. Therefore, considering the investigation's objectives, this concept was appropriate. The

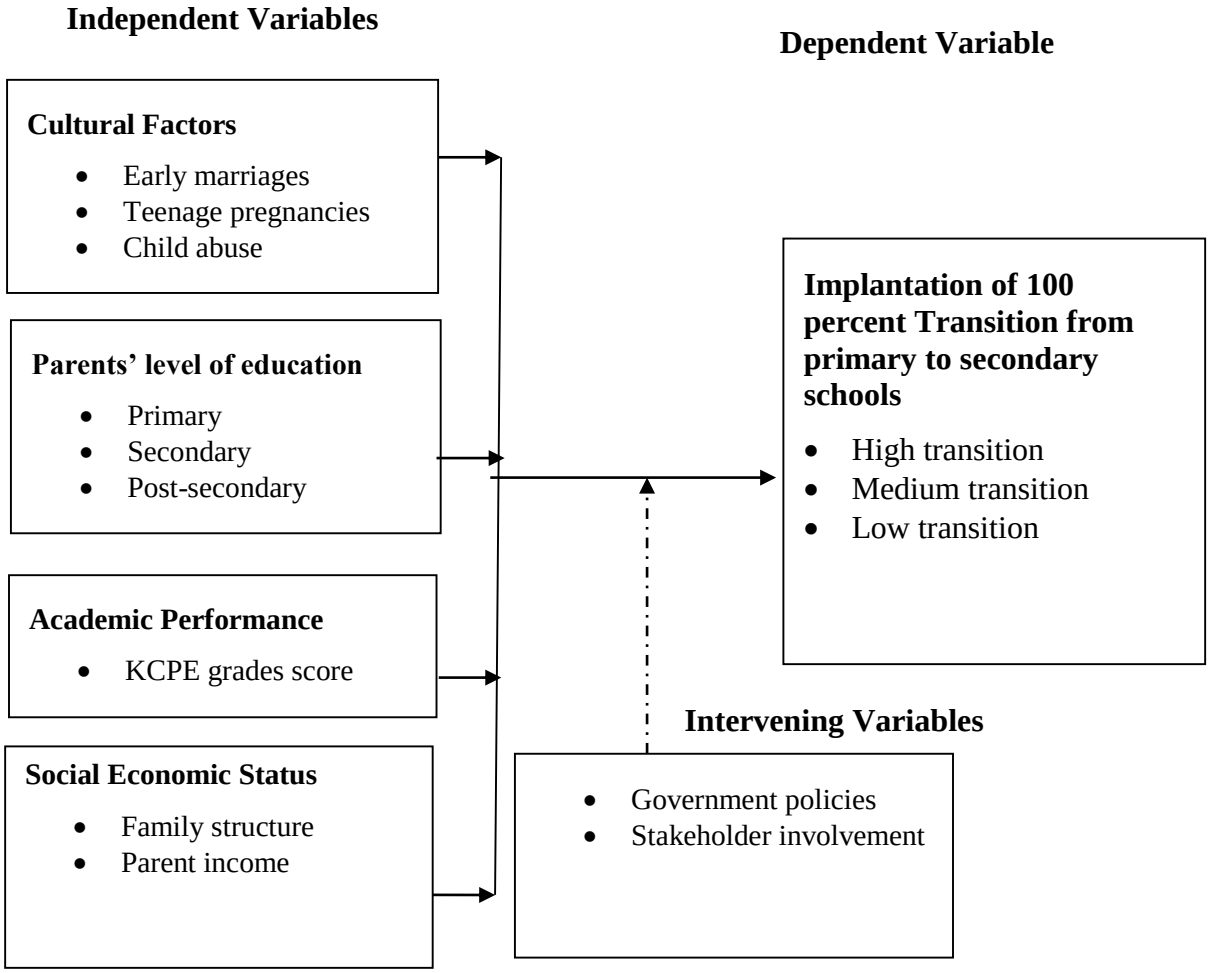
model was relevant to this study since it explains the concept of transition to secondary school as determined by factors such as culture, parent social economic status, level of education, and KCPE performance.

## 2.8 Conceptual Framework

A network of relationships between the input variables, process variables, and output variables influences the output. This study's conceptual framework is depicted in Figure 2.1.

**Figure 2.1**

***Conceptual Framework***




**Source; Researcher (2023)**

Figure 2.1 depicts the conceptual framework. It highlights independent variables: cultural influences, parental education level, pupils' K.C.P.E performance, and parents' socioeconomic status that affect the dependent variable (pupils' transition from primary to secondary schools). The interaction between the inputs affects the outcome; if the interaction is positive, the output, in this case, the transition to secondary school, should be positive, and vice versa (Sarfo & Ofori, 2017).

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

The research design, study site, target demographic, sample size, sampling methods, research tools, pilot testing, and data collection methodologies are all covered in this chapter. The chapter also discusses data analysis, presentation, and ethical issues.

## 3.2 Research Design

Mugenda and Mugenda (2012) observed that research design is a plan for facts series, measurement, and analysis. As such, the gathering of constant and correct facts is taken into consideration. A descriptive survey design was employed for the inquiry. To identify and examine factors influencing the implementation of the 100% transition policy from public elementary schools in Sololo Sub-County, Marsabit County, this approach was employed since it aids in gathering respondents' opinions, views, and feelings (Orodho et al., 2013).

## 3.3 Location of the Study

The study location was public primary schools in the entire Sololo Sub-County, Marsabit County. Sololo is in Marsabit County located in the Moyale constituency which has semi-arid climatic conditions. It was the 4th largest sub-county in Marsabit County with a population of 44,822 (KNBS, 2019).

## 3.4 Target Population

The population is the broad range of actual and hypothetical individuals, occasions, or problems that the researcher anticipates applying the study's findings (Mugenda &

Mugenda, 2012). The investigation used a population of 841 respondents which was made up of the Sub-County Director of Education, 25 public primary school head teachers, 25 primary school BOM chairpersons, and 790 K.C.P.E candidates.

### 3.5 Sample Size and Sampling Procedure

The sample size was determined using the Krejcie and Morgan (1970) formula. The method provided the researcher with an easy way to determine a suitable sample size. The SCDE was purposively picked while twenty primary school BOM chairpersons were selected from two zones namely Ramata and Borole using a stratified sampling technique. The twenty head teachers were chosen through purposive sampling. Four Students were randomly picked from nineteen schools and three from one school that had the least KCPE enrolment. That gave a total of 120 respondents. Simple random sampling was employed to make sure that every member of the target population had an equal and independent chance of being included in the sample.

**Table 3.1**

***The Sample Population Grid***

| Category of population | Total population target | Sampling procedure | Sample size |
|---|---|---|---|
| Sub County Director of Education (SCDE) | 1 | Purposive | 1 |
| Primary Head teacher | 25 | Stratified; purposive | 20 |
| 25 Primary Schools BOM Chairpersons | 25 | Simple random sampling | 20 |
| KCPE Candidates (pupils) | 790 | Simple random sampling | 79 |
| Total | 841 | | 120 |

### 3.6 Research Instruments

Data was gathered using questionnaires and interviewing protocols. Different data collection instruments were utilized to avoid information bias and verify that the information collected was valid, reliable, and correct (Galton et al., 2010). The research objectives served as the foundation for developing the research equipment. The researcher used closed and open-ended questionnaires to collect information from the respondents. Open-ended questions are preferable when it is evident how respondents will be evaluated or when resources will be used to explain rather than establish a statistical pattern, whereas closed-ended questions are difficult to develop but straightforward to analyze. Interview guides contained questions relating to the study variables.

### 3.7 Pilot Testing of Research Instrument

Piloting entails gathering preliminary data before the main data collection procedure begins, according to Cooper and Schindler (2003). This exercise acts as a roadmap for investigating research issues and assessing whether the results produced by research instruments are what is wanted. The pre-test was designed to help students better grasp the questions and produce accurate results. According to Mugenda & Mugenda (2009), the pilot sample size ranged between 1 and 10% of the sample population. Twelve respondents, or 10% of the sample size drawn from Moyale Sub-County's primary schools, participated in this pilot study. The pilot schools were Butiye Primary, Moyale primary, and St Mary’s primary.

### 3.7.1 Reliability of Instruments

Research tools are considered dependable if the results can be replicated with the same methodology. To generate knowledge, reliability is a term used to assess quality in qualitative research. In the quality approach, the notions of reliability, neutrality, reliability, and applicability should be the main quality criteria (Creswell, 2012).

In qualitative research, Sarfo and Oppori (2017) emphasize audit inquiry as a sign that can increase the reliability of quality research. This can be used to ensure that the research process and the result are consistent. Data consistency is achieved when the collection step is validated by reviewing raw data, data reduction products, and process records.

The data was evaluated systematically and completely, with the three main data collection instruments confirming them. According to Okumu et al. (2008), dependability is the extent to which results are reliable over time and accurately represent the entire population under study. Considering dependability, it is imperative all instruments used for any type of research should be reliable. The cutoff limit was set at 0.7 according to Cronbach's alpha coefficient (Cronbach, 1951).

### 3.7.2 Validity of Research Instruments

Validity refers to the relevance, meaning, accuracy, and usefulness of the conclusions drawn by the researcher (Heale & Twycross, 2015). This was accomplished through the use of piloting which was carried out in Butiye Primary School, Moyale Primary School, and St Mary’s Primary school in the neighboring Moyale Sub County. Content validity was ensured through expert review, while construct validity was ensured by organizing the questionnaire as per the study’s variables.

### 3.8 Data Collection Procedure

Through questionnaires and interview schedules, data was acquired. KCPE class students and head teachers received questionnaires, while SCDE and primary school BOM chairpersons were scheduled for interviews. To help with data gathering, two research assistants were hired. The data gathering process was covered in a 3-day training course for the research assistants. Appointments with the Head Teachers of the schools were scheduled in advance via phone calls, and a suitable time for data collection was determined beforehand. The researcher interviewed the Sub-County Education Director (SCDE) and recorded the processes for later triangulation. Participants were assured of confidentiality before providing any information.

### 3.9 Data Analysis and Presentation

The completed questionnaire was reviewed by the researcher to make sure it was thorough and consistent. Using SPSS version 24.0, the quantitative data from the questionnaire was evaluated. The primary characteristics of the study's data were described using descriptive statistics. Additionally, it served as a simple summary of several data sets. To ascertain the relationship between the independent factors and dependent variables, multiple regression analysis and correlation were performed. Tables and graphs were used to present the results. Utilizing content analysis, qualitative information from interview guides was examined. The information was given in prose and organized according to themes.

$$Y = \beta 0+\beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3+\beta_4 X_4+\varepsilon$$

Where:

Y –Implementation of the 100 percent transition policy

$B_0$– Constant

$\beta_1$–$\beta_4$, Beta coefficients

$X_1$- Cultural factors

$X_2$ – KCPE performance

$X_3$ – Social economic status

$X_4$ – Parental education

ε- Error Term

### 3.10 Ethical Considerations

The researcher ensured compliance with ethical considerations. He obtained an introductory letter from Kenya Methodist University to NACOSTI. He also applied for and obtained a NACOSTI permit to undertake the research. Further, the researcher obtained authorization letters from the Marsabit County commissioner and Ministry of Education County Director, Marsabit County to enable him to access the schools targeted for the research undertaking. He paid a courtesy call to the Sub County Directors of Sololo and Moyale and introduced himself ahead of the research. The researcher sought informed consent from all participants. Researcher further ensured confidentiality of the respondents by maintaining their anonymity.

# CHAPTER FOUR

# RESULTS AND DISCUSSION

## 4.1 Introduction

The study's results and analysis are presented in this chapter. The goal of the study was to identify factors impacting Sololo Sub-County, Marsabit County's implementation of the 100% transition policy from public elementary schools. The chapter presents the reliability test results, response rate and background information, analysis of study variables, correlation, and regression analysis.

## 4.2 Reliability Analysis

The researcher tested the dependability of the data tools by the use of Cronbach's alpha. The threshold of Cronbach alpha was 0.7 which portrays that the study tools are dependable (Bhattacherjee, 2012).

**Table 4.1**

***Reliability Results***

| **Instruments** | **Cronbach's Alpha ($\alpha$>0.7)** |
|---|---|
| Cultural factors | 0.714 |
| Parental level of education | 0.771 |
| KCPE performance | 0.765 |
| Social economic status | 0.737 |

Table 4.1 reveals that cultural factors had a coefficient of 0.714, parental level of education had 0.771, KCSE performance had 0.765, and social economic status had 0.737. Sekaran and Bougie (2013) deemed a Cronbach alpha of 0.7 and higher to be sufficiently high.

Therefore, the reliability of the survey items in this study was demonstrated by Cronbach coefficients above 0.7.

### 4.3 Response Rate

The investigator administered 79 questionnaires to KCPE candidates, 20 questionnaires to primary head teachers, 20 interview guides to primary school BOM chairpersons, and one interview guide to Sub County Director of Education. All the distributed questionnaires and interview guides were properly filled and returned indicating a 100% response rate.

### 4.4 Background Information

This section presents background information for different respondents including students, primary school head teachers, board chairpersons, and the Sub County Director. Background information is important in understanding the respondent's suitability and ability to provide information about the study topic.

#### 4.4.1 Background information of the students

Majority of the students (51%) were males compared to 49% females, and this implies that there was a fair representation of both boys and girls who participated in this study.

#### 4.4.2 Background information of the Primary School Head Teachers

The primary school head teachers' background information is summarized in Table 4.2.

**Table 4.2**

***Background information of the Primary School Head Teachers***

| | | **Frequency (f)** | **Percentage (%)** |
|---|---|---|---|
| Gender | Male | 18 | 90 |
| | Female | 2 | 10 |
| | Total | 20 | 100 |
| Age | Below 40 years | 3 | 15 |
| | 41-50 years | 12 | 60 |
| | 51-60 years | 5 | 25 |
| | Total | 20 | 100 |
| Qualification | P1 | 3 | 15 |
| | Diploma | 6 | 30 |
| | B.ed | 11 | 55 |
| | Total | 20 | 100 |
| Duration as Head teachers | 1-5 years | 3 | 15 |
| | 5-10 years | 5 | 25 |
| | 11-20 years | 9 | 45 |
| | Over 20 years | 3 | 15 |
| | Total | 20 | 100 |
| Period of Work | 1-5 years | 15 | 75 |
| | 6-10 years | 5 | 25 |
| | Total | 20 | 100 |

Table 4.2 indicates that majority (90%) of the primary head teachers were male, while 10% were females. Results show that 60% of the respondents were aged 41-50 years, 25% 51-60 years, and 15% below 40 years. This suggests that the majority of the primary head teachers were in their middle years. In addition, 55% of respondents held a bachelor's degree, 30% a diploma, and 15% a P1. This suggests that the majority of elementary school principals held degrees. The findings showed that 45% of the respondents had served as head teachers for 11-20 years, 25%, 5-10 years, and 15% had served for 1-5 years and over 20 years respectively. This implies that a higher percentage of the respondents had adequate experience serving as head teachers. In addition, 75% of the respondents reported

having worked in their current station for 1-5 years, while 25% had worked for 6-10 years. The short work duration in station could be attributed to the school heads transfer requirements in Kenya.

## 4.5 Influence of cultural factors on implementation of the 100 percent transition policy in public primary schools

The study sought to determine the influence of cultural factors on implementation of the100 percent transition policy in public primary schools in Sololo Sub-County, Marsabit County. This section presents descriptive analysis results for cultural factors.

### 4.5.1 Results on cultural factors from Questionnaire by Students

The students were asked to indicate their agreement with statements on cultural factors. The findings are shown in Table 4.3.

**Table 4.3**

***Descriptive statistics on Cultural Factors – Students***

| Statement; N=79 | Strongly disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Std dev |
|---|---|---|---|---|---|---|---|
| Early marriage prevents girls from joining secondary school | 10(12.7%) | 16(20.3%) | 1(1.3%) | 21(26.6%) | 31(39.2%) | 3.6 | 1.5 |
| Due to early marriages, many secondary schoolgirls dropped out. | 6(7.6%) | 19(24.1%) | 10(12.7%) | 24(30.4%) | 20(25.3%) | 3.4 | 1.3 |
| Most victims of early marriage return to finish their secondary education. | 25(31.6%) | 33(41.8%) | 5(6.3%) | 12(15.2%) | 4(5.1%) | 2.2 | 1.2 |
| Teenage pregnancy is a major obstacle to achieving a 100% transition to secondary school | 20(25.3%) | 16(20.3%) | 10(12.7%) | 29(36.7%) | 4(5.1%) | 2.8 | 1.3 |
| The transition rate for children who have experienced child abuse is low. | 9(11.4%) | 9(11.4%) | 9(11.4%) | 30(38%) | 22(27.8%) | 3.6 | 1.3 |

Table 4.3 indicates that 31 (39.2%) strongly agreed and 21 (26.6%) agreed that early marriage prevents girls from joining secondary school on a mean of 3.6. Additionally, on a mean of 3.4, 24 (30.4%) agreed and 20 (25.3%) strongly agreed that early marriages cause many girls to leave secondary education. Further, 30(38%) agreed and 22(27.8%) strongly agreed that the transition rate for children who have experienced child abuse is low on a mean of 3.6. The findings revealed that 29(36.7%) agreed that teenage pregnancy is a major obstacle to achieving 100% transition to secondary school, while 20(25.3%) disagreed on a mean of 2.8. Finally, 25 (31.6%) strongly disagreed with the statement that most early marriage victims return to secondary school studies on a mean of 2.2, whereas 33 (41.8%) disagreed.

The result suggests that cultural issues including early marriage, teenage pregnancies, and child abuse pose significant barriers to a full transition to secondary education. The results are in line with those of Beegle et al. (2019) who discovered that kids who were involved in housework had low school performance, which made it difficult for them to advance to the next level.

### 4.5.2 Results on cultural factors questionnaire by primary head teachers

Table 4.4 shows primary head teachers' responses on questions relating to cultural factors.

**Table 4.4**

***Descriptive statistics on Cultural Factors – Head teachers***

| | | Frequency | Percentage (%) |
|---|---|---|---|
| Domestic chores | Farming | 19 | 95 |
| | Livestock herding | 1 | 5 |
| | Total | 20 | 100 |
| Transit to secondary school | Not at all | 2 | 10 |
| | Less than half of them | 6 | 30 |
| | Half of them | 4 | 20 |
| | More than half of them | 7 | 35 |
| | All of them | 1 | 5 |
| | Total | 20 | 100 |

As indicated in table 4.4, 95% of the respondents reported that candidates were involved in farming, while 5% stated livestock herding. Additionally, 35% of respondents noticed that more than half of orphan candidates typically attend secondary schools, 30% noted less than half, and 20% noted that half of the candidates do so. The results imply that there is a challenge of transition to secondary.

### 4.5.3 Results on cultural factors from Interview Schedule by Primary Schools Bom Members

Members of the BOM for primary schools were asked to indicate how much they agreed or disagreed with certain claims about socio-cultural variables. In response to the topic of whether secondary school females prefer marriage to finish their studies, 50% of respondents agreed with the statement, while 45% disagreed. The results also showed that 62% of respondents agreed that early marriages cause numerous secondary school dropouts among girls. Additionally, 70% of respondents disagreed that the majority of early

marriage victims returned to finish their secondary education. The findings implied that early marriages is a critical hindrance to 100% transition to secondary school.

Regarding parental income, 75% of respondents agreed that parents cannot afford the fees, uniforms, and textbooks that secondary schools require, and 55% of respondents said that family poverty is a sign that girls are enrolling in secondary schools. Additionally, 70% of respondents disagreed that the family's financial situation and income were satisfactory, and 95% of parents of girls enrolled in secondary school. Furthermore, 35% of respondents agreed and disagreed, respectively, that the majority of parents of girls enrolled in secondary schools are fervent about education. The results suggested that family income is an important factor in determining whether 100% of students move to secondary school.

### 4.5.4 Results on cultural factors from Interview Schedule for Sub-County Director of Education

The sub-county director was requested to list the social elements influencing student transition in this school. The respondent noted herding/pastoralism, illiteracy/ignorance of parents, drugs, abuse, teachers' absence, and early marriages.

## 4.6 Influence of parents' education levels on implementation of the 100 percent transition policy from public primary schools

In Sololo Sub-County, Marsabit County, the study looked at how parents' educational levels impacted the implementation of the 100% transition policy in public primary schools. This section presents descriptive analysis results for parental level of education.

### 4.6.1 Results on parental level of education from Questionnaire by Students

The students were asked to indicate their agreement with statements on parental education level. The scale was: 1=Strongly Disagree 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree. The findings are shown in Table 4.5.

**Table 4.5**

***Descriptive statistics on Parental level of education- students***

| Statement; N=79 | Strongly disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Std dev |
|---|---|---|---|---|---|---|---|
| Children of uneducated parents struggle to move to high school. | 30(38%) | 30(38%) | 3(3.8%) | 12(15.2%) | 4(5.1%) | 2.1 | 1.2 |
| Students' rates of transfer from elementary to secondary school are influenced by their parents' educational level. | 13(16.5%) | 13(16.5%) | 9(11.4%) | 26(32.9%) | 18(22.8%) | 3.3 | 1.4 |
| Due to a lack of academic assistance, students with illiterate parents struggle to keep up with the expectations of the classroom. | 14(17.7%) | 23(29.1%) | 5(6.3%) | 30(38%) | 7(8.9%) | 2.9 | 1.3 |
| High parental intellectual achievement considerably lowers the likelihood of school dropout. | 6(7.6%) | 13(16.5%) | 10(12.7%) | 29(36.7%) | 21(26.6%) | 3.6 | 1.3 |
| Parents who are educated are aware of the social and private advantages of investing in education. | 4(5.1%) | 6(7.6%) | 3(3.8%) | 43(54.4%) | 23(29.1%) | 4.0 | 1.0 |
| Parents with education are better at supporting their kids' academic efforts. | 4(5.1%) | 14(17.7%) | 6(7.6%) | 35(44.3%) | 20(25.3%) | 3.7 | 1.2 |
| Parents with education are interested in their children's academic development. | 6(7.6%) | 7(8.9%) | 5(6.3%) | 34(43%) | 27(34.2%) | 3.9 | 1.2 |

According to Table 4.5, on a mean of 2.1, 30 (38%) of respondents disagreed and 30 (38%) strongly disagreed that students from uneducated parents do not successfully transition to secondary school. The results also show that, on a mean of 3.3, 26 (32.9%) agreed and 18 (22.8%) strongly agreed that parental education level affects students' transition rates from primary to secondary school. Furthermore, on a mean of 3.6, 29 (36.7%) agreed and 21 (26.6% strongly agreed that parents with good academic achievement greatly lower their children's odds of dropping out of school. On a scale of 4.0, 43 respondents (54.4%) and 23 respondents (29.1%) strongly agreed that educated parents are aware of the personal and societal advantages of investing in education. On a mean of 3.7, 35 respondents (44.3%) agreed, and 20 respondents (25.3%) strongly agreed, that parents with higher levels of education are more likely to assist their children with their academic work. On a scale of 3.9, the respondents, who made up 34 (43%) and 27, respectively, agreed and strongly agreed that educated parents are worried about their children's academic development. Last but not least, 30 (38%) agreed that students from illiterate parents struggle to keep up with academic demands because they receive inadequate academic supervision, whereas 23 (29.1%) disagreed on a mean of 2.9.

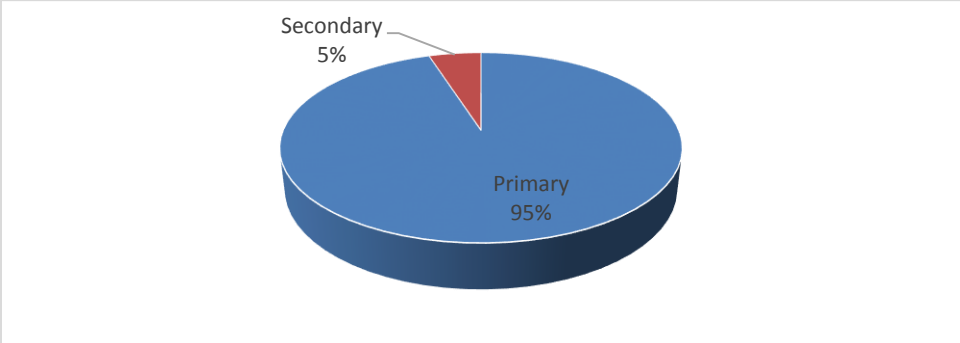
The finding implies that parental education level is paramount in determining a 100% transition to secondary school. Results support the findings by Tabwara and Maina (2019) who reiterated that parental literacy levels have an impact on the transition rate.

### 4.6.2 Results on parental level of education from questionnaire by primary head teachers

The average level of education that most parents have acquired was requested of the respondents.

**Figure 4.2**

***Parents' level of education***

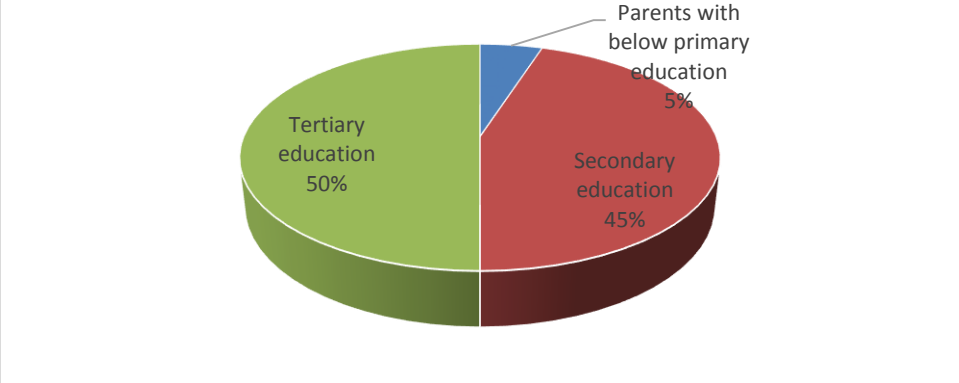



The findings indicated that 95% of the participants indicated that most of the parents had attained primary education, while 5% stated secondary education. This suggests that the majority of parents have poor levels of education, which may have an impact on how many students transfer to secondary schools.

The respondents were also asked to identify the category of parents who typically make sure that their kids transfer to secondary schools.

**Figure 4.3**

***Parents' category***




The findings indicated that 50% of the participants reported that tertiary-level parents ensure children transit to secondary schools more compared to secondary level (45%), and below primary level (5%). The findings point to the importance of parent education in determining the transition rate.

### 4.6.3 Results on parental level of education from Interview Schedule by Primary Schools BOM Members

The participants were asked to indicate the highest level of parent's education in their school, and the results are shown in Table 4.6.

**Table 4.6**

***Highest level of parent's education***

| | Frequency | Percentage (%) |
|---|---|---|
| Below primary | 3 | 21 |
| Primary | 6 | 43 |
| Secondary | 5 | 36 |
| Total | 14 | 100 |

Table 4.6 shows that 43% of the participants revealed, that most of the parents had primary education, 36% had secondary education, and 21% below primary education.

**Table 4.7**

***Highest level of parent's education***

| | Frequency | Percent% |
|---|---|---|
| Parents having children in more than one secondary school | 20 | 100% |
| There are other members of the family who can help parents in paying the fees for their children | 5 | 25% |
| Education valued by parents in this school | 18 | 90% |
| Parents encourage their children to join secondary schools | 20 | 100% |
| Parents attend all school meetings without coercion | 5 | 25% |

Table 4.7 shows that all the participants reported that parents have children in more than one secondary school, 25% stated that other members of the family can help parents in paying the fees for their children, and 90% noted that education is valued by parents in the school. Further, all the respondents stated that parents encourage their children to join secondary schools, while 25% noted that parents attend all school meetings without coercion.

### 4.6.4 Results on parental level of education from Interview Schedule for Sub-County Director of Education

The respondent mentioned that educated parents enroll their kids when asked if the level of education of the parents affected the transition of their kids from elementary to secondary school. The respondent also noted that educated parent's role models to their children.

## 4.7 Influence of KCPE performance on implementation of the 100 percent transition policy from public primary schools

The goal of the study was to ascertain how the 100% transition policy will be implemented in public primary schools in Sololo Sub-County, Marsabit County.

### 4.7.1 Results on KCPE performance from Questionnaire by Students

The students' responses on KCPE performance are shown in table 4.8

**Table 4.8**

***Students' responses to KCPE performance***

| | **Yes** | **No** |
|---|---|---|
| Is there a relationship between K.C.P.E score attained and form one admission | 79.7% | 20.3% |
| Are pupils generally motivated to learn | 78.5% | 21.5% |
| Do all the pupils in the school join form one after completing primary School | 20.3% | 79.7% |

According to the results, 78.5% of respondents said that students are generally motivated to learn, and 79.7% said there is a correlation between K.C.P.E. score reached and form one admission. Furthermore, 79.7% of the respondents disagreed that all the pupils in the school join form one after completing primary school. The findings point to the importance of KCPE performance in influencing transition to secondary school.

### 4.7.2 Results on KCPE performance from questionnaire by primary head teachers

The primary school head teachers were asked to rate the KCPE performance in their schools between 2017 and 2020.

**Table 4.9**

***Primary head teachers' responses on KCPE performance***

| | | Mean | Std. Deviation |
|---|---|---|---|
| Number of K.C.P.E candidates | 2017 | 25.08 | 8.5 |
| Number getting 250 marks and above | 2017 | 10.67 | 5.565 |
| Number of K.C.P.E candidates | 2018 | 23.86 | 7.461 |
| Number getting 250 marks and above | 2018 | 13.23 | 8.217 |
| Number of K.C.P.E candidates | 2019 | 22.88 | 9.649 |
| Number getting 250 marks and above | 2019 | 13 | 10.02 |
| Number of K.C.P.E candidates | 2020 | 26.47 | 15.629 |
| Number getting 250 marks and above | 2020 | 16.5 | 16.649 |

According to the findings, in 2017, averagely 10 of 25 pupils scored 250 marks and above; in 2018, averagely 13 of 23 pupils scored 250 marks and above; in 2019, averagely, 13 of 22 pupils scored 250 marks and above; and in 2020, averagely 16 of 26 pupils scored 250 marks and above. The findings indicated that in most of the years, more than half of the pupils scored 250 marks and above, and this could determine their transition to secondary level education.

### 4.7.3 Results on KCPE performance from Interview Schedule by Primary Schools Bom Members

Questions about KCPE achievement were posed to the elementary school BOM, and the responses are shown in Table 4.10.

**Table 4.10**

***Primary BOM responses on KCPE performance***

| | Frequency | Percentage (%) |
|---|---|---|
| There is a relationship between K.C.P.E score attained and form one admission | 18 | 90% |
| Pupils are generally motivated to learn in primary and secondary schools | 17 | 85% |
| All the pupils in this school join to form one after completing primary school. | 3 | 15% |
| KCPE is used as criteria for form one admission in the sub-county | 18 | 90% |

The respondents (90%) noted that there is a relationship between K.C.P.E score attained and form one admission, pupils are generally motivated to learn in primary and secondary schools (85%), and KCPE is used as criteria for form one admission in the sub-county (90%). On the other hand, the respondents (85%) disagreed that all the pupils in this school join to form one after completing primary school. The findings imply that KCPE performance is considered to be critical in progression.

## 4.8 Influence of social-economic status on implementation of the 100 percent transition policy in public primary schools

The study sought to determine the influence of parents' social economic status on implementation of the 100 percent transition policy in public primary schools in Sololo Sub-County, Marsabit County, Kenya.

### 4.8.1 Results on social economic status from Questionnaire by Students

The students' responses on parents' social economic status are summarized in this section 1=Strongly Disagree 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree.

**Table 4.11**

***Descriptive statistics on parents' social economic status- students***

| Statement; N=79 | Strongly disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Std dev |
|---|---|---|---|---|---|---|---|
| Family poverty is a sign that a pupil is in secondary school. | 15(19%) | 11(13.9%) | 12(15.2%) | 17(21.5%) | 24(30.4%) | 3.3 | 1.5 |
| Parents find it impossible to pay secondary school fees, uniforms, and supplies. | 7(8.9%) | 15(19%) | 2(2.5%) | 35(44.3%) | 20(25.3%) | 3.6 | 1.3 |
| My family's financial situation and income are good. | 18(22.8%) | 24(30.4%) | 20(25.3%) | 7(8.9%) | 10(12.7%) | 2.6 | 1.3 |
| The majority of parents of girls in secondary school care deeply about education. | 16(20.3%) | 13(16.5%) | 15(19%) | 23(29.1%) | 12(15.2%) | 3.0 | 1.4 |
| The majority of secondary school kids' parents are educated. | 31(39.2%) | 25(31.6%) | 2(2.5%) | 12(15.2%) | 9(11.4%) | 2.3 | 1.4 |

The results showed that, on a mean of 3.3, 24 (30.4%) of respondents strongly agreed and 17 (21.5%) agreed that household poverty is a sign that a student is enrolled in secondary school. The results also showed that, on a mean of 3.6, 35 respondents (44.3%) agreed and 20 respondents (25.3%) strongly agreed that parents find it difficult to pay secondary school tuition, uniform costs, and textbook costs. Additionally, on a scale of 3.0, 23 (29.1%) agreed and 12 (15.2%) strongly agreed that the majority of parents of females enrolled in secondary school are enthusiastic about education. Additionally, on a mean of 2.6, 24 (30.4%) disagreed and 18 (22.8%) strongly disagreed that the economic situation and income of families is good. Finally, 25 (31.6%) and 31.2% of respondents disagreed

with the statement that the majority of parents of secondary-school pupils have an education level of on average 2.3.

The findings implied that parents' social economic status is a major concern that could hinder a 100% transition rate. The findings concur with the work of Kiumi and Ngundjiri (2018) who revealed that factors in children's transition to secondary school are often based on socio-economic factors.

### 4.8.2 Results on social economic status from questionnaire for primary head teachers

The primary school head teachers responded to questions on parents' social economic status and the results are shown in Table 4.12.

**Table 4.12**

***Primary school head teachers' responses to parents' social economic status***

| | | Frequency | Percent (%) |
|---|---|---|---|
| Average cost | Shs. 20,000- 50,000 | 9 | 45 |
| | Shs. 60,000- 100,000 | 11 | 55 |
| | Total | 20 | 100 |
| Parents' earning | Below Shs. 10,000 | 20 | 100 |
| | Total | 20 | 100 |
| Orphan candidates | Not at all | 5 | 25 |
| | Half of them | 14 | 70 |
| | All of them | 1 | 5 |
| | Total | 20 | 100 |
| Single parent candidates | Less than half of them | 11 | 55 |
| | Half of them | 3 | 15 |
| | More than half of them | 6 | 30 |
| | Total | 20 | 100 |
| Both parents candidates | Not at all | 1 | 5 |
| | Less than half of them | 3 | 15 |
| | Half of them | 2 | 10 |
| | More than half of them | 13 | 65 |
| | All of them | 1 | 5 |
| | Total | 20 | 100 |

According to Table 4.12, 55% of respondents stated that it costs between 60,000 and 100,000 Shillings to enroll a student in secondary school for a year. According to all of the respondents, the average annual income of parents is less than Sh10,000. 70% of those who responded to the survey's findings said that, on average, orphan candidates usually transfer to secondary schools. More specifically, less than half of candidates who are single parents often transfer to secondary schools, according to 55% of respondents. According to the findings, 65% of those surveyed said that, on average, more than half of candidates with two parents often transfer to secondary schools.

### 4.8.3 Results on social economic status from Interview Schedule by Primary Schools BOM Members

The primary school BOM members responded to questions on parents' social economic status.

**Table 4.13**

***Tuition fee requirements when joining form one***

| | Response | Frequency | Percent (%) |
|---|---|---|---|
| Difficulties in raising money to buy form one requirements | Yes | 20 | 100% |
| Some people or organizations assist parents in raising funds for form one admission requirements | Yes | 11 | 55% |
| The availability/unavailability of funds hinder children from going to secondary School? | Yes | 20 | 100% |
| Prefer child to acquire employment rather than go to a secondary school | No | 17 | 85% |

All the respondents indicated that there were difficulties in raising money to buy form one requirement. Majority (55%) agreed that some people or organizations assist parents in raising funds for form one admission requirements. All the respondents cited that the availability/in the availability of funds hinder children from going to secondary School. In addition, 85% of the respondents disagreed that parents prefer child to acquire employment rather than go to a secondary school.

### 4.8.4 Results on social economic status from Interview Schedule for Sub-County Director of Education

When asked about the most dominant economic activity in the area, the respondent stated that it was pastoralism. The respondent said that pastoralists shift their cattle and as a result, they must move their children from one place to another in response to the question of whether the economic activities of parents affect the transition of students in the school. This denies the learners the opportunity to remain in school and complete their studies, hence dropping out.

## 4.9 Implementation of the 100 Percent Transition Policy in Public Primary Schools

The dependent variable in this study was implementation of the100 percent transition policy.

### 4.9.1 Results on implementation of the100 percent transition policy in Questionnaire by Students

The transition rate from primary to secondary schools at their institution was rated by the students.

**Table 4.14**

***Transition rate from primary to secondary schools***

| | **Frequency** | **Percent** |
|---|---|---|
| Low | 8 | 10.1 |
| Moderate | 40 | 50.6 |
| High | 31 | 39.2 |
| **Total** | **79** | **100** |

Table 4.14 shows that 40 (50.6%) of the students indicated that the transition rate was moderate, 31(39.2%) indicated high and 8(10.1%) indicated low transition. According to Njenga (2019), teaching and learning spaces hinder the implementation of transition policies. Further, Otieno and Ochieng (2020) found that transition policy had an impact on secondary schools.

### 4.9.2 Results on implementation of the100 percent transition policy in Interview Schedule for Sub-County Director of Education

According to the responder, the sub-county's rate of transition between elementary and secondary education was around 80%. The responder also noted that fee subsidies affect how quickly students in the sub-county move from basic to secondary education. The respondent also mentioned that to encourage more children in the sub-county to continue to secondary schools, it is necessary to educate the community about the value of education, provide bursaries for deserving students, improve the school atmosphere, supply sanitary towels, and find sponsors.

## 4.10 Correlation Analysis

The correlation analysis was conducted to determine the relationship between dependent variable and independent variables. The findings are presented in Table 4.15.

**Table 4.15**

***Correlation Matrix***

| | | (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|---|---|
| (1) Implementation | Pearson Correlation | 1 | | | | |
| | Sig. (2-tailed) | | | | | |
| (2) Cultural factors | Pearson Correlation | -.664** | 1 | | | |
| | Sig. (2-tailed) | .000 | | | | |
| (3) Parental level of education | Pearson Correlation | .494** | -.532** | 1 | | |
| | Sig. (2-tailed) | .000 | .000 | | | |
| (4) KCPE Performance | Pearson Correlation | .318** | -0.162 | 0.051 | 1 | |
| | Sig. (2-tailed) | 0.004 | 0.153 | 0.654 | | |
| (5) Social economic status | Pearson Correlation | .467** | -.434** | .900** | -0.061 | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | 0.596 | |

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.15 shows that cultural factors and implementation of the100 percent transition policy were negatively and significantly related ($r = -0.664$, $p = .000<.05$). The results imply that a change in cultural factors is linked to significant change in implementation of the100 percent transition policy in the opposite direction. The findings led to the rejection of the null hypothesis (H0), which stated that cultural factors had no significant influence on whether the 100% transition policy was implemented in public primary schools in Sololo Sub-County, Marsabit County. Results agree with research done by Wanyonyi (2018) that children transition in schools is affected by socio-cultural factors.

Parental level of education and implementation of the 100 percent transition policy were positively and significantly related (r =.494, p = .000<.05). The findings imply that a change in parental education is related to a major difference in how the 100% transition policy is implemented in a similar manner. The findings led to the rejection of the null hypothesis (H1), which stated that the education level of parents had no bearing on whether the 100% transition strategy was implemented in public primary schools in Sololo Sub-County, Marsabit County. The findings mirror those of Mwaniki and Orodho (2019) who found that parents with a high educational accomplishment have a lower chance of their children dropping out of school, resulting in their children transiting to secondary school.

Social economic standing and the use of the 100% transition policy were positively and strongly correlated (r =.467, p =.00<0.05). The results imply that a change in social economic status is linked to a significant change in the implementation of the 100 percent transition policy in a similar direction. The findings led to the rejection of the null hypothesis (H2), which stated that the social-economic position of the parent had no bearing whatsoever on whether the 100% transition policy would be implemented in public primary schools in Sololo Sub-County, Marsabit County, Kenya. The findings were comparable to those of a study by Kabiru et al. (2018) that demonstrated how learning costs impacted transition rates in Kenya.

KCPE The performance of the 100% transition policy and its implementation were positively and strongly correlated (r =.318, p =.00<0.05). The results imply that a change in KCPE performance is linked to a significant change in implementation of the100 percent transition policy in similar direction. The findings led to the rejection of the null hypothesis (H3), which stated that the performance of students in the Student KCPE examination had

no statistically significant influence on whether the 100 percent transition strategy was implemented in public primary schools in Sololo Sub-County, Marsabit County. The results are in line with Mathia's (2019) research, which showed that strong academic performance in primary school improved entry into secondary education.

### 4.11 Regression Analysis

Regression analysis was conducted to establish the influence of the independent variables (cultural factors, parental level of education, KCPE performance, and social economic status) on a dependent variable (implementation of the100 percent transition policy). The model summary, analysis of variance, and regression coefficients results are presented in Table 4.16, 4.17, and 4.18 respectively.

**Table 4.16**

***Model Summary; Factors influencing implementation of the percent transition policy***

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .738a | 0.544 | 0.52 | 0.446 |

a Predictors: (Constant), Social-economic status, KCPE Performance, Cultural factors, Parental education

Table 4.16 indicates an R squared of 0.544, which revealed that the independent variables (cultural factors, parental level of education, KCPE performance, and social economic status) explained 54.4% of variations in the implementation of the100 percent transition policy. The remaining 45.6% can be attributed to other factors not included in this study model. The findings implied that cultural factors, parental level of education, KCPE

performance, and social economic status are good predictors of implementation of the100 percent transition policy.

**Table 4.17**

***Analysis of Variance; Factors influencing implementation of the100 percent transition policy***

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 17.589 | 4 | 4.397 | 22.114 | .000 |
| | Residual | 14.715 | 74 | 0.199 | | |
| | Total | 32.304 | 78 | | | |

a Dependent Variable: implementation
b Predictors: (Constant), Social-economic status, KCPE Performance, Cultural factors, Parental education level

According to the analysis of variance (ANOVA) results in Table 4.17, the study model was significant (good fit) in predicting the dependent variable, with a F statistic of 22.114 and a p-value of 0.000. This demonstrates that social economic class, parental education level, KCPE performance, and cultural characteristics all have a satisfactory impact on how the 100% transition program is implemented.

**Table 4.18**

***Coefficients; Factors influencing the implementation of the 100 percent transition policy***

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 3.02 | 0.51 | | 5.926 | 0.000 |
| | Cultural factors | -0.474 | 0.083 | -0.535 | -5.68 | 0.000 |
| | Parental education | -0.143 | 0.176 | -0.16 | -0.814 | 0.418 |
| | KCPE Performance | 0.209 | 0.065 | 0.263 | 3.218 | 0.002 |
| | Social economic status | 0.289 | 0.136 | 0.395 | 2.115 | 0.038 |

a Dependent Variable: Implementation of the 100 Transition Policy

**Regression Equation**

$Y = 3.02-0.474X_1 + 0.209X_2 + 0.289X_3-0.143X_4$

Where: Y –Implementation of the100 percent transition policy

$X_1$- Cultural factors

$X_2$ – KCPE performance

$X_3$ – Social economic status

$X_4$ – Parental education

Table 4.18 shows that cultural factors had a negative and significant impact on the implementation of the100 percent transition policy ($\beta = -0.474$, $p<.05$), and this implies

that an increase in cultural factors by one unit would reduce the implementation of the100 percent transition policy by 47.4%. The results support the findings of Odhiambo et al. (2019), who found that socio-cultural difficulties impede students' transfer from primary to secondary school. The results support Mbatia et al. (2019) claim that cultural variables hinder students' transfer from primary to secondary education.

KCPE Performance had a positive and significant impact on the implementation of the100 percent transition policy ($\beta = 0.209$, $p<.05$), and this implies that an increase in KCPE performance by one unit would increase the implementation of the100 percent transition policy by 20.9%. The results are in line with those of Evans et al. (2018), who discovered that transitioning to secondary education was significantly influenced by academic achievement. The findings concur with Obuya's (2019) claim that academic success plays a key role in determining whether or not a student will transition from elementary to secondary school.

Socio-economic status had a positive and significant impact on the implementation of the100 percent transition policy ($\beta = 0.289$, $p<.05$), and this implies that an increase in parents' socio-economic status by one unit would increase the implementation of the100 percent transition policy by 28.9%. Results agree with the work of Amisi (2021) who observed that socioeconomic factors, such as family structure and parental income, have a significant impact on students' transition rates from primary to secondary school. In addition, the findings support Kabiru et al. (2018) discovery that a strong link between training expenditures and one-to-secondary faculty transition exists.

The degree of parental education had no discernible impact on the execution of the 100% transition policy ($p=0.418>.05$), and this suggests that a higher degree of parental education

would have no impact on the outcome of the 100% transition policy. The results are at odds with those of Brief (2019) who demonstrated that parents' low educational levels have a major impact on the transition from primary to secondary schooling.

Moreover, the study findings are consistent with the argument brought forth by Mace (1979) manufacturing characteristic model that the transition to secondary school is determined by various factors including cultural factors, KCPE performance, and social economic status.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

This chapter presents a summary of the key findings, along with a conclusion and suggestions. The chapter is structured in accordance with the goals of the study. The goal of the study was to evaluate how a 100% transition policy has been implemented in public elementary schools in Sololo Sub-County, Marsabit County.

## 5.2 Summary

### 5.2.1 Cultural factors influence on implementation of a 100 percent transition policy in public primary schools

The first objective of the study was to determine the impact of cultural factors on implementation of the 100 percent transition policy in public primary schools in Sololo Sub-County, Marsabit County. Descriptive findings indicated that early marriage prevents girls from joining secondary school, the transition rate for children who have experienced child abuse is low, and teenage pregnancy is a major obstacle to achieving a 100% transition to secondary school. The correlation results indicated that cultural factors and the implementation of the 100 percent transition policy were negatively and significantly related, and this led to rejection of the null hypothesis. Cultural factors had a negative and significant influence on the implementation of the 100 percent transition policy.

### 5.2.2 Parents' social economic status influence on implementation of a 100 percent transition policy in public primary schools

The second objective of the study was to determine the influence of parents' social economic status on implementation of the 100 percent transition policy in public primary schools in Sololo Sub-County, Marsabit County. According to descriptive findings, household poverty is a sign that a student is attending secondary school. This is because parents find it difficult to pay for their children's tuition, uniforms, and school supplies and because their family's financial situation is poor and most of their parents lack formal education. The correlation results indicated that parents' social economic status and implementation of the 100 percent transition policy were positively and significantly related, and this led to rejection of the null hypothesis. Parents' social economic status had a positive and significant influence on implementation of the 100 percent transition policy on public primary schools in Sololo Sub County, Marsabit County.

### 5.2.3 Parents' education level influence on implementation of a 100 percent transition policy in public primary schools

The third objective of the study was to determine the influence of parents' educational levels on implementation of the 100 percent transition policy in public primary schools in Sololo Sub-County, Marsabit County. According to descriptive findings, students from uneducated parents successfully transition to secondary school, parental education level affects students' transition rates and lowers the likelihood that they will drop out of school, educated parents are more influential in assisting their children with their academic work, and educated parents are aware of the private and social benefits of investing in education. The correlation results indicated that parents' educational levels and implementation of the

100 percent transition policy were positively and significantly related, and this led to rejection of the null hypothesis. However, regression results revealed that parents' educational levels had no significant influence on implementation of the 100 percent transition policy.

### 5.2.4 KCPE performance influence on implementation of a 100 percent transition policy in public primary schools.

The fourth objective of the study was to determine the influence of student KCPE performance on implementation of the 100 percent transition policy in public primary schools in Sololo Sub-County, Marsabit County. Descriptive findings indicated that there is a relationship between K.C.P.E score attained and form one admission, pupils are generally motivated to learn, and not all the pupils in the school join form one after completing primary school. The correlation results indicated that student KCPE performance and implementation of the 100 percent transition policy were positively and significantly related, and this led to rejection of the null hypothesis. Student KCPE performance had a positive and significant influence on the implementation of the 100 percent transition policy.

## 5.3 Conclusion

### 5.3.1 Cultural factors influence on implementation of a 100 percent transition policy in primary schools

The study concluded that cultural variables had a negative and significant impact on how the 100% transition strategy was implemented. The implication is that cultural elements

like teenage pregnancy, early marriage, and child abuse are harmful to the implementation of the 100% transition program.

### 5.3.2 Parents' social economic status influence on implementation of a 100 percent transition policy in public primary schools

The study concluded that parents' socioeconomic level had a favorable and significant impact on how the 100% transition policy was implemented in public elementary schools. The consequence is that the adoption of the 100% transition policy in primary schools is significantly influenced by parents' socioeconomic situation, including family structure, parent income, and tuition costs.

### 5.3.3 Parents' education level influence on implementation of a 100-Percent transition policy

The study found that the adoption of the 100% transition policy was not significantly impacted by the educational level of the parents. The implication is that parents' education level does not substantially influence the implementation of the 100 percent transition policy.

### 5.3.4 KCPE performance influence on implementation of a 100 percent transition policy in primary schools

According to the study's findings, KCPE results significantly and positively influenced how the 100% transition policy was carried out. The implication is that student's KCPE performance is a critical determinant of the implementation of the100 percent transition policy.

## 5.4 Recommendations

This section presents suggestions based on the study findings and conclusion.

### 5.4.1 Recommendations on study results

i. The government of Kenya should review policies relating to negative cultural practices such as early marriages, teenage pregnancies, and child abuse. Strengthening these policies will ensure that children transition to secondary schools as well as lower dropout cases.

ii. The government should take steps to guarantee that the laws against harmful cultural practices are enforced. The officers in charge should ensure thorough enforcement of these laws.

iii. The government should support parents through substantial subsidization of tuition fees to ensure that children do not miss school due to lack of school fees.

iv. The government should develop programs aimed at creating awareness among parents on the importance of taking their children to secondary schools.

v. Primary school management should encourage learners to work hard and perform well in national examination since it is a determinant of joining good secondary schools.

vi. The government should strengthen the competency-based curriculum to ensure that the focus is not just on national examination but other co-curricular activities such as sports and arts.

## 5.5 Suggestions for Further Research

The study evaluated the variables affecting the implementation of a 100% transition policy in public primary schools in Sololo Sub-County, Marsabit County. The focus was on cultural factors, parental level of education, KCPE performance, and socioeconomic status which accounted for 54 percent of changes in implementation of the 100 percent transition policy. Future studies should explore other factors that can further explain the implementation of the 100 percent transition policy.

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## APPENDICES

### Appendix I: Introductory Letter

ABDULLAHI DIDA

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I am a postgraduate student at the Kenya Methodist University (KEMU) Reg. No: EDU-3-0013-1/2019**,** currently conducting research that seeks to investigate the factors that influence the 100 percent transition policy in public primary schools in Sololo Sub-County ofMarsabit County, as a requirement in partial fulfillment of my Master of Education in leadership and management of KEMU. This research study is conducted purely for academic purposes. Any information given will be treated as private and confidential and will be usedonly for the purposes of this study. This is not a test hence there is no wrong or rightanswer. Please follow the instructions and answer all the questions as truthful as you can.

Abdullahi Dida Galgallo

**Appendix II: Questionnaire for the Primary School Head Teachers**

**Part A: Background information**

1. What is your gender?

Male [ ]

Female [ ]

2. Age

Below 40 years [ ]

41-50years [ ]

51-60years [ ]

3. What is your professional qualification?

P1 [ ]

Dip [ ]

B.Ed [ ]

M. Ed [ ]

Any other (specify)

…….

4. For how long have you been a Head Teacher?

1-5 years [ ]

5-10 years [ ]

11-20 year [ ]

Over 20 years [ ]

5. How long have you worked at your current station?

1-5 years [ ]

6-10 years [ ]

11-20 years [ ]

Over 20 years [ ]

6. The pupils in your school who sat for K.C.P.E in the years given below, averagely, how many scored 250 marks and above?

| Year | No. of K.C.P.E Candidates | No. getting 250 marks and above |
|---|---|---|
| 2017 | | |
| 2018 | | |
| 2019 | | |
| 2020 | | |

7. What is the average cost of putting a learner through Secondary school in a Year?

Shs.15, 000 and below [ ]

Shs.20, 000 –Shs.50, 000 [ ]

Shs.60, 000 –Shs.100, 000 [ ]

8. Kindly state shortly how the amount of money being paid affects the number of learners from your school transiting to Secondary School going by the financial ability of the parents

……
……
……
……
……

9. On average how much money do you think the parents in your school earn

from what they do?

Below Shs. 10,000 [ ]

Shs.10, 000-Shs.50, 000 [ ]

Shs.50, 000-Shs.100, 000 [ ]

10. On average how many candidates who are orphans normally transit to Secondary schools?

Not at all [ ]

Half of them [ ]

All of them [ ]

11. On average how many candidates who are single parents normally transit to Secondary schools?

Not at all [ ]

Less than half of them [ ]

Half of them [ ]

More than half of them [ ]

All of them [ ]

12. On average how many candidates who are having both parents normally transit to secondary schools?

Not at all [ ]

Less than half of them [ ]

Half of them [ ]

More than half of them [ ]

All of them [ ]

13. A) In your school on average indicate the level of education that most parents have attained?

Below primary Ed. [ ]

Secondary Ed. [ ]

Tertiary Ed. [ ]

B) According to the level indicated above, which parents normally ensure that their children transit to secondary schools?

Parents with below primary education [ ]

Secondary education [ ]

Tertiary education [ ]

14. What are some of the domestic chores that some of your candidates normally participate in?

Fishing [ ]

Farming [ ]

Quarrying [ ]

Sand Mining [ ]

15. On average how many candidates who participate in domestic chores Normally transit to secondary schools?

Not at all [ ]

Less than half of them [ ]

Half of them [ ]

More than half of them [ ]

All of them [ ]

**Appendix III: Questionnaire for KCPE Candidates class**

**SECTION A: BACKGROUND INFORMATION:**

1. What is your gender?

Male [ ] Female [ ]

**SECTION B: IMPLEMENTATION OF THE100 PERCENT TRANSITION POLICY IN PUBLIC PRIMARY SCHOOLS**

**Kindly rate the transition rate from primary to secondary schools in your institution?**

High [ ]

Moderate [ ]

Low [ ]

**SECTION C: INFLUENCE OF CULTURAL FACTORS ON IMPLEMENTATION OF 100 PERCENT TRANSITION POLICY IN PUBLIC PRIMARY SCHOOLS**

Please answer the following questions by selecting only one of the options as highlighted below. 1= strongly disagree2=disagree 3 =Neutral 4= agree 5= strongly agree. Please use a tick (√) or fill the blank space provide.

| **Item** | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Early marriage prevents girls from joining secondary school | | | | | |
| Many girls in secondary schools dropped out due to early marriages | | | | | |
| Most victims of early marriage come back for secondary school studies | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Teenage pregnancy is a major obstacle to achieving 100% transition to secondary school | | | | | |
| The transition rate for children who have experienced child abuse is low. | | | | | |

**SECTION D: INFLUENCE OF SOCIAL ECONOMIC STATUSON IMPLEMENTATION OF 100 PERCENT TRANSITION POLICY IN PUBLIC PRIMARY SCHOOLS**

In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, kindly indicate the extent to which you agree or disagree with the following statements on social economic status: 1= strongly disagree2=disagree 3 =Neutral 4= agree 5= strongly agree.

| **Items** | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Household poverty is evidence of secondary school going children | | | | | |
| Majority Parents afford Fees, uniform and learning materials payable to secondary schools | | | | | |
| My family have good income | | | | | |
| Most of parents of secondary going children are passionate about education. | | | | | |
| Most of parents of secondary going children are educated. | | | | | |

**SECTION E: INFLUENCE OF PARENTAL LEVEL OF EDUCATION ON IMPLEMENTATION OF 100 PERCENT TRANSITION POLICY IN PUBLIC PRIMARY SCHOOLS**

In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, kindly indicate the extent to which you agree or disagree with the following statements on the parental level of education on transition rates: 1= strongly disagree2=disagree 3 =Neutral 4= agree 5= strongly

| **Statements** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| Pupils from uneducated parents do not make a successful transition to secondary | | | | | |
| Parental level of education influences pupils transition rates from primary to secondary school | | | | | |
| Students from uneducated parents are unable to cope with the academic demands due to lack of guidance on academics | | | | | |
| High academic attainment of parents significantly reduces chances of school dropouts | | | | | |
| Educated parents know the private and social benefits of investing in education | | | | | |
| Educated parents are more effective in helping their children in academic work | | | | | |
| Educated parents are concerned with the academic progress of their children | | | | | |

**SECTION F: INFLUENCE OF KCPE PERFORMANCEON IMPLEMENTATION OF 100 PERCENT TRANSITION POLICY IN PUBLIC PRIMARY SCHOOLS**

1. Is there a relationship between K.C.P.E score attained and form one admission?

Yes [ ] No [ ]

2. Are pupils generally motivated to learn?

Yes [ ] No [ ]

3. Do all the pupils in the school join form one after completing primary School?

Yes [ ] No [ ]

**Appendix IV: Interview Schedule for Primary Schools Bom Members**

**Section A: performance in K.C.P.E**

i) Is there a relationship between K.C.P.E score attained and form one admission?

Yes [ ] No [ ]

ii) Are pupils generally motivated to learn in primary and secondary schools?

Yes [ ] No [ ]

iii) Do all the pupils in this school join form one after completing primary School?

Yes [ ] No [ ]

iv) Is KCPE used as criteria for form one admission in the sub-county?

Yes [ ] No [ ]

**Section B: Education level of parents**

i) Generally what is the highest level of parent's education in your school? Degree/college diploma/certificate/other….

ii) Do parents have children in more than one secondary school?

Yes [ ] No [ ]

iii) Are there other members of the family who can help parents in paying the fees for their children? Yes [ ] No [ ]

iv) Is education valued by parents in this school? Yes [ ] No [ ]

v) Do parents encourage their children to join secondary schools?

Yes [ ] No [ ]

vi) Do parents attend all school meetings without coercion?

Yes [ ] No [ ]

**Section C: Tuition fees requirements when joining form one**

i) Did you have any difficulties in raising money to buy form one requirements?

ii) Are there people or organizations that assist parents in raising funds for form one admission requirements?

Yes [ ] No [ ]

iii) Would the availability/in availability of funds hinder children from going to secondary School?

Yes [ ] No [ ]

v) Would you prefer your child to acquire employment rather than go to a secondary school?

Yes [ ] No [ ]

**Section D: Socio/cultural /Economic Factors**

Please answer the following questions by selecting only one of the options as highlighted below. 1= strongly agree2=agree 3 =Neutral 4= disagree 5= strongly disagree. Please use a tick (√) or fill the blank space provide.

| **Item** | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| **Early Marriages** | | | | | |
| Secondary school girls prefer marriage to completing studies | | | | | |
| Many girls in secondary schools dropped out due to early marriages | | | | | |
| Most victims of early marriage come back for secondary school studies | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **Parental Income** | | | | | |
| Household poverty is evidence of secondary school going children | | | | | |
| Fees, uniform and learning materials payable to secondary schools are affordable to parents | | | | | |
| Economic status and income of my family is good. | | | | | |
| Most of parents of secondary going children are passionate about education. | | | | | |
| Most of parents of secondary going children are educated. | | | | | |

5. In a scale of 1 to 5 where 5 strongly agree and 1 is strongly disagree, kindly indicate the extent to which you agree or disagree with the following statements on the parental level of education on transition rates:Key: 5-strongly agree, 4-agree, 3-neutral, 2-disagree, 1-strongly disagree

| **Statement** | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Witchcraft, sorcery and demons. | | | | | |
| Lack of role models. | | | | | |
| Single parenting. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Orphaned children | | | | | |
| Madrassa classes. | | | | | |

**Appendix V: Interview Schedule for Sub-County Director of Education**

How long have you served as a sub-county director in this sub-county?

2. Are there enough secondary schools in the sub-county to cater for all primary school leavers willing to join form one? Are there new secondary schools that have been put up during your tenure to increase student admission?

3. How is the rate of transition between primary and secondary in your sub-county?

4. Have there been any initiatives by the local community to increase the number of school spaces available within the sub-county? If there have been, what kind of initiatives?

5. Has there been any gender consideration when admitting students to form one in the sub-county?

6. Based on gender, between boys and girls which ones can you say have the highest rate of transition to secondary school?

7. Does your office have mechanisms in place to ensure gender balance in admitting students to secondary schools?

8. In your opinion, does the fee subsidy have any impact on the rate of transition between primary and secondary in the sub-county?

9. In your opinion, does the parent's level of education have an impact on the transition of their children between primary and secondary?

10. How have the parents level of education impacted on their children's education in respect to transition in the sub-county?

14. What do you think should be done to encourage more students to proceed to secondary schools within the sub-county?

15. What social factors do you think are responsible for transition and retention among learners in this school?

16. In your own opinion, how do you think the following factors influence transition and retention among learners in this school?

i. Parental level of education
ii. Early marriage
iii. Teenage Pregnancy
iv. Parental economic activity and social class
v. Learner leaving with disabilities

17. What is the level of education of parents in your area?

High [ ]

Moderate [ ]

Low [ ]

18. Do you have cases of early marriage in this school?

19. If yes in the questions above, what is the prevalence

20. What is the prevalence of teenage pregnancies in this school?

21. Do we have any learner who dropped out of school after getting pregnant?

22. If yes in the question above, how many managed to come back to school after delivering

23. If you compare the transition and retention of learners in the school, do you feel those who get pregnant are more disadvantaged?

24. What is the most dominant economic activity in this area?

25. Is there any way that the economic activities of parents affect the transition and retention of learners in the school?

**Appendix VI: Authorization Letter from Kenya Methodist University**

KENYA METHODIST UNIVERSITY
P. O. Box 267 Meru - 60200, Kenya
Tel: 254-064-30301/31229/30367/31171
Fax: 254-64-30162
Email: deanrd@kemu.ac.ke

DIRECTORATE OF POSTGRADUATE STUDIES

April 6, 2022

Commission Secretary,
National Commission for Science, Technology and Innovations.
P.O. Box 30623-00100,
NAIROBI.

Dear sir/ Madam,

ABDULLAHI DIDA GALGALLO (EDU-3-0013-1/2019)

This is to confirm that the above named is a bona fide student of Kenya Methodist University, Department of Education, undertaking a Degree of masters in Education and Leadership Management. He is conducting research on, **'Implementation of the 100 percent transition policy on public secondary schools in Sololo sub-county-Marsabit County.**

We confirm that his research proposal has been defended and approved by the University.

In this regard, we are requesting your office to issue a permit to enable him collect data for his research.

Any assistance accorded to him will be appreciated.

Thank you.

Dr. John Muchiri, PHD.
Director Postgraduate Studies
Cc: Dean SESS
COD, Education

## Appendix VII: Research Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **444948**

Date of Issue: **04/May/2022**

**RESEARCH LICENSE**

**This is to Certify that Mr.. Abdullahi Dida Galgallo of Kenya Methodist University, has been licensed to conduct research in Marsabit on the topic: IMPLEMENTATION OF 100 PERCENT TRANSITION POLICY ON PUBLIC SECONDARY SCHOOLS IN SOLOLO SUB COUNTY, MARSABIT COUNTY for the period ending : 04/May/2023.**

License No: **NACOSTI/P/22/17081**

**444948**

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

## Appendix VIII: Letter from Ministry of Education

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

State Department for Early Learning and Basic Education

Telegrams: "EDUCATION" MARSABIT
Telephone: (069)2102098
Fax: (069)210 2098
E-mail: cdemarsabit@gmail.com

County Director of Education
Marsabit County
P O Box 367-60500
MARSABIT
Date: 24/05/2022

**ABDULLAHI DIDA GALGALLO**
**(EDU-3-0013-1/2019)**

**RE: RESEARCH AUTHORISATION**

Following your application to carry out research on "**Implementation of 100 percent transition policy on public secondary schools in Sololo sub-county-Marsabit County**".

Vide your later NACOSTI/P/22/17081 of 4th May 2022 you are hereby granted permission to carry out the same in Marsabit County.

I wish you success in your research in this field.

FOR COUNTY DIRECTOR OF EDUCATION
MARSABIT
P. O. Box 367-60500,
MARSABIT

**TITUS M. MBATHA**
**COUNTY DIRECTOR EDUCATION**
**MARSABIT COUNTY**

**Appendix IX: Letter from Office of the President**

**OFFICE OF THE PRESIDENT**

**MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT**

Email:ccmarsabit@gmail.com
cc.marsabit@interior.go.ke

**When replying please quote**

Office of the County Commissioner,
Marsabit County,
P.O. Box 1 – 60500,
**Marsabit**

**Ref. No: CC/MC/EDU/VOL.II/036**

**24th May, 2022**

**TO WHOM IT MAY CONCERN**

**RE: RESEARCH LICENSE**
**MR. ABDULLAH DIDA GALGALLO (EDU-3-0013-1/2019)**

Attention is drawn to the National Commission for Science, Technology & Innovation letter **License No. NACOSTI/P/22/17081** dated **04th May, 2021** on the above subject matter.

Mr. Abdullah Dida Galgallo (EDU-3-0013-1/2019) has been granted permission to carry out research **"IMPLEMENTATION OF 100 PERCENT TRANSITION POLICY ON PUBLIC SECONDARY SCHOOLS IN SOLOLO SUB COUNTY, MARSABIT COUNTY"** for the period ending **04th May, 2023**.

Kindly, therefore, accord him necessary support in undertaking the said research activities in Marsabit County.

COUNTY COMMISSIONER
MARSABIT COUNTY
P.O.BOX 1-60500
MARSABIT

**BRIAN MAMAI**
**FOR: COUNTY COMMISSIONER**
**MARSABIT COUNTY.**