

**INFLUENCE OF PARENTAL LEVEL OF EDUCATION ON
TRANSITION RATES OF LEARNERS FROM PRIMARY
TO SECONDARY SCHOOLS IN MUKURWEINI
SUB COUNTY, NYERI COUNTY, KENYA**

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**THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF
MASTERS DEGREE IN EDUCATIONAL ADMINISTRATION
OF MAASAI MARA UNIVERSITY**

2023

DECLARATION AND APPROVAL

This thesis is my original work and has not been submitted for award of degree in any institution.

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APPROVAL

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

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DEDICATION

This work is dedicated to my loving wife Ednah Kurgat and my children Ryan Kiprop, Ian Kipchirchir and Angela Chepchumba. I also would like to dedicate this work to my brother Charles Kurgat for he has been closely monitoring my progress throughout this journey. I thank you all for your generosity and moral support.

ACKNOWLEDGEMENT

I am grateful to Almighty God for giving me strength, intellect and inspiration. I wish to acknowledge the following people for their unwavering support and inspiring efforts in ensuring my completion of the thesis. My immediate supervisors Prof. Beatrice Manyasi, PhD and Prof. Paul Maithya, PhD of the Department of Curriculum Instruction and Education Management (CIEM) Maasai Mara University. This study would not have been accomplished were it not for your advice, consideration, counsel and patience accorded to me. It has been nice being with you. I also wish to acknowledge Dr. Mwaura Kimani for tirelessly correcting and guiding me. My sincere heartfelt gratitude goes to director of postgraduate studies, Prof. Romulus Abila and Golda Mayaka, snr. administrative assistant, Maasai Mara University for the timely feedback and full support you accorded me during my journey in accomplishing this thesis. Again, many thanks go to the National Commissions for Science, Technology and Innovations (NACOSTI) for granting me permission to undertake my research, Sub County director of education (SCDE) Mr. John Ndundu, Mukurweini Sub County, Nyeri county and his team who gave me invaluable information needed to accomplish my research. I cannot forget to thank all the head teachers, class teachers and other staff of the public schools of Mukurweini Sub County under my area of study for cooperation during my research. Last but not least, I would like to thank my colleagues Jimmy Gichohi and James Murage from the ICT department, Othaya Boys high school who helped me a great deal during my write up. May God bless all of you.

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ABSTRACT

Parental level of education entails the extent to which parents have acquired education. There are three categories of parental level of education; educated parents, semi educated parents and uneducated parents. The transition rate of learners from primary to secondary schools in Mukurweini Sub County stood at 96.5% which is lower than the national and county rates at 98.3% and 99.1% respectively. Thus, the purpose of this study was to assess the influence of parental level of education on learners' transition rate from primary to secondary schools in Mukurweini sub county, Nyeri County, Kenya. The objectives of the study were; to assess the extent to which educated parents influenced transition rate of learners from primary to secondary schools in Mukurweini sub county, to assess the extent to which semi-educated parents influenced transition rate of learners from primary to secondary schools in Mukurweini sub county and to assess the extent to which uneducated parents influenced transition rate of learners from primary to secondary schools in Mukurweini sub county. The study was guided by the Ecological Systems Theory and the Schlossberg's (1998) transition theory. The study used mixed methods approach. The target population for this study comprised of 65 head teachers and 65 class 8 class teachers. Using the Central Limit Theorem, 30% of 130 respondents were selected to give a sample of 40 respondents, of whom 20 were head teachers and 20 class 8 class teachers. Stratified random sampling was applied to create 4 strata based on the number of educational divisions in Mukurweini sub-county. Purposive sampling was used to select all the head teachers from the selected schools together with the class 8 class teachers. Simple random sampling was used to select the schools. Questionnaires were used to collect data from head teachers and class 8 class teachers, whereas document analysis was used to collect data on pupil's transitional rate. Validity was established through expert judgment who improved the content validity. Reliability was determined using test re-test technique and a reliability coefficient of above 0.7 was considered appropriate for the instruments to have a higher reliability. Data analysis guide was done both qualitatively and quantitatively. Open ended questions and the document analysis was analysed quantitatively based on the common themes while Quantitative data was analysed descriptively using frequencies and percentages. The quantitative findings of the study were presented using tables whereas qualitative findings were presented thematically and in narrative forms. The findings of the study revealed that indeed parental level of education influence learners' transition rates from primary to secondary school with the average transition rate standing at 99.4%. Learners with parents who had higher education levels had higher chances of transiting to the next level of education compared to those from families where parents had no education or had semi education, the transition rate was 100%, those who were semi educated were 98.9% and the uneducated parents was 96% . This implies that parent's level of education had a lot of impact on schooling. The study therefore concluded that the transition of learners from one level of education to the next was influenced by the level of education of their parents. It was therefore recommended that parents need to effectively take up an initiative to encourage their children to pursue education irrespective of their level of education. The findings of the study are hoped to benefit parents as the main stake holders, educationists and sponsors for the appropriate planning since it offers a blue print of the contentious issues about the transition rate in Mukurweini sub county.

LIST OF ABBREVIATIONS

FDSE	Free Day Secondary Education
FPE	Free Primary Education
GER	Gross Enrollment Rate
NACOSTI	National Commissions for Science, Technology and Innovations
NER	Net Enrolment Ratios
SCDE	Sub County Director of Education
UNESCO	United Nations Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focuses on background to the study, statement of research problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, assumptions of the study, scope of the study and operational definition of terms.

1.1 Background to the study

One of the pillars of human growth and development is education. Economic development relies heavily on investing in human capital. To ensure smooth academic progress, effective transitions between primary and secondary education are paramount. These transitions play a vital role in enhancing school quality. Gul and Khilji (2021), examined the issue of continuity and progression in the context of the National Curriculum and its emphasis on curriculum continuity. The study established that the current education curriculum was quite rigid with very little room for alternative modalities. The curriculum was found to have a limitation on the children learning and hence transition. This study presents an appropriate piece of work in understanding challenges facing children's transition from one level of education to another. It therefore forms a basis for understanding the factor influencing transition of learners.

Previous studies have primarily examined the influence of family background on educational outcomes, particularly higher education attainment. However, it is crucial to recognize that education is an ongoing process where prior educational

achievements shape subsequent achievements in both cumulative and probabilistic ways (Li, 2016).

Liu, (2018) noted that without a strong foundation in primary and middle school education, individuals' chances of pursuing higher education are severely limited. The interconnected and cumulative nature of education suggests that competition for educational opportunities begins as early as primary and middle school. Therefore, a comprehensive analysis of educational processes is crucial to understanding how family background influences children's educational pathways and academic success. Moreover, examining the relationship between academic achievement and family background from the outset of compulsory education can yield valuable policy implications.

After World War II, Asian countries invested in primary and secondary education. For example, Singapore and South Korea created guidelines to improve the quality and accessibility of secondary education by making it easier for students to transition from primary to secondary school. Though, these policies did not guarantee that more students would attend secondary school, especially vocational secondary school, where participation rates stayed less than 50% (World Bank, 2015). Conversely, countries like Japan that made significant investments in expanding access to secondary education have reaped economic rewards.

According to Yusuf and Sanni, (2021) the biggest obstacles to students in Chile transitioning from primary to secondary school are funding for schools, the standards for admission and the quality of instruction at high schools. In Latin America as a

whole, there is still a lot of competition for limited resources, which makes it difficult for schools to provide a quality education for all students.

Many countries still use academic performance to decide who can move from primary to secondary school. In Asia and Latin America, this is often done based on norms, such as age or grade level, rather than on test scores. However, in Africa, most students fail their junior examinations, while students in other parts of the world pass at a rate of 60-70%. This means that most African students do not transition to secondary school. This corresponds to West and South Asia, where nations like Bangladesh, India and Pakistan have net enrollment ratios (NER) of only 20-24%. This means that only 20-24% of students in these countries are enrolled in secondary school (Yusuf & Sanni, 2021).

Several studies have investigated the relationship between parent education and student academic achievement. Vick and Packard (2018) conducted a study in a town with a high poverty rate and high school dropout rate. They found that students whose parents had graduated from a 4-year college were more likely to succeed academically. Suitor et al. (2018) conducted a longitudinal study that investigated the impact of mothers' education on their children's educational aspirations and goals. The study followed 35 women for a decade, tracking their academic progress and its subsequent influence on their children's educational trajectories.

It has been observed that the allocation of funds for education in Africa is disproportionately low, with only 15% of total public spending dedicated to this crucial sector. This underinvestment is reflected in the region's dismal secondary education Gross Enrollment Rate (GER), which stands at a mere 26.8%, significantly lower than the average of 56.6% for developing countries as a whole. Unless

substantial resources are channeled into lower secondary education, the anticipated progress towards Universal Primary Education in Africa will be severely hampered, leading to a sharp decline in education transition rates from primary to secondary school (Yusuf & Sanni, 2021). Several African countries are implementing significant economic reforms, including improving macroeconomic management, deregulating markets and trade, and expanding private sector participation. When these reforms are implemented consistently, they contribute to economic growth and poverty alleviation. Nevertheless, Africa continues to confront critical development issues in human development, particularly in post-primary education.

Kipchumba, (2019) noted that despite significant investments in education since independence, many Sub-Saharan African countries have experienced a recent stagnation in enrollment and a decline in education quality. This reversal has occurred amid a confluence of challenges, including rapid population growth, fiscal constraints, and fragile political and administrative institutions. These factors have collectively hindered educational progress in the region, making it more difficult to address pressing economic and social issues. To break this cycle of diminishing opportunities for the people of Sub-Saharan Africa, it is crucial to identify policies that can revitalize the region's education system in alignment with international commitments to Education for All (EFA) and Millennium Development Goals (MDGs).

In a similar study conducted by Sánchez et al. (2016) in present-day Africa, only one out of every five children completes junior secondary school. The progress made by African countries since gaining independence is now under significant threat, partly due to factors beyond education. Africa's rapid population growth significantly increases the number of children seeking access to schools, leading to a rise in

potential illiterates and a decrease in students transitioning to secondary schools. Kenya is not an exception to this trend.

Research on the transition from primary to secondary school in Ghana indicates that while the Free Compulsory Basic Education program (FCUBE) has increased overall enrollment in Ghana, it has failed to adequately address the issue of underrepresentation of children from poor households (Nkrumah & Sinha, 2020). Despite the elimination of direct fees, access to secondary education in Malawi remains unequal, with household wealth being a significant determinant. This is evident from studies by Nkrumah and Sinha (2020) and Bennell (2021), which highlight the substantial impact of both indirect and opportunity costs on the educational opportunities of poor children. These findings underscore the need for additional measures beyond fee abolition to ensure equitable access to secondary education.

Numerous studies have established that a combination of family-related factors plays a crucial role in shaping the educational aspirations and academic outcomes of adolescents (Garg et al., 2017). These factors include parental occupation, educational attainment, socioeconomic status, family structure, parental involvement, peer and teacher influence, and adolescent self-efficacy. Research has delved into the interplay of these factors, revealing some to have a more direct impact than others. Sánchez et al. (2016) identified negative family environments characterized by low parental school involvement, socioeconomic disadvantage, and low parental education as contributing factors to the educational underachievement of Latino youth. Behnke et al. (2014) found a positive correlation between Latino youth's educational and occupational expectations and their parents' educational attainment. Parental

educational level is among the characteristics that may affect learners' transition in academics.

A study by Grissmer et al. (2014) found that parental education has a substantial impact on a child's education. The study also found that when a parent has a lower level of education, it can make them less likely to be involved in their child's education, which can in turn hinder the child's academic achievement. These findings support the notion that parental education is a significant factor that contributes to a child's academic success. According to Okantey (2008) the family environment profoundly influences students' lives and academic success, with parental education serving as a key factor in determining children's educational attainment. While this connection has been acknowledged, research in this area, particularly in developing countries, remains scarce. Further investigations are warranted to bridge the existing gaps in the literature and shed light on this crucial aspect of educational success. (Sarigiani, 2000).

Globally, research has shown that in countries such as the USA parents play a crucial role in their children's academic success. Parents with higher levels of education tend to place a greater emphasis on academic achievement. Educated parents recognize the importance of the parent-student-school-community relationship in fostering their children's educational growth, and they actively prioritize this partnership (Okantey, 2008).

Vick and Packard's (2018) noted that education serves as a crucial instrument for imparting knowledge and fostering skills, equipping future generations with the

necessary capabilities to excel. A child's upbringing exerts a profound influence on their individual development and societal impact. During their formative years, children dedicate a significant portion of their time and energy to their home environment. The conditions under which they are raised play a pivotal role in shaping their intellectual trajectory. Positive influences can ignite a passion for learning in receptive individuals, while those seeking inspiration may find themselves adversely affected by unsupportive environments.

A study by Perna and Titus (2015) found that "educational self-schema," which is the student's perception of themselves and school, along with parental expectations, significantly predicted educational aspirations in adolescents. Additionally, a study on the effects of parental involvement as a form of social capital found that youth with involved parents were more likely to enroll in both 2-year and 4-year colleges. A study by Lippman et al. (2018) used data from the 2003 National Household Surveys Program (NHES) Parent and Family Involvement in Education Survey (PFI) to find that 88% of students whose parents had at least a bachelor's degree had parents who expected them to finish college, compared to only 44% of students whose parents had a high school diploma or less.

Rehearsal of mental imagery, encompassing both success and failure scenarios, shapes an individual's self-efficacy (Bandura, 2019). These visualizations can act as a motivational tool, prompting action towards achieving specific goals. Self-efficacy has been recognized as a potential mediating factor in the instrumentality of future goal aspirations, such as "becoming a college student" (Vick & Packer, 2018). However, Kao and Tienda (2018) found that eighth graders' aspirations to attend

college stem primarily from their parents' education and family background. Other researchers have also found strong evidence for a positive relationship between supportive educational behaviors, educational attainment, language spoken at home, and adolescents' aspirations, both from mothers and fathers.

According to Teachman and Paasch, (2018) the education level of parents, which can range from high school to a professional degree, has been shown to influence their children's academic success. Parents' education level plays a role in a complex set of factors that affect their children's school performance. It shapes their understanding, beliefs, values, and goals related to child-rearing, which in turn indirectly impacts their children's academic outcomes. Children of parents with higher education levels tend to have a greater appreciation for learning, more confidence in their abilities, a stronger work ethic, and more effective learning strategies compared to children of parents with lower education levels.

A same-sex traditional model by Lomax and Gammill (2014) confirmed that Same-sex parents had a greater impact on their children's educational and occupational decisions. According to Teachman and Paasch (2018), mothers' expectations and children's school grades had a positive connection to educational ambitions. This study found several relevant studies that looked at the independent variable of parent education on children's current academic success. In Vick and Packard's (2018) study, the participants lived in a town with a high concentration of poverty-stricken families and a high school dropout rate that was more than double the state average. This negative outcome was associated with participants' parents having a college graduation rate of 17% or less.

Suitor et al. (2008) investigated the long-term impact of mothers' education on their children's educational aspirations. They followed 35 women for a decade after they returned to school to complete their degrees. The researchers found that only when mothers completed their degrees did their return to school have a positive impact on their children's educational goals.

Kuo and Hauser (2015) found that a significant portion of the variation in educational achievement can be attributed to one's family background, particularly the level of education attained by their parents. Other researchers have observed that only about 40% of the variation in educational attainment within families can be explained by traditional measures of socioeconomic status. Most connections established from these studies have linked transition of the learners to parental education level indicating that parental education level plays a significant role in influencing a child's transition from one level to another. Based on Teachman and Paasch's (2018) finding that parents' educational aspirations are closely linked to the education their children receive, this study examined how these aspirations continue to influence the performance and attitudes of young adults in higher education. The study also investigated how parental education affects the success of university students, defining success in terms of academic performance, educational aspirations, and educational self-efficacy. Unlike previous research that focused on adolescents' aspirations in middle school or high school, this study focused on young adults who are already enrolled in higher education.

A 2012 EFA monitoring report found that Kenya is one of several countries, including Burkina Faso, Burundi, Chad, Congo, Niger, and Tanzania, that has seen a significant increase in secondary school enrollment. The government of Kenya, in 2003,

launched Free Primary Education (FPE) then Free Day Secondary Education (FDSE) in 2008. The movement towards free basic education gained momentum in 2003, following the National Conference on Education and Training. Despite this progress, disparities in transition rates persist across regions, with some experiencing significant declines. The World Bank's education policy prioritizes primary education completion, equitable access, and improved learning outcomes, paving the way for better access to secondary education. In line with the Millennium Development Goal (MDG) of universal primary education completion by 2015, the bank advocates for increased transition to secondary education.

Nearly 9 out of 10 children around the world progress from primary school to secondary school, according to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute of Statistics in 2018. The transition rate is highest in developed countries, where it stands at nearly 98.2%. UNESCO points out that only two regions have transition rates below the global average. Eastern and Southern Africa has a rate of 67.1%, while West and Central Africa's rate is 52.4%. Some countries have their transition rates at 80.0% (UNESCO 2018). Unlike the third world countries, developed countries have high transition rates where all children progress from primary to secondary school without dropping out. Developing countries are struggling with the transition rates. Countries in Africa, Latin America, the Caribbean and Oceania have lower transition rates than developed countries (Turra & Fernandes, 2020). The lower rate of transition is attributed to the fact that basic education is not compulsory in most countries.

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

In Kenya, Following the roll out of a 100 percent transition policy to complement Free Day Secondary School, primary to secondary transition rates have increased from 83.3 percent in 2018 to 95 percent by the first quarter (Q1) of 2020 (Kiilu & Mugambi, 2019). The County with the highest transition rate by Q1 of 2020 was Murang'a at 135.2 percent, implying that students were migrating from other counties to join secondary schools in this County. The lowest was Nairobi, with a transition rate of 47.0 percent, which could be due to few secondary schools relative to the number of transitioning students, thus necessitating absorption of students in other counties. The implementation of Free Primary Education in 2003 led to a substantial increase in both gross enrollment rates (GER) and net enrollment rates (NER) for primary school education in Kenya. By 2018, GER had reached 104.0% and NER had reached 92.4%. However, the introduction of Free Day Secondary Education in 2008 did not have the same dramatic impact on secondary school enrollment rates. While there was a modest increase from 42.5% to 70.3% for GER and from 28.9% to 53.2%

for NER, these increases were significantly lower than those seen for primary school education.

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

The Kenyan government significantly boosted funding for special needs secondary education, increasing capitation from Kshs 37,210 to Kshs 57,974 between 2016 and 2022. This substantial increase was intended to alleviate the financial burden on parents and guardians of children with disabilities, who are only required to contribute Kshs 12,790 towards their child's education (National Treasury, 2022). This initiative aims to improve access to secondary education for students with special needs by reducing the financial barriers they face.

While tuition fees have been eliminated for public secondary schools, parents are still responsible for the cost of uniforms, learning materials, meals, transportation, and Parent-Teacher Association-approved development initiatives. As a result, some KCPE candidates from 2021 who were placed in public schools nationwide have reported difficulty transitioning to secondary school due to financial constraints. In

response, various counties are conducting door-to-door campaigns, led by chiefs and other government officials, to encourage the enrollment of financially disadvantaged students in local public day secondary schools.

1.2 Statement of the problem

The educational attainment of parents significantly impacts their children's upbringing and educational outcomes. Children with educated parents have a higher likelihood of enrolling and continuing in school compared to those with less-educated parents. Parental involvement in their children's education plays a critical role in their academic success. Parents who actively monitor their children's activities, offer moral support, foster independent decision-making, and engage closely in their schooling contribute to reducing the risk of school dropout. The transition rate of learners from primary to secondary schools in Mukurweini Sub County stood below the national level of at 96.5% compared to 99.1%. This implies that there is low transition rate in the sub county. The causes of this dismal transition are not well documented at the school level and also at the county level hence calling for further studies in the same area. Similarly compared to the other sub counties the current area of study remains to have the lowest transition hence it is a concern that needs further research.

Although there is a lot of research on this particular phenomenon of transition but there is limited focus on the aspects of parental education and how they affect transition rates. Literature has shown that most focus has been on other factors such as the school environment, finances, parental social factors among others that affect transition. Aiming to bridge this knowledge gap, this study explored the impact of parental education levels on student transition rates. Despite the scarcity of research on this topic in Kenya, the low transition rates persisting in the Sub County contradict

the government's initiatives to boost primary-to-secondary transitions nationwide to a hundred percent, hence posed a concern as to why only Mukurweini Sub County as other sub counties seems to be doing well. The low transition rate from primary to secondary school in Mukurweini sub-county prompted an investigation to identify solutions. The researcher conducted a study to determine whether parental education levels influenced this trend. The area under present study is considered an area that is still behind in education. The present research focuses on the lagging status of education and inadequacy of education resources.

1.3 Purpose of the study

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

1.4 Research Objectives

The study was guided by the following objectives:

- i. To assess the extent to which educated parents influence transition rate of learners from primary to secondary schools in Mukurweini Sub County
- ii. To assess the extent to which semi-educated parents influence transition rate of learners from primary to secondary schools in Mukurweini Sub County
- iii. To assess the extent to which uneducated parents influence transition rate of learners from primary to secondary schools in Mukurweini Sub County.

1.5 Research Questions.

The following research questions guided the study;

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

1.6 Significance of the Study

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

1.7 Limitations of the Study

The following were the limitations of the study.

- i. Some of the respondents were not willing to volunteer correct information concerning the parental level of education and in this case the researcher

explained to them that the study aimed at improving the transition rates of learners from primary to secondary schools in Mukurweini Sub County. This was mitigated by ensuring that the information given was kept confidential.

- ii. It was also possible that some Head teachers would not give honest information for fear that they were exposing negative qualities of their schools. The researcher however assured respondent that findings were used for academic purpose and not for policy decisions.

1.8 Assumptions of the Study

The study assumed;

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

1.9 Scope of the study

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

1.10 Operational Definition of Terms

Dropout rate	Refers to the number of learners pulling out of a school system prematurely from a grade within a year
Educated parents	According to this study, this refers to those parents who attained form 4 or KCSE certificate, holders of certificate or diploma qualifications, degree, masters or PhD
Gross enrollment rate	Refers to the ratio of the total enrolment regardless of age, to the total population of the age group that officially corresponds to the level of education shown.
Net enrollment rate	Refers to the number of learners in the official school age group expressed as a percentage of the total population in that group
Semi educated parents	According to this study refers to those parent who have adult education or have only attained class 8 certification (KCPE)
Transition	This refers to the number of learners progressing from primary to secondary schools
Transition rate	This refers to the new entrance to the first grade of secondary education in a given year expressed as a percentage of the number of learners enrolled in the final grade of primary education of the previous year.
Uneducated parents	This refers to those parents that have no formal schooling

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter highlights the literature of the previous studies related to this study. The researcher provides divergent views that were critical to different authors who raised various versions related to the issues being investigated. This section outlines the concept of transition globally and the influence of parental level of education on learners' transition rates from primary to secondary schools. It also provides theoretical and conceptual framework which guided the study and a summary of the literature showing the gaps identified during the review.

2.1 Global transition rate

Many studies from around the world show that school transitions are a time when students are at risk of dropping out of school. This is because they may feel lost or unsupported, or they may have to travel long distances to get to their new school. Dropping out of school can have serious consequences for a young person's future, as it limits their career opportunities and life chances. There are a number of factors that contribute to early school leaving, including gender-specific factors and the lack of effective interventions. There is also a disconnect between research on early school leaving and education policy, which means that the findings of research are not always being used to inform policy decisions (Ogolla, 2013).

United Nations Scientific and Cultural Organization (UNESCO, 2008) states that basic education includes both the primary and secondary education. The transition to secondary is important because it can be argued that this is the time when major

changes take place in the pupil's schooling careers in terms of changed learning environment. Parents with higher levels of education are more likely to hire private tutors and offer rewards to their children in order to help them succeed in school. Studies have shown that children with mothers and fathers who have high levels of education are less likely to drop out of primary school in both rural and urban areas. This is likely because educated mothers have more time to spend with their children and help them with their schoolwork, as they spend less time on household chores (Coyne & McCoy, 2020).

For the most part of the world, compulsory education in economically developed countries is split into two phases: primary, which generally begins at age five or six and lasts until age 11/12 and secondary, which ends at 15/16, the official leaving age in many countries, but students usually continue to the age of 18. While second-level education used to be seen as the sole preserve of the elite, global economic interests and demands for an educated work force have seen an increase in this provision of second-level education to the point where, in 2004, there were around half a billion children in second level schools worldwide (UNESCO, 2008).

The transition from primary to post-primary education has been noted as a critical educational step for many children (Coyne & McCoy, 2020). According to Ogolla (2013), transfer is a time of triple transition as students negotiate the move from childhood to adolescence, from one institutional context to another with different regulations, teacher demands and teacher expectations and the journey from established social groups into new social relations. Therefore, it would appear that the impact of social, emotional, academic and institutional issues should be considered a priority for educators when examining a transfer process in the educational context. Effects of transition from primary to post-primary school have been of particular

interest to educationists due to reports that many children in the first year of secondary school regressed in major parts of their education. Galton (2000) reported that up to 40% of learners experience interruptions in academic progress during the first couple of months after school transfer. A number of causes for this regression have been identified. These causes include belonging to a poor family, onset of puberty, the effects of bullying by older learners, separation from friends, excessive travel to the new school, the unfamiliarity of moving from room to room, adjusting to having more than one teacher a day, the inability to adjust to a variety of teaching styles and the lack of curricular continuity across the primary/secondary divide, (Galton, 2000).

2.2 Parental level of education

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

The communications of educated parents at home through strong vocabulary, good pronunciation and logical arguments in discussion contribute to children's language

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

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

2.3 Educated parents and learners' transition rate

Education plays an essential role in the acquisition of knowledge and skills. It is a tool which can be used to train the future generations to inculcate skills and competence. The way a child is raised has an adverse impact not only to oneself but to the whole

society. This is because the home environment is where children learn the basic skills and values that they need to succeed in school and in life. Children who grow up in homes where there is a strong emphasis on education and where they are given the resources and support, they need to succeed are more likely to do well in school and to go on to achieve their goals. On the other hand, children who grow up in homes where there is little emphasis on education or where they are exposed to negative influences such as poverty, violence, or substance abuse are more likely to struggle in school and to experience other problems in their lives. While growing up, the kid invests the vast majority of his energy at home and the kind of condition the person in question is raised in likewise hampers their intellectual turn of events. The inspiration of any smart kid towards learning is being quickened by the positive impacts of their condition while other people who need inspiration are contrarily influenced (Rana, 2019).

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

authority about progress or otherwise of their children education. These advantages mentioned made possible for these children to perform academically well than their counterpart from uneducated parents.

The more supportive and conducive environment a child gets a more academic achievement would be attained. Guardians are the primary instructors of their children. Children who perceived their parents as loving, accepting, encouraging and less controlling' behavioral and psychological less hostile perform better in school and feel more competent. When the parental involvement in educational process is high; students get higher grades, graduation rates are high, better school attendance is realized, increased student motivation to self-driven academic orientation is realized (Hountenvilli & Conway, 2018). Educated guardians ingrain additionally shrewdness to their children instruction has a critical factor for a kid's future. The offspring of taught Parents are more certain, creative and experienced than the youngsters whose guardians are not instructed.

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

performance, discovered that when parents support students 'academics, there will be positive academic performance.

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

As suggested by Assari (2019), educated parents are more aware of the possible returns to their children's education and they are more likely to have access to information and social networks necessary for their children to engage into relatively human capital-intensive activities yielding high returns to education. This also goes hand in hand with motivating their children to aim higher in education because they can look at their parents as role models. Parents with higher levels of education are more likely to hire private tutors and offer rewards to their children in order to help them succeed in school. Onyango (2000) noted that their children of educated parents are more likely to succeed in school and less likely to drop out. This is likely because educated parents have more time and resources to invest in their children's education. Studies have shown that children with mothers and fathers who have high levels of education are less likely to drop out of primary school in both rural and urban areas. This is likely because educated mothers have more time to spend with their children and help them with their schoolwork, as they spend less time on household chores.

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

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

Likewise, research studies such as Shah et al. (2021) also identified the differences on the mother and father qualification with reference to the contribution of education in children's academic attainments. The researchers have foreseen that parents' educational level was the most important element in predicting children's academic performances. As per the findings mother educational status is more related with children academic attainment and has significant influences on children's overall achievements. On the other hand, fathers' education and profession has effect on children's academic achievements. The profession and education of father directly affect the income for the family which has direct and strong relation for the facilities available for children at home which in turn has relationship with children's academic

attainments. For instance, high income families easily manage their children basic, health, food and educational needs; provide extra facilities and opportunities to their children which could contribute more into the academic performance of their children (Suleman et al.,2022).

Anderson (2020) has identified the negative factors in family such as illiteracy, low involvement in children schooling, low socio-economic status and lack of time for their children which are the main causes of the students' educational failure. Children's education is explained by their parents' education because parents' and children's education are closely co-related. Parents' educational achievement tends to reinforce positive behavior for learning in students. The confidence level of parents is related to their mastery of certain cognitive skills and successful experiences in their previous general and educative lives. Those who have successful educational experiences and high cognitive abilities could build up the confidence level of their children and such parents were also found to be able to help in the development of cognitive skills of their children while on other side of the picture, they were found to be unable to help their children in developing cognitive abilities and building up confidence level (Shah et al., 2021)

2.4 Semi educated parents and learners' transition rate

According to Karshen (2022) Semi-educated parents are those with little formal education, such as those who dropped out of primary school or only attended adult education classes. However, even this limited education can help them develop positive attitudes towards their children's education. Parental decisions have a big impact on whether or not their children stay in school. Students whose parents monitor their activities, provide moral support, encourage them to make their own

decisions and are generally involved in their schooling are less likely to drop out. Semi-educated parents have the knowledge and skills to make these decisions and they are more likely to push their children to move from one level of education to the next. By being involved in their children's schooling and encouraging them to stay in school, semi-educated parents can help their children transition from primary to secondary school.

Jacquelyn, (2018) have pointed out the relationship of parent's education level to their children's academic achievements. A mother's education has a more influence than father, so mother's education is more important. Karshen (2022) noted that students whose parents are well educated get higher positions than those whose parents are not educated. Educated parents help their children in school work activities. Dave and Dave (2019) found that high achievers belong to homes with parents' higher education level. The failed students belong to those who have lower parents' education level. Williams (2018) and Teach man (2017) found that more educated parents create environment that facilitate learning. They involve themselves in children's school activities and school environment. Okagaki and Frensch (2018) studied that parent's education is a distal indicator indirectly correlated with children education achievements. Good and Brophy (2017) say that educated parents show interest in their children's academic performances they meet and co-operate with educational administrators to ensure children seriousness in their studies. On the other hand, Hawkes (2015) says that student performance does not necessarily depend on parents' professional competency or educational attainments.

Good and Brophy (2017) further noted that Mothers who have a predisposition to information about school are more likely than less educated mothers to discuss their

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

2.5 Uneducated parents and learners' transition rate

Uneducated parents are those parents who never acquired education at all. Parents who have not received an education themselves are less likely to understand the benefits of education for their children. They may not have access to the information and resources they need to help their children succeed in school. As a result, they may not encourage their children to transition to secondary school. In Kenya, parents who are not educated or have just the basic education do not see the benefits of education hence do not encourage their children to transit to high school (Oranga et al., 2020). Generally, children from uneducated parents are less likely to transit from primary to secondary schools.

Parents' education is such a motivating force for a child which paves the way for his/her future. It is an admitted fact that the children of educated parents are more confident, resourceful and experienced than the children whose parents lack education. Jencks (2019) says that the family plays an important role in formal and

informal education. Family characteristics represent a number of variables like education, income, beliefs, occupation, size of family also have implication on the performance of children. Significant reliable research studies have told that socio-economic status of parent is the best predictor of student academic achievement (Coleman et al., 2018). And parental education is considered the most stable (permanent) aspect of socio-economic status. It has been well defined that family plays a vital role in a child's academic achievement and development (Cornell & Gross, 2017).

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

Parents with more years of education have high expectations for success for their children, actively encourage their children to develop their own high expectations for success (Davis-Kean, 2019) and are better at aligning expectations with their children's abilities than low-income or less educated parents (Alexander et al., 2018). Parents' abilities to set realistic expectations help them tailor the home environment to meet their children's needs, which can lead to higher grades and the pursuit of more

education (Davis-Kean, 2019). Rana et al. (2019) discovered that understudies, whose guardians are instructed, get higher situations than those whose guardians are not taught. Instructed guardians help their kids in school work exercises. Likewise high achievers have a place with homes with parent's higher instructive level, while the bombed understudies have a place with homes whose guardians' instructive level is low. Instructed parent's show enthusiasm for their youngsters' scholarly exhibitions, they meet and co-work with instructive organization to guarantee kids earnestness in their investigations

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

Ghazvini (2021) noted that when a student is exposed to learning environment in the home, the better his/her academic achievement. Having a supportive home environment can make a big difference in a student's academic success. Educated parents help their children to study hard. They help their children to arrange time table for studies and provide a place or make a space for learning, they answer questions

that are not clear for children during study. Mutoddi and Ngirande (2019) carried out research on effect of parental inclusion on understudies' exhibition and discovered that the scholastic execution of understudies relies on the association of guardians in their youngsters' scholarly exercises to achieve the more elevated level of value in scholastic achievement.

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

2.6 Influence of parents' education level on transition rates of learners

Rana et al. (2015) undertook a study of the influence of parents' education level on their transition rates and academic performance Rajanpur in South Punjab, Pakistan. Rana took as population of his study the students of both private and public secondary schools in that district. He randomly selected 200 students of 10th grade as sample. His instruments of data collection were questionnaires, interviews and direct personal observation. Rana made a direct documentary analysis of the result of 9th level students. He used the Z-test to compare the mean score of students' performance with high and low level of parental education. His observed Z-value was 3.87. To test the

value for significance, he compared it with the critical value at 0.05 level. The value he obtained was greater than the critical value. The result shows that there is significant positive influence of parents' academic background on secondary school students' academic learning.

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

Li and Qiu (n.d.) collected their data from a Chinese Family Panel Studies of 2010 with the code name of CFPS2010. This CFPS2010 covered 14,960 households in 25 provinces and municipalities in China. The data collection involved three questionnaire surveys each, for Li and Qiu. The research object of the study is children who were between the ages of 10 and 15 and who have compulsory education. The two researchers harmonized the data obtained from the children's questionnaire with the data from the family and parent questionnaires while removing samples containing missing variables. They obtained 2750 cases for analysis. Measurement Family SES is one of the key explanatory variables of their study.

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

Rana (2015) in his research on parent's educational level on their children's academic performance, discovered that when parents support students 'academics, there will be positive academic performance. Jamila (2009) in his exploration on the impact of parental degree of instruction on understudies' scholastic execution is of the view that when guardians are taught, their kids will exceed expectations academically.

Sarigiani (2014) on a paper named “Impact of parent's instructive foundation and study offices on scholarly execution among optional school understudies noticed that parental instructive level or achievement” has been seen as altogether identified with the instructive fulfillment of their youngsters in both country and national examples. The kids from taught homes will in general have higher yearnings and higher instructive plans than their partners. Children from parents with higher educational level tend to do better than the children from less advantaged group. Children in turn are then disadvantaged when their parents have a lower education as well. Purport that parental education level affects parenting style which in turn, affect children’s academic success. They added that families with higher educational levels are likely to be more permissive and less strict in parenting. Parental education shows a strong correlation to students’ academic achievement.

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

These studies have provided a significant basis to which the current study is developed. It is however noted that gaps still existing despite the wide focus in the area. It is noted that most of the studies under reviews have been conducted in different geographical setup which might offer different perspective than the current study area. It is also noted that the context in which these studies have been done also seems different from the current context in Mukuruine sub county hence the need to fill the gaps that exist. The current study sought to refocus the attention of parental education from the home to the school where the teachers and the head teachers were the main respondents. This assisted to bring out a different perspective in regard to what the teachers have observed since they have more time with the learners than the parents have.

2.7 Theoretical framework

This study applied Schlossberg's (1998) transition theory and ecological systems theory. These theories were suitable for this study because they had direct relationship with this research study and the objectives of this study. They supported the relationship between the independent and dependent variables

2.7.1 Schlossberg's (1998) transition theory

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

and multidimensional and that individuals experience them differently depending on their personal characteristics and situational factors.

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

The impact of this transition on a student's life can be explored through the application of Schlossberg's transition theory to the experience and more specifically,

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

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

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

Although Schlossberg's Transition theory is typically categorized as a theory of adult development, it can also be useful for studying college student development.

Transition theory was influenced by Schlossberg's previous work in adult development theory, which contains four categories of adult development-contextual perspective, developmental perspective, life span, perspective and the transitional perspective (Evans et al., 1998). In working with the adaptation of individuals to the environment, Schlossberg developed three sets of variables that affect how an individual will cope with transition. These three sets of variables include the individual's perception of the transition, characteristics of the pretransition and post transition environments and characteristics of the individual experiencing the transition. In *Overwhelmed* (1989), Schlossberg introduced the 4 S's: situation, self, support and strategies.

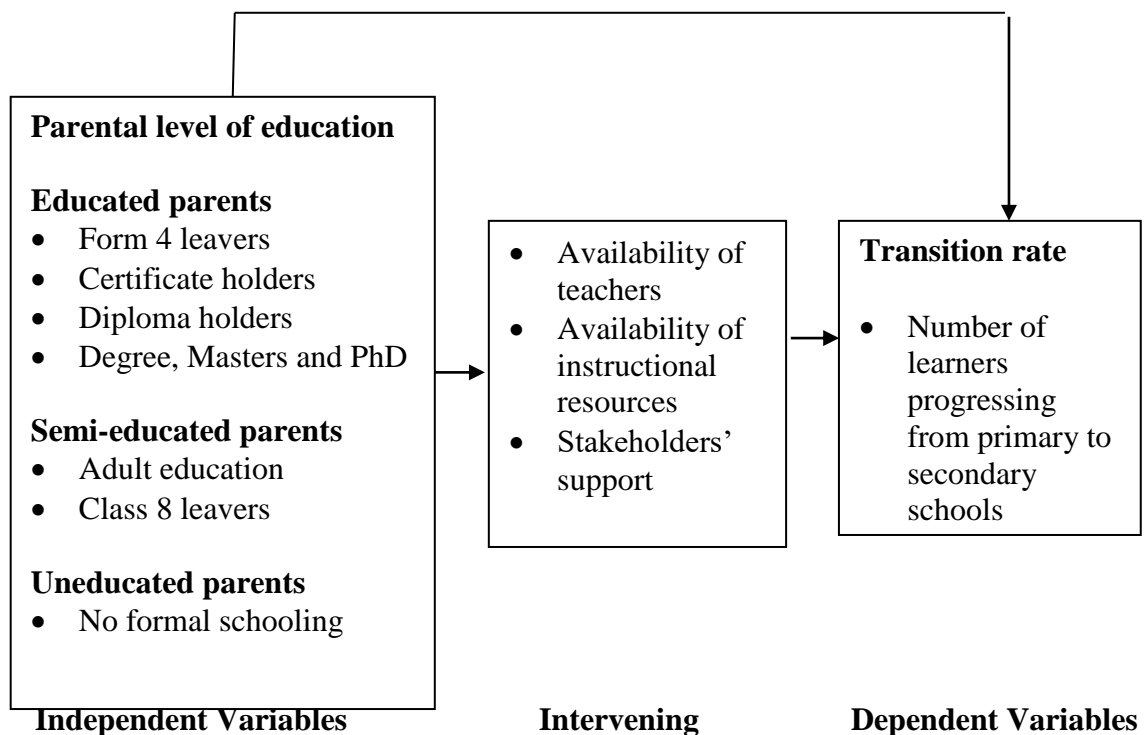
2.7.2 Ecological systems theory

Ecological systems theory was proposed by Bronfenbrenner (2001). Like socio-cultural perspectives, ecological approaches recognize influence of social environments on human development. This theory argues that the environment you grow up in affects every facet of your life. It also captures patterns of interaction between individuals, groups and institutions as they unfold over time. Bronfenbrenner (2001) elaborated the ecological approach to human development in the 1970s. This theory underscores the ever-changing interactions of individuals within the context of their ever-changing environments. Learners born from educated parents, semi-educated parents or uneducated parents have different chances in their transition to secondary schools. Both theories argue the existence of a relationship between parental involvement and self-efficacy. Confirming the social environmental influences addressed in Bandura's (1997) social cognitive theory, empirical research has shown that children perceived a greater sense of competence when their parents were more involved in their education (Grolnick & Slowiaczek, 1994), were more

involved in school functions and had higher values for their children's education (Marchant et al., 2001).

2.8 Conceptual Framework

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



Source: Researcher 2023

Figure 1: Conceptual framework

The purpose of this study was to assess the influence of parental level of education on the transition rates of learners from primary to secondary school in Mukurweini sub county. Specifically, the study sought, to assess the extent to which educated parents

influenced transition rate of learners from primary to secondary schools in Mukurweini sub county, to assess the extent to which semi-educated parents influenced transition rate of learners from primary to secondary schools in Mukurweini sub county and to assess the extent to which uneducated parents influenced transition rate of learners from primary to secondary schools in Mukurweini sub county. The figure also indicates that the relationship between the variables could be influenced by other factors beyond the control of the researcher. For this case the issue of availability of teachers, availability of instructional resources and Stakeholders' support critical intervening factors in the relationship between the variables of the study.

Educated parents were assessed in terms of education level and experience as form four leavers, certificate holders, diploma and above and how it influences theTransition of learners from primary schools to secondary schools. It is noted that parents who have a good education tend to influence their children positively to make necessary achievements in their academics as compared to those parents without an appropriate education and knowledge about schooling. Understanding the level of education of the parent is very critical in examining the relationship that exists between these variables and how it influences the transition process.

In general, the figure shows that there is a direct relationship between the parent's level of education and the transition process. In most cases, where the level of education of parents is limited the rate of transition of their children will be lower because according to the literature review such parents might not push their children to desire to achieve as compared to parents who have a good education. This affects

their adaptability and the overall desire by the learners to what to transition to the next level. This study therefore sought to put these relationships into perspective and establish the way they relate with each other in the process of transition for learners from primary schools to secondary school in Mukurweini Sub County

2.9 Summary of Literature review and gaps to be filled

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

Studies have indicated that there is a close relationship between the parental level of education and participation by their children in educational matters. Ulysse and Al Masaeed, (2021) notes that educated persons are more likely than uneducated ones to enroll and retain their children in schools. Whether parents are educated or uneducated affects demand for education in the household. According to Appiah-Kubi and Amoako (2020), better educated parents appreciate the value of education more than uneducated ones and normally assist their children to progress in education both morally and materially. A United Nations International Children's Emergency Fund

(UNICEF) report as in Appiah-Kubi and Amoako (2020) found out that in Sub-Saharan countries and two Indian states children of educated women are much more likely to go to school hence the more educated the women are the more probable it is that their children also benefit from education. UNESCO (2011) notes further that in Latin America children whose mothers have secondary schooling remain in school for longer periods than those whose mothers lack secondary education hence are more likely to progress to secondary education.

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

Studies that have been carried out include: The determinants of transition rate to secondary education among primary school in Kenya: a case of Keiyo district, Factors hampering the continuity of education of standard eight leavers in Kenya: Survey of Juja Sub County in Kiambu county in Kenya (Kimando et al., 2012). The only study

that is close to the current study is Mathia, (2015) who did factors affect transition rates from public, primary to secondary school in Kiambu sub county. A gap in literature has however been noted against this background that this study embarked to establish the influence of parental level of education on learners` transition rates from primary to secondary school in Mukurweini Sub County, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research design, target population, sample and sampling techniques, research instruments, validity and reliability of research instruments, data collection procedures, data analysis and ethical and logistical considerations.

3.1 Research design

This study adopted a descriptive survey design. A descriptive research design attempts to establish the actual state of affairs as it exists at present. It seeks to examine the opinion and views of respondents who are targeted for the study (Mugenda & Mugenda, 2003, Orodho, 2005). Okwany, (2005) States that the descriptive survey research requires the collection of standardized quantifiable information from all members of a population or a sample. This design generates data based on the views and opinions of the respondents and this might be biased based on various factors of the respondents. Descriptive survey entails the studying of a situation as it is in the field as well as attempting to explain why the situation is the way it is, Alici and Copur (2022). However descriptive survey as a research methodology is limited as it is used to study independent variables, which have already occurred and are inherently not manipulatable by the researcher. They are studied in retrospect, Sabir et al. (2022). The design was most appropriate since its purpose was to collect information from the sample of the population of head teachers and class 8 class teachers in order to investigate influence of the parental level of education on transitional rates of learners from primary to secondary schools in Mukurwe-ini Sub County. Though non response was found to be a problem in this

survey according to Pani and Sahu, (2022), appropriate techniques were used to help reduce that problem including randomization and use of large samples.

3.2 Location of the study

The study was carried out in Nyeri County. Nyeri County comprises of 8 sub counties whose transitional rates were as follows; Nyeri central -99.8%, Mathira East- 99.9%, Mathira west-99.5%, Kieni East – 98.9%, Kieni West – 98.6%; Othaya – 99.8%, Tetu -99.7% and Mukurweini – 96.5%. It is noted that in choosing a study locale, the ideal setting for any study should be directly linked to the researcher’s interest. For this study, the researcher’s interest is on the influence of parental level of education on transition of learners from Primary to secondary schools in Mukurweuni Sub County. This was purposely selected due to the paramount fact that the sub-County has the lowest transition rate in the entire Nyeri County.

3.3 Target population

The target population comprises of all the 65 public primary schools in the sub county which comprises of 65 head teachers and 65 class 8 class teachers. This is presented in table 1.

Table 1: Target Population of the Study

Categories	Target Population
Head teachers	65
Class 8 class teachers	65
Total	130

3.4 Sample size

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

Using the Central Limit Theorem, 30% of 130 respondents were selected to give a sample of 40 respondents, out of whom 20 were head teachers and 20 class 8 class teachers. This is presented in table 2.

Table 2: Sample size

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

3.5 Sampling techniques

A Sample is a small part of anything intended as a representative of the whole. Orodho (2006) says Sampling is done because it is impossible to test every single individual in the population. Besides it saves time, money and effort. 10% of the target population was selected as sample size which was reliable for the study. Stratified sampling was applied to create 2 strata based on the number of educational

divisions in Mukurweini sub-county. Purposive sampling was used to select all the head teachers from the selected schools alongside the class 8 class teachers. Simple random sampling was used to select the schools. This is presented in table 3.

Table 3: Sampling distribution

Category	Sampling Method
Head teachers	Purposive
Class 8 class teachers	Purposive

3.6 Research instruments

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

3.6.1 Questionnaires

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

learners' transition rates from primary to secondary school in Mukurweini Sub County.

3.6.2 Document analysis

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

3.7 Piloting of Research Instruments

Piloting of research instruments was conducted amongst four teachers from schools in the neighboring sub county to ensure that there was no bias on the instruments. Since according to Connelly (2008), a pilot sample should constitute 10% of the study sample. The test items were administered once to the respondents. The purpose of piloting was to check on suitability and the clarity of the questions on the instruments designed, relevance of the information being sought and the language used and to test the reliability and validity of the instruments. The respondents in the pilot study were not included in the final study to avoid bias.

3.7.1 Validity of the Instruments

In order to establish validity of research instruments, researcher together with the supervisor was critically assessed to test items to help to iron out ambiguity. The research questions, objectives together with literature review was used as a guide in

the formation of questionnaires. Content validity was obtained in order to find out irrelevant, ambiguous and inadequate items. Unnecessary items were discarded while others were added and modified for improvement of the instruments. Experts in the area of education were consulted and requested to judge each item in the questionnaire either as Relevant (R) or Irrelevant (IR). The Content Validity Index (CVI) was computed and established to be 0.71. If the Content Validity Indices for the research instrument is greater than 0.6, then it implies that it is Valid (Machuki, 2012). Hence the instrument was considered valid.

3.7.2 Reliability of the Instruments

In order to improve the reliability of the instrument, the researcher, with the help of supervisors, critically assessed the consistency of the responses on the piloted instruments to make a judgement on their reliability. The reliability of the instruments was established using test-retest technique where the researcher administered test items to a group of respondents twice. The pilot study sample constituted 10% of the actual study sample (Connelly, 2008). Computation of the alpha reliability coefficient between the scores of the two sets of questionnaires was carried out using Pearson's Product Moment Correlation Formula. If a value of $r > 0.70$ is obtained, then this will indicate high internal reliability (Kothari, 2009). For this study the analysis gave a value of 0.86 which indicated a very high reliability. Hence the instrument was confided appropriate for the study.

3.8 Data collection procedures

The researcher asked for an introductory letter from The School of Postgraduate Studies of Maasai Mara University and Authorization Letter and Research Permit from National Commission for Science, Technology and Innovation (NACOSTI). The

researcher also sought an authorization letter from the sub county director of education (SCDE), Mukurweini Sub County. These letters introduced him to different sampled primary schools to carry out the study in Mukurweini Sub- County. The researcher then booked appointments with head teachers and class 8 class teachers from the sampled primary schools to administer questionnaires for the data collection.

3.9 Data analysis techniques

Data analysis was done both qualitatively and quantitatively. Open ended questions and the document analysis guide were analysed quantitatively based on the common themes while Quantitative data was analysed descriptively using frequencies and percentages. The quantitative findings of the study were presented using tables, whereas qualitative findings were presented thematically and in narrative forms. The findings of the study were expected to be of great benefit to the schools' management, parents and policy makers in education. The summary of the analysis is shown in table 4.

Table 4: Data Analysis Procedures

Research Hypotheses	Independent Variable	Dependent Variable	Analysis of Quantitative Data
To assess the extent to which educated parents influenced transition rate of learners from primary to secondary schools in Mukurweini sub county	-Educated parents	-Transition of learners from primary to secondary schools	-Frequencies -Percentages -Mean
To assess the extent to which semi-educated parents influenced transition rate of learners from primary to secondary schools in Mukurweini sub county	-Semi educated parents	-Transition of learners from primary to secondary schools	-Frequencies -Percentages -Mean
To assess the extent to which uneducated parents influenced transition rate of learners from primary to secondary schools in Mukurweini sub county	-Uneducated parents	-Transition of learners from primary to secondary schools	-Frequencies -Percentages

3.10 Ethical and Logistical Considerations

Ethics has become a cornerstone for conducting effective and meaningful research. As such, the ethical behavior of individual researchers is under unprecedented scrutiny (Jahan et al., 2020). Every researcher has a responsibility to protect the participants in an investigation. The first ethical consideration is to ensure that the respondents consent to the study. Consent involves the procedure by which an individual may choose whether or not to participate in a study. The researcher reassured the respondents' confidentiality of their responses and encouraged them to answer the questions confidently and positively.

3.10.1 Confidentiality and Privacy

The researcher promised to keep all of the participants' personal information confidential. This would make it not possible for anyone else to identify them based on the information they shared. They assured the participants that none of their private information would be shared with anyone else and that no information that would identify them would be published or otherwise shared.

3.10.2 Informed consent

The researcher explained to the participants what the research was about and why it was being done. They also explained the steps involved in the data collection process so that the participants could make an informed decision about whether or not to participate.

3.10.3 Storage of Data Collected

The researcher organized the raw data that they collected so that they could easily find it later. After the researcher analyzed the data, he printed out the results and filed the hard copies. The researcher also stored a digital copy of the results on a flash drive. The soft copy was also attached in the email of the researcher to act as a backup and a similar document was kept on the computer's desk top of the research.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.0 Introduction

This chapter deals with the analysis, interpretation, presentation of the data and discussions based on the objectives. The study sought to assess the influence of parental level of education on learners' transition rates from primary to secondary school in Mukurweini Sub-County, Kenya.

4.1 Response rate

The respondents involved were the head teachers and class 8 class teachers. They returned the questionnaires as tabulated in Table 5.

Table 5: Response rate

Respondents	Sample Targeted	No. Collected	Percentage
Head teacher	20	20	100.0
Class 8 class teachers	20	20	100.0
Total	40	40	100.0

Table 5 shows that out of 20 head teachers sampled, twenty (100%) filled and returned the questionnaires and out of 20 class 8 class teachers sampled, twenty (100%) filled and returned the questionnaire. The questionnaire return rate was 100% which according to Mugenda and Mugenda (2003) is an acceptable proportion and can be termed adequate.

4.2 Demographic Data of Respondents

4.2.1 Demographic data of head teachers

The demographic data of head teachers was based on their gender, age, highest academic qualification, professional experience in years and the number of years in the current school. Table 6 tabulates the gender of the head teachers

Table 6: Head teachers' gender

Gender	Frequency	%
Male	8	40.0
Female	12	60.0
Total	20	100.0

Table 6 shows that majority (60.0%) of head teachers were female while only eight (40.0%) of head teachers were male. This shows that there were more female head teachers than their male counterparts. Asked to indicate their age, head teachers responded as in Table 7.

Table 7: Head teachers' age

Age (years)	Frequency	%
30 – 40	3	15.0
40 – 50	12	60.0
50 – 60	5	25.0
Total	20	100.0

Table 7 shows that three (15.0 %) of head teachers were in the age bracket between 30 and 40 years, while a whopping twelve (60.0%) of head teachers were in the age bracket of between 40 and 50 years. The study also shows that five (25.0%) of head teachers were in the age bracket between 50 and 60 years of age. This shows that majority of the head teachers were relatively experienced and informed and hence understood the influence of parental level of education on learners' transition rates from primary to secondary school in Mukurweini Sub County. Table 8 tabulates highest academic qualification of head teachers

Table 8: Head teachers' highest academic qualification

Qualification	Frequency	%
Certificate (PI)	3	15.0
Diploma	7	35.0
Degree	10	50.0
Total	20	100.0

The results in Table 8 indicate that majority (50.0%) of head teachers had degree qualification, seven (35.0%) of head teachers had diploma qualification while three (15.0%) of head teachers had PI certificate qualification. This shows that the head teachers had the required qualification to be the head teachers in primary school.

Table 9 presents head teachers professional experience

Table 9: Head teachers' professional experience

professional experience(years)	Frequency	%
0 – 2	2	10.0
2 – 5	4	20.0
5 – 7	4	20.0
7 – 10	8	40.0
10 and above	2	10.0
Total	20	100.0

The data in Table 9 shows that majority eight (40.0%) of head teachers had been in their profession for between 7 and 10 years, four (20.0%) of head teachers for between two age brackets; 2 and 5 years and between 5 and 7 years in each case, years while two (10.0%) of head teachers had been in their profession for between 0 and 2 years and also two (10.0%) have served for more than 10 years in the headship. This shows that the head teachers were in a position to understand influence of parental level of education of learners' transition rates from primary to secondary school in Mukurweini Sub County due to their profession experience. Asked to indicate the number of years they had served in the current school, head teachers responded as in Table 10.

Table 10: Head teachers' time of stay in current school

Time of stay(years)	Frequency	%
0 – 2	4	20.0
2 – 4	7	35.0
4 and above	9	45.0
Total	20	100.0

The results in Table 10 shows that most (45.0%) of head teachers had been in their current school for more than 4 years, seven (35.0%) of head teachers had been in the current school for between 2 and 4 years while four (20.0%) of head teachers had been in their school for less than 2 years. This shows that head teachers had experience in their current school learners' transition rates.

4.2.2 Demographic data of class 8 class teachers

The demographic data of class 8 class teachers was based on their gender, age, highest academic qualification, professional experience in years and the number of years in the current school. Table 11 tabulates the gender of the teachers

Table 11: Class 8 class teachers' gender

Gender	Frequency	%
Male	7	35.0
Female	13	65.0
Total	20	100.0

The data in Table 11 shows that majority (65.0%) of the class 8 class teachers were female while seven (35.0%) of class 8 class teachers were male. This shows that there

were more female class teachers than their male counterparts in the schools. Asked to indicate their age, class 8 class teachers responded as in Table 12

Table 12: Class 8 class teachers' age

Age(years)	Frequency	%
20 – 30	3	15.0
30 – 40	6	30.0
40 – 50	7	35.0
50 – 60	4	20.0
Total	20	100.0

The findings in Table 12 shows that three (15.0%) of the class teachers were in the age bracket between 20 and 30 years, six (30.0%) of teachers were in the age bracket between 30 and 40 years. Data further shows that thirty-five percent of the class teachers were in the age bracket between 40 and 50 years while four (20.0%) of the class teachers were in the age bracket between 50 and 60 years. This shows that the class teachers were relatively old and hence would understand the influence of parental level of education on learners' transition rates from primary to secondary school in Mukurweini Sub County. Table 13 tabulates highest academic qualification of teachers

Table 13: Class 8 class teachers' highest academic qualification

Qualification	Frequency	%
PI	6	30.0
Diploma	8	40.0
Degree	5	25.0
Masters	1	5.0
Total	20	100.0

The data in Table 13 indicate that six (30.0%) of the class 8 class teachers had PI academic qualification, eight (40.0%) of teachers had diploma qualification, five (25.0%) of class 8 class teachers had degree qualification while one (5.0%) of class 8 class teachers had masters qualification. This shows that teachers had the required qualification to be in primary school. Table 14 presents the class 8 class teachers professional experience in years

Table 14: Class 8 class teachers' professional experience

Period of experience(years)	Frequency	%
0 – 2	3	15.0
2 – 5	4	20.0
5 – 7	2	10.0
7 – 10	4	20.0
10 and above	7	35.0
Total	20	100.0

The results in Table 14 indicate that majority (35.0%) of class 8 class teachers had been in their profession for above 10 years, four (20.0%) of the class 8 class teachers have teaching for between 7 and 10 years while two (10.0%) of teachers had been in their profession for between 5 and 7 years. The table further indicates that four (20.0%) of the class 8 class teachers had been in the profession for between 2 and 5 years where as three (15.0%) have served for 2 years and below. This shows that the teachers were in a position to understand the influence of parental level of education on learners' transition rates from primary to secondary schools in Mukurweini Sub-County due to their profession experience. Asked to indicate the number of years they had served in the current school, class 8 class teachers responded as in Table 15.

Table 15: Class 8 class teachers' time of stay in current school

Time of stay (years)	Frequency	%
0 – 2	5	25.0
2 – 4	6	30.0
4 and above	9	45.0
Total	20	100.0

The data in Table 15 shows that majority (45.0%) of the class 8 class teachers had been in their current school for more than 4 years, six (30.0%) of teachers had been in the current school for between 2 and 4 years while five (25.0%) of teachers had been in their school for less than 2 years. This shows that teachers had experience in their current school on the influence of parental level of education on learners' transition rates in Mukurweini Sub County.

4.3 Parental level of education and learners' transition rates from primary to secondary school

Asked to indicate the influence of parental level of education on learners' transition rate from primary to secondary schools, head teachers responded as in Table 16.

Table 16: Head teachers' responses on parental level of education and learners' transition rates from primary to secondary school

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

The findings in Table 16 indicate that majority (50%) of the head teachers agreed that parental level of education influence learners' transition rates from primary to secondary school while only one (5%) of the head teachers strongly disagreed with the statement. However, two (10%) of the head teachers were undecided on whether parental level of education influence learners' transition rates from primary to secondary school or not with another two (10%) of the head teachers disagreeing with the statement. Similarly, six (30%) of the head teachers strongly agreed that high academic attainment of parents significantly reduce chances of primary school dropout. Four (20%) the head teachers agreed with the statement while three (15%) of the head teachers were undecided. Three (15%) of the head teachers disagreed with the statement while another three (15%) of the head teachers strongly disagreed with the statement. This agrees with the findings of Assari (2019), educated parents are more aware of the possible returns to their children's education and they are more likely to have access to information and social networks necessary for their children to engage into relatively human capital-intensive activities yielding high returns to education.

The study also shows that five (25%) of head teachers disagreed that educated parents are, the only ones who enroll their children to secondary school while four (20%) strongly agreed and strongly disagreed in equal measure. Six (30%) of head teachers strongly agreed that educated parents are more effective in helping their children in academic work while only two (10%) of the head teachers strongly disagreed with the statement. Nine (45%) of head teachers strongly agreed that semi educated parents are interested in the academic progress of their children while a minority one (5%) of head teachers disagreed that semi educated parents were interested in the academic progress of their children. The findings further from the table shows that a majority

eleven (55%) of head teachers strongly agreed that learners from uneducated parents do not make a successful transition to post-primary school. This shows that the academic attainment of parents enhances positive attitudinal change towards children's education. Parents who were not educated or have just the basic education, do not see the benefits of education hence did not encourage their children to transit to high school as indicated by (Maurice, 2013). Asked to indicate the influence of parental level of education on learners' transition rate from primary to secondary schools, class 8 class teachers responded as in Table 17.

Table 17: Class 8 class teachers’ responses on parental level of education and learners’ transition rates from primary to secondary school

Statement	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
Parental level of education influence learners’ transition rates from primary to secondary school	7(35%)	7(35%)	2(10%)	1(5%)	3(15%)
High academic attainment of parents significantly reduces chances of primary school dropout	6(30%)	4(20%)	2(10%)	4(20%)	4(20%)
Educated parents are, the only ones who enroll their children to secondary school	8(40%)	4(20%)	2(10%)	4(20%)	2(10%)
Educated parents are more effective in helping their children in academic work	4(20%)	3(15%)	6(30%)	5(25%)	2(10%)
Semi educated parents are interested in the academic progress of their children	8(40%)	5(25%)	4(20%)	2(10%)	1(5%)
Semi educated parents are likely to hire private tuition for their children	7(35%)	8(40%)	3(15%)	1(5%)	1(5%)
Learners from uneducated parents do not make a successful transition to post-primary school	10(50%)	8(40%)	1(5%)	1(5%)	00
Uneducated parents are not represented in secondary school	7(35%)	6(30%)	2(10%)	4(20%)	1(5%)

The data in Table17 indicate that seven (35%) of class 8 class teachers strongly agreed that parental level of education influence learners’ transition rates from primary to secondary school with a similar number agreeing with the statement. Two

(10%) of the class 8 class teachers were undecided while only one disagreed with the statement. However, six (30%) of class 8 class teachers strongly agreed that that high academic attainment of parents significantly reduce chances of primary school dropout, with four (20%) of class 8 class teachers strongly disagreeing with the statement. Forty percent of class 8 class teachers strongly agreed educated parents are, the only ones who enroll their children to secondary school while four (20%) disagreed with the statement. Majority nine (45%) of class 8 class teachers strongly agreed that educated parents are more effective in helping their children in academic work while only one (5%) disagreed with the statement The study further shows that another eight (40%) of class 8 class teachers strongly agreed that semi educated parents are likely to hire private tuition for their children, four (20%) of class 8 class teachers were undecided while two (40%) disagreed with the statement. Only one (5%) of class 8 class teachers strongly disagreed with the statement.

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

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

4.4 Document analysis guide on parental level of education and learners' transitional rate to secondary schools

Data from document analysis guide revealed that six hundred and seventy-one parents (58.1%) were educated, four hundred and fifty-eight (39.7%) were semi educated while twenty-five were uneducated as shown in table 18.

Table 18: Document analysis guide on the parental level of education and learners' transitional rate to secondary schools.

Parental level of education	Frequencies	Percentage	Number of learners that transited to secondary school	Learners' transition rate(%)
A: Educated				
Form 4 leaver	305	26.4	305	100.0
Certificate holder	223	19.3	223	100.0
Degree holder	140	12.1	140	100.0
Masters holder	2	0.2	2	100.0
PhD holder	1	0.1	1	100.0
Sub total	671	58.1	671	100.0
B: Semi Educated				
Adult education	206	17.9	203	98.5
Class 8 leaver	252	21.8	250	99.2
Sub total	458	39.7	453	98.9
C: Uneducated	25	2.2	24	96.0
Grand Total	1154	100.0	1148	99.4

The data in Table 18 shows that three hundred and five (26.4%) of the parents were form four leavers while two hundred and twenty-three (19.3%) of the parents were certificate holders. The data also shows that one hundred and forty (12.1%) of the

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

Data from document analysis guide further showed that one thousand and forty-eight learners (99.4%) were admitted in various secondary schools. The researcher confirmed from the school and through collaboration with the parents on telephone calls that indeed the learners were admitted in the schools they were invited to join. The records were also available on the learners' files and it was clear that every pupil had a file that indicates their parent's details including the level of education, the schools they were invited to join and the status of the admission. The students who never transited in to the secondary school were captured in a separate sheet providing the reason for not transiting. The results are presented in table 19.

Table 19: Document analysis guide on the parental level of education and learners’ transitional rate relative to schools invited to join.

Parents’ category	Number of learners enrolled	School category	Number of learners transited to secondary school	Learners’ transition rate(%)
A: Educated				
	671	National	84	
		Extra county	305	100.0
		County	236	
		Sub county	46	
	671	Sub total	671	100.0
B:Semi Educated				
	458	National	32	
		Extra county	167	98.9
		County	147	
		Sub county	107	
	458	Sub total	453	98.9
C:Uneducated				
	25	National	6	
		Extra county	4	96.0
		County	6	
		Sub county	8	
	25	Sub total	24	96.0
Total	1154		1148	99.4

Table19 shows that all the six hundred and seventy-one (100%) of the learners from educated parents successfully transited to secondary with majority of them securing places in national extra county and county schools while four hundred and fifty-three (98.9%) of the learners from semi educated parents successfully transited to secondary schools with a similar majority of them securing places in national extra county and county schools. Twenty-four (96.0%) of the learners from uneducated parents successfully transited to secondary and a few were admitted to national schools while majority were admitted to join sub county schools with the remaining joining extra county and county schools respectively. The findings from the table

reveals that indeed learners from educated parents successfully transit to secondary schools while learners from uneducated parents may not successfully transit to secondary schools. Therefore, it can be concluded that parental level of education directly influences learners transition from primary to secondary schools as indicated by six hundred and seventy-one (100%) transition rate of learners from educated parents followed by four hundred and fifty-three (98.9%) transition rate of learners from semi educated parents Only twenty-four (96.0%) transition rate was registered from learners from uneducated parents.

4.5 Discussion

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

transition rates from primary to secondary schools compared to 98.9% of learners from semi educated parents and 96.0% of learners from uneducated parents.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

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

5.1 Summary of the study findings

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

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

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

5.2 Conclusions

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

The study also concluded that parents who were semi educated or had no education influenced their children's education and hence the transition rates. The results revealed that these parents had challenges following up on their children's progress in school and it affected their transition rates. In general, the study concluded that

parents' education level has an influence on the transition of learners from primary school to secondary school in Mukurweini sub County of Nyeri County.

5.3 Recommendations

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

- i. There is need for parents to work towards improving their education level in order to effectively cope with the school requirements and hence influence the academic standards of their children for effective transition.
- ii. The head teachers should also involve all the stakeholders in addressing the issues of parental level of education as it influences learners' transition rate of learners from primary to secondary schools and come up with ways of addressing the issue of transition.
- iii. The parents should be advised to enroll their children and push them through one level of education to another despite their education background.
- iv. The government should provide valuable information and guidelines on measures required for maximum learners' transition rates in the secondary school.

5.4 Suggestion for further research

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

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APPENDICES

Appendix I: Letter of introduction

July, 2023

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a post graduate student in Maasai Mara University undertaking a course in Master of Education administration. My research title is: *Influence of parental level of education on transition rate of learners from primary to secondary schools in Mukurweini Sub- County, Nyeri county, Kenya.* To achieve this, your school has been selected to participate in the study. I therefore wish to request you to participate in the study. This information will be used purely for academic purposes and your name will not be mentioned in the report. Findings of the study, shall, upon request, be availed to you.

Your assistance and cooperation will be highly appreciated.

Thank you in advance,

Yours faithfully,

Kurgat Leonard Cheruiyot

Appendix II: Informed Consent Form

Dear respondent,

The researcher is a post graduate student in Maasai Mara University undertaking a course in Master of Education administration and is carrying out research on the title *Influence of parental level of education on transition rate of learners from primary to secondary schools in Mukurweini Sub- County, Nyeri county, Kenya*. For this study I will request you to give me some time as you will be asked some questions. I will maintain your privacy and confidentiality about your information. Your name will not be written on any of the materials and only the researcher will have access to your information. Your participation is totally voluntary and you may change your mind and withdraw at any time before and during the study. I will not pay or give any remuneration for this participation. If you want to take part to participate in this research, please sign the form below.

Participant:

-----	-----	-----
Code of Participant	Signature	Date

Researcher:

-----	-----	-----
Name of Researcher	Signature	Date

Appendix III: Questionnaire for Head teachers

Dear respondent,

The researcher is a student undertaking a Master's degree in Maasai Mara University carrying out research on the title *Influence of parental level of education on transition rate of learners from primary to secondary schools in Mukurweini Sub-County, Nyeri, Kenya*. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

Section A: Demographic data

1. Please tick against your gender

Male Female

2. What is your age bracket?

20 – 30 years 30 – 40 years

40 – 50 years 50 – 60 years

3. What is your highest academic qualification?

PI Diploma Degree Masters PhD

Others (specify) _____

4. Indicate your experience as a teacher in years (tick one)

1 – 5 years 6 – 10 years 11 -5 years

16 years and above

5. How long have you been in this school as a teacher?

0 – 2 years 2 – 4 years 4 years and over

6. What is the population of your school?

Under 100 learners [1]

100-200 learners [2]

201-300 learners [3]

301-400 learners [4]

401-500 learners [5]

Other-specify.....

Section B: Parental level of education and learners' transition rates

from primary to secondary school

7. How many candidates sat for KCPE 2022?

Under 20 candidates [1]

20-40 candidates [2]

41-60 candidates [3]

61-80 candidates [4]

81-100 candidates [5]

Other-specify.....

8. How many of the candidates were selected to join National schools?

Under 20 candidates [1]

20-40 candidates [2]

41-60 candidates [3]

61-80 candidates [4]

81-100 candidates [5]

Other-specify.....

9. How many of the candidates were selected to join Extra- County schools?

- Under 20 candidates [1]
- 20-40 candidates [2]
- 41-60 candidates [3]
- 61-80 candidates [4]
- 81-100 candidates [5]
- Other-specify.....

10. How many of the candidates were selected to join County schools?

- Under 20 candidates [1]
- 20-40 candidates [2]
- 41-60 candidates [3]
- 61-80 candidates [4]
- 81-100 candidates [5]
- Other-specify.....

11. How many of the candidates were selected to join Sub- County schools?

- Under 20 candidates [1]
- 20-40 candidates [2]
- 41-60 candidates [3]
- 61-80 candidates [4]
- 81-100 candidates [5]
- Other-specify.....

12. How many of the candidates did not progress to secondary schools?

- Under 20 candidates [1]
- 20-40 candidates [2]
- 41-60 candidates [3]
- 61-80 candidates [4]

81-100 candidates [5]

Other-specify.....

Reasons for not progressing.....

13. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

SN	Statements	5	4	3	2	1
1	Parental level of education influence learners' transition rates from primary to secondary school					
2	High academic attainment of parents significantly reduces chances of primary school dropout					
3	Educated parents are, the only one who enroll their children to secondary school					
4	Educated parents are more effective in helping their children in academic work					
5	Semi educated parents are interested in the academic progress of their children					
6	Semi educated parents are likely to hire private tuition for their children					
7	Learners from uneducated parents do not make a					

	successful transition to post-primary school					
8	Families with social difficulties do not educate their children to secondary school					
9	Uneducated parents are not represented in secondary school					
10	Students from uneducated parents are unable to cope with the academic demands					

Thank you very much for taking your time to provide me with the requested information and may God bless you abundantly.

Appendix IV: Questionnaire for Class 8 Class Teachers

Dear respondent,

The researcher is a student undertaking a Master's degree in Maasai Mara University carrying out research on the title *Influence of parental level of education on transition rate of learners from primary to secondary schools in Mukurweini Sub-County, Nyeri, Kenya*. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

Section A: Demographic data

1. Please tick against your gender

Male Female

2. What is your age bracket?

20 – 30 years 30 – 40 years

40– 50 years 50 – 60 years

3. What is your highest academic qualification?

PI Diploma Degree

Masters PhD Others (specify) _____

4. Indicate your experience as a teacher in years (tick one)

0 – 5 years 6 – 10 years

11 – 15 years 16 years and

above

5. How long have you been in this school as a teacher?

0 – 2 years 2 – 4 years

4 and over

**Section B: Parental level of education and learners' transition rates
from primary to secondary school**

6. How many candidates did you present for KCPE 2022?

Under 20 candidates [1]

20-40 candidates [2]

41-60 candidates [3]

61-80 candidates [4]

81-100 candidates [5]

Other-specify.....

7. How many of the candidates you presented for KCPE 2022 were selected to join National schools?

Under 20 candidates [1]

20-40 candidates [2]

41-60 candidates [3]

61-80 candidates [4]

81-100 candidates [5]

Other-specify.....

8. How many of the candidates you presented for KCPE 2022 were selected to join Extra- County schools?

Under 20 candidates [1]

20-40 candidates [2]

41-60 candidates [3]

61-80 candidates [4]

81-100 candidates [5]

Other-specify.....

9. How many of the candidates you presented for KCPE 2022 were selected to join County schools?

- Under 20 candidates [1]
- 20-40 candidates [2]
- 41-60 candidates [3]
- 61-80 candidates [4]
- 81-100 candidates [5]
- Other-specify.....

10. How many of the candidates you presented for KCPE 2022 were selected to join Sub- County schools?

- Under 20 candidates [1]
- 20-40 candidates [2]
- 41-60 candidates [3]
- 61-80 candidates [4]
- 81-100 candidates [5]
- Other-specify.....

11. How many of the candidates you presented for KCPE 2022 did not progress to secondary schools?

- Under 20 candidates [1]
- 20-40 candidates [2]
- 41-60 candidates [3]
- 61-80 candidates [4]
- 81-100 candidates [5]
- Other-specify.....
- Reasons for not progressing.....

12. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

SN	Statements	5	4	3	2	1
1	Educated parents are, the only one who enroll their children to secondary school					
2	High academic attainment of parents significantly reduces chances of primary school dropout					
3	Educated parents are more effective in helping their children in academic work					
4	Semi educated parents are interested in the academic progress of their children					
5	Semi educated parents are likely to hire private tuition for their children					
6	Learners from uneducated parents do not make a successful transition to post-primary school					
7	Parental level of education influence learners' transition rates from primary to secondary school					
8	Uneducated parents are not represented in secondary school					
10	Students from uneducated parents are unable to cope with the academic demands					

Thank you very much for taking your time to provide me with the requested information and may God bless you abundantly.

Appendix V: Document analysis guide

Pupil's code number	Category of parent	Parent's level of education (researcher to tick appropriately)	Pupil's transition to secondary school (researcher to tick appropriately)	Category of school selected to join (researcher to tick appropriately)
	Educated	Form 4 [1] Certificate [2] Degree [3] Masters [4] PhD [5]	Yes [1] No [2] Reasons if NO.....	National [1] Extra county [2] sub county [3]
	Semi-educated	Adult education [1] Class 8 leaver [2]	Yes [1] No [2] Reasons if NO.....	National [1] Extra county [2] sub county [3]
	Uneducated	No formal school [1] Otherspecify.....	Yes [1] No [2] Reasons if NO.....	National [1] Extra county [2] sub county [3]

Appendix VI: Maasai Mara University Letter



Maasai Mara University

BOARD OF POSTGRADUATE STUDIES

OFFICE OF THE DIRECTOR

P.O. BOX 861 – 20500
Narok, Kenya www.mmarau.ac.ke

Tel: +254 – 20 -2066042
+254 – 20 - 8081874

31st May, 2023

**RESEARCH PERMITS SECTION
NACOSTI
UTALII HOUSE**

REF: KURGAT LEONARD CHERUIYOT – EM02/S/1001/2014

We wish to confirm that the above named is a bona fide Master's student at Maasai Mara University pursuing Master in Education- Educational Administration in the School of Education. His proposed research is *'Influence of Parental Level of Education on the Transition Rate of Pupils from Primary to Secondary Schools in Mukurweini Sub-County, Nyeri County, Kenya.*

He would like to apply for a research permit from NACOSTI before he can proceed for field work and data collection.






We further confirm that the candidate has adhered to all research protocol requirements of Maasai Mara University and the proposed research has been rated as having no known adverse impacts on the environment and does not pose any ethical concerns.

This is therefore to request your office to issue him with a research permit.

Faithfully yours,

MAASAI MARA UNIVERSITY
P. O. Box 861 - 20500
Prof. Raphael Abila, PhD.
Director, Board of Postgraduate Studies
31 MAY 2023
abila@mmarau.ac.ke, <https://orcid.org/0000-0001-8762-7153>
DIRECTOR
BOARD OF POSTGRADUATE STUDIES

Appendix VII: NACOSTI Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 812476	Date of Issue: 17/June/2023
RESEARCH LICENSE	
	
<p>This is to Certify that Mr.. LEONARD CHERUYOT KURGAT of Maasai Mara University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nyeri on the topic: Influence of Parental Level of education on the Transition Rate of Pupils from Primary to Secondary Schools in Mukurweini Sub-county, Nyeri County, Kenya. for the period ending : 17/June/2024.</p>	
License No: NACOSTI/P/23/26719	
812476	
Applicant Identification Number	Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Verification QR Code	
	
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	
See overleaf for conditions	

Appendix VIII: Sub County Director of Education permit



MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telephone: 0723107169

FAX:

Email: mukurweineducationoffice@gmail.com

When replying please quote

REF: MOE/MUK/SCDE/GEN/1/Vol I/38

Sub-County Education Office

MUKURWE-INI SUB-COUNTY

P.O. Box 60-10103

MUKURWE-INI.

21st June, 2023

**TO: Headteacher
Public primary schools**

**RE: PERMISSION TO CARRY OUT RESEARCH IN PUBLIC
PRIMARY SCHOOL.**

The bearer of this letter **Kurgat Leonard Cheruiyot** is pursuing Masters Degree in Education at Maasai Mara University. He has been allowed to carry out research in public primary Schools in Mukurwe-ini Sub-County of Nyeri County. Please note that research should not take place during Normal learning / Teaching period and it's without any charge

SUB-COUNTY DIRECTOR OF EDUCATION
MUKURWEINI
P. O. Box 60 - 10103, MUKURWEINI

JOHN M. NDUNDU
SUB-COUNTY DIRECTOR OF EDUCATION
MUKURWE-INI.

Appendix IX: Map of Mukurweini



Source: IEBC.