

Social Economic Status and Implementation of the 100 Percent Transition Policy in Public Primary Schools in Sololo Sub-County, Marsabit County

¹Abdullahi Dida Galgallo, ²Esther Thuba, ³Eric Mwenda

^{1,2,3}Department of Education Leadership and Management, Kenya Methodist University
Corresponding Email: didaict@gmail.com

How to cite this article: Galgallo, A. D., Thuba, E., & Mwenda, E. (2023). Social Economic Status and Implementation of the 100 Percent Transition Policy in Public Primary Schools in Sololo Sub-County, Marsabit County. *Journal of Education*, 3(2), 11-19.

Abstract

The idea of a smooth transition from primary to secondary school is part of a global push to give all children a 12-year era of continuous learning. The high cost of secondary education in Kenya contributed to the low transfer rate from primary to secondary school. The government created Free Tuition Secondary Education and Free Day Secondary Education to lower the cost of education and improve transition rates from primary to secondary school. However, this movement has not resulted in a full transition rate in most sections of the country. This study aimed to assess the influence of social economic status on the implementation of the 100 percent transition policy from public primary schools in Sololo Sub-County, Marsabit County. The study used descriptive research design and the target population was 841 including one Director of sub-County Education, 25 Heads of primary schools, 25 chairpersons of primary schools BOM, and 790 KCPE candidates. The findings indicated that social economic status and the implementation of the 100% transition policy were positively and strongly correlated ($r = .467$, $p = .00 < 0.05$). 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 government should support parents through substantial subsidization of tuition fees to ensure that children do not miss school due to a lack of school fees. The government should develop programs aimed at creating awareness among parents on the importance of taking their children to secondary schools.

Keywords: *Social economic status, implementation, the 100 percent transition policy, public primary schools*

1.0 Introduction

Education is both a human right and a powerful engine for economic and social advancement. One of the most crucial elements of reducing poverty, enhancing physical fitness, advancing gender equality, and fostering peace and stability is this (World Bank, 2018). The information and skills that young people gain, rather than the number of years they spend in school, determine growth, development, and the elimination of poverty (World Bank, 2017). To help children reach their full potential and prevent future poverty, a great education is one of the most crucial components (Filardo & Vincent, 2017). All children must be able to follow the required educational routes to fulfill the Millennium Development Goals (MDGs), which place a high priority on access to education (Stuart & Woodroffe, 2016).

The transition rate in the field of education is the proportion of university, secondary, and primary school students who go on to the next level of knowledge (Mbatia et al., 2019). Transition in education typically refers to the key turning moments in the public education system, such as when students go from elementary to secondary school and from secondary to college or university. Similarly, learners' advancement from one grade to the next at every transition point during their education journey constitutes transition. The focus of this study, however, is on how children migrate from primary to secondary education.

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).

1.1 Problem Statement

The concept of a seamless transition from primary to secondary school is part of a global effort to provide equal learning opportunities to all children regardless of their background. In Kenya, education is both a human right and 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).

The high cost of secondary education in Kenya is the main reason for the low rate of transition from primary to secondary school, according to the Republic of Kenya (2015). To reduce the cost of education and improve the transition from primary to secondary school, the government has developed free daytime secondary education and free secondary education. However, in most parts of the country, this shift has not resulted in a full transition rate. It's 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 so accommodate more students scheduled to enter secondary schools in preparation for the introduction of the 100 percent transition program.

To support this, the government, through the Ministry of Education, has provided additional funding to all public secondary schools for programs targeted at improving transition and completion from primary to secondary 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 rapid expansion of first-grade enrollment in public secondary schools across the country requires ongoing monitoring to ensure new strategies are not left behind in implementing the Education for All in Every State (EFA) Policy. Despite the increase in transition rates, with some counties exceeding the 100 percent target, some other counties, as shown in Table 1, 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). Based on this low transition estimate, the purpose of this study was to assess the influence of social economic status on the implementation of the 100 percent transition policy from public primary schools in Sololo Sub-County, Marsabit County.

1.2 Research Hypothesis

H₀: Social-economic status had no significant influence on the implementation of the 100 percent transition policy from public primary schools in Sololo Sub-County, in Marsabit County

2.0 Literature Review

2.1 Theoretical Review

The investigation was guided by Mace's (1979) manufacturing characteristic model, which depicts the relationship between output and input and is technically a financial dating indicating the maximum amount of output that any set of certain inputs can create. 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. High school students who have graduated from any stage of the system are the most effective corporeal representations of manufacturing in this setting.

As a result, it has become clear that school has a significant impact on retention and dropout rates, as well as the number of graduates who continue their education. As a result, depending on 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 cultural factors.

2.2 Empirical Review

Implementation of the 100 Percent Transition Policy in Public Schools

In Kenya, Njenga (2019) focuses on the institutional determinants of the implementation of a 100 percent transition policy in public secondary schools in the central Nyandarua sub-county. The results of the study indicated that teaching and learning spaces hinder the implementation of transition policies. In addition, teaching and training facilities and sanitation facilities are inadequate, which also complicates the implementation of the transition policy. Therefore, teaching equipment, learning equipment, learning space, and sanitation facilities had a major impact on the implementation of the transition policy. The study was done in Nyandarua County thus presenting a contextual gap. The recent study was done in Marsabit County.

In Machakos Sub-County, Kenya, Otieno and Ochieng (2020) investigated the impact of a 100% transition strategy on public secondary schools. The investigation was anchored on a cross-sectional research design. The investigation found that transition policy had an impact on secondary schools. The physical infrastructure, the teacher-student ratio, and programs that support student learning were the major factors that affected the transition of students to secondary schools. The investigation was anchored on cross sectional research design thus showing a methodological gap. The current study adopted a descriptive research design.

In Kenya's Kitui central sub-county, Katiwa (2016) explored the factors that influence children's transfer rates from elementary 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 faculty transfer. 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.

Following the government's implementation of the 100 percent policy, a nationwide assessment of how Kenyan schools were dealing with the influx of students revealed that many were experiencing overcrowding in school facilities. On the other hand, some schools are severely understaffed as some parents desperately want a more well-known and well-resourced secondary school, especially one close to where they live (Nation Reporter, 2019).

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

Sogoto (2020) looked into how the socioeconomic status of pupils affected their choice to enroll in a public secondary school in Kenya's Busia District. 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 connection 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. 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 a 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 kids' transition from primary to secondary school, Agutu et al. (2020) undertook a study. 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. The average ratings of the respondents indicate that a student's educational experience affects how rapidly they go from elementary to secondary education.

Atherwood and Sánchez-Soto (2023) empirically investigate timely undergraduate degree completion using social class proxies for a nationwide sample of US high school graduates. This ties into 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 the 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.

3.0 Methodology

The descriptive design was used in this study. The target population was 841 comprising of one Director of sub-County Education, 25 Heads of primary schools, 25 chairpersons of primary schools BOM, and 790 KCPE candidates. A sample size of 120 respondents was selected using purposive, stratified, and simple random sampling techniques. Data was analyzed using descriptive statistics, correlation analysis, and thematic analysis. The key data collection instruments were interviews and questionnaires. Descriptive statistics were used to assess the quantitative data, which is provided in tables, percentages, mean, and standard deviation. Correlation analysis was used to determine the relationship between the variables. Qualitative data was analyzed using content analysis.

4.0 Results and Discussion

4.1 Descriptive Analysis

Implementation of the 100 Percent Transition Policy

The dependent variable in this study was the implementation of the 100 percent transition policy. The students were asked to rate the transition rate from primary to secondary schools in their institution.

Table 1: Transition rate from primary to secondary schools

	Frequency	Percent
Low	7	10.1
Moderate	34	50.6
High	26	39.2
Total	67	100

Table 1 shows that 50.6% of the students indicated that the transition rate was moderate, 39.2% indicated high and 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 the transition policy had an impact on secondary schools.

The Sub-County Director of Education noted that the rate of transition between primary and secondary in the sub-county was about 80%. The respondent further observed that fee subsidy has an impact on the rate of transition between primary and secondary in the sub-county. In addition, the respondent noted that to encourage more students to proceed to secondary schools within the sub-county, there is a need to educate the community on the importance of education, bursaries for needy students, improve the school environment, provide sanitary towels, and seek sponsors.

Results on social economic status from Questionnaire by Students

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

Table 2: Descriptive statistics on 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 to children's transition to secondary school are often based on socio-economic factors.

Results on social economic status from the 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 3.

Table 3 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	11	55
	Half	3	15
	More than half	6	30
	Total	20	100
Both parents candidates	Not at all	1	5
	Less than half	3	15
	Half	2	10
	More than half	13	65
	All	1	5
	Total	20	100

According to Table 3, 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, according to 55% of respondents, less than half of candidates who are single parents transfer to secondary schools frequently. 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.

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: Tuition fees 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/in the availability 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 requirements. A 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 hinders children from going to Secondary school. In addition, 85% of the respondents disagreed that parents prefer children to acquire employment rather than go to a secondary school.

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 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 and retention of students in the school. This denies the learners opportunity to remain in school and complete their studies, hence dropping out.

4.2 Correlation Analysis

The correlation analysis was conducted to determine the relationship between dependent variable and independent variables. The findings are presented in Table 5.

Table 5: Correlation Results

		Implementation of the 100 percent transition policy	Social economic status
Implementation of the 100 percent transition policy	Pearson Correlation	1	
	Sig. (2-tailed)		
Social economic status	Pearson Correlation	0.467**	1
	Sig. (2-tailed)	0.000	

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

Social economic status and the implementation 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 (H_0), 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. The findings are comparable to those of a study by Kabiru et al. (2018) that demonstrated how learning costs impacted transition rates in Kenya.

5.0 Conclusion

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.

6.0 Recommendations

The government should support parents through substantial subsidization of tuition fees to ensure that children do not miss school due to a lack of school fees. The government should develop programs aimed at creating awareness among parents on the importance of taking their children to secondary schools.

7.0 References

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