

*Review*

# **Cultural Factors As A Predictor Variable In Determining Transition Rates Of Pupils From Primary School To Secondary Schools In Kenya; A Case Of Machakos Sub-County**

<sup>1</sup>Veronica Nduku Mwikya and <sup>2</sup>Dr. Selpher K. Cheloti

<sup>1</sup>M.E.D South Eastern Kenya University. Corresponding author's E-mail: [ndukuveronica2015@gmail.com](mailto:ndukuveronica2015@gmail.com)

<sup>2</sup>South Eastern Kenya University. E-mail: [selphercheloti@yahoo.com](mailto:selphercheloti@yahoo.com)

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Culture is the way of life of a people. It influences the people's behavior and thought process. The aim of this study was to investigate cultural factors as a predictor variable in determining transition rates of pupils from primary school to secondary schools in Kenya. This study was necessitated by the relatively low transition rate of pupils in Machakos Sub-county of 75% compared to the national expected transition rate of 100%. The study was guided by three objectives as follows; establish the influence of Early marriages on transition rates from primary to secondary schools in Machakos sub-county Kenya; determine the rate at which Teenage pregnancies influences transition rates from primary to secondary schools in Machakos sub-county and assess the influence of child labor on transition rates from primary to secondary schools in Machakos sub-county. The target population included 127 head teachers of public primary schools and 145 standard eight class teachers. Respondents were identified by use of purposive and random sampling method. The sample size was 40 head teachers and 40 class teachers. Data was collected by use of questionnaires. Piloting, together with the professional advice from the supervisors ensured the validity of the instruments. Reliability of the instruments was tested by use of test-re-test method. The study established that cultural factors influenced transition of pupils from Primary to Secondary Schools in Machakos sub-county. The study recommended that government should put in place measures to ensure 100% transition is implemented. Children' performance should be firmly overseen by the school stakeholders. The education ministry should establish and enhance strict guidelines to ensure that no learner is subjected to child labor and gender discrimination. Transition from primary to secondary school should be made compulsory because basic education is the right of every child.

**Key Words;** Cultural Factors, Teenage Pregnancy; Child Labour Transition Rates

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## INTRODUCTION

Transition rate is the percentage of learners advancing from one level of schooling to the next and can be calculated as percentage of learners enrolling in secondary school for the upcoming year divided by the number of learners in class eight in the preceding year (Hueblar, 2011).

The degree of change is taken to be the best show of a stable or unstable development of education between two levels. There are several changeovers in the education system from one levels of education to another, for instance, from pre-primary to primary and primary to secondary school. The low transitions of pupils from primary secondary has been a bother in a lot of nations as secondary education globally is emphasized because of its important role in empowering individuals socially and economically. It has been noted that many pupils at primary level consider education as a means of occupational mobility (Akinkunle, 2003). Transition of pupils from primary to secondary will improve the occupational mobility.

A report by UNESCO Institute of statistics in 2010, indicated that Worldwide 85% of children in the last grade of primary school go on to attend secondary school. Only two regions have transitions rate below this global average. Eastern and Southern Africa (67.1%) and west and Central Africa (52.4%). Transition rates are highest in the industrialized countries (98.2%) and in Eastern Europe and CIS Countries (96.1%). However even in the Sub-Saharan Africa some countries have transition rates above 80%. The UNESCO report (2010) also indicated that transition from Primary level progress to secondary was very high in developed countries and almost all children from the primary level progress to secondary school level. Bruns and Mingat, (2003) stated that countries of Africa, Latin America, Caribbean and Oceania, the transition rate was low because attendance to secondary school was not compulsory as in developed countries such as Finland, Japan, Germany and Russia where secondary education was open.

This study is guided by policies formulated by education for all (EFA) goals, millennium development goals (MDGs) and sustainable development goals (SDGs). During the Dakar Framework for action in the year 2000, six goals were formulated (UNESCO, 2000). Out of the six goals, two goals were related to education. These were goal two and goal six. Goal two was to provide free and compulsory primary education for all. A total of 1,100 participants were present from 164 countries Kenya being one of the countries represented. In response, Kenya government introduced Free Primary Education in 2003. The intention of the government was to have all children of school going age to be enrolled in primary schools (MOE, 2003). In respond to goal six which was to improve the quality of education, the

Kenyan government introduced and enhanced the office of quality assurance officer at national county and sub-county office to ensure that all children receive quality education. The EFA goals contributed to the global pursuit of the eight millennium development goals (MDGs) launched in 2000, especially MDG2 on universal primary education and MDG3 on gender equality in education by 2015. By the end of 2015, only a third of the counties had achieved global education goals. The SDGs were launched in 2015 when the MDGs expired. The SDGs affirmed and strengthened the eight (8) MDGs. The SDG4 on ensuring inclusive and equitable quality education and providing learning opportunities for all strengthens the right of education for every child (UNESCO, 2010).

In sessional paper No. 1 of 2005 on Education, Training and Research, the emphasis was on the need to provide necessary skills for industrialization (Republic of Kenya, 2005). This was later emphasized in the vision 2030 which is the country's development program for the year 2008 to 2030 launched on 10<sup>th</sup> June 2008 by President Mwai Kibaki (Republic of Kenya, 2007). The objective of vision 2030 was to help transform Kenya into a "newly industrializing, middle-income country, providing a high quality life to all its citizens by the year 2030 in a clean and secure environment (Republic of Kenya, 2007). The vision 2030 was based on three pillars which are economic, social and political pillars. Under the social pillar, education and training are some of the key sectors which much be taken into consideration to achieve the vision 2030 (Republic of Kenya, 2007). Education has been proven to substantially improve earning potential and help individuals lift themselves out of poverty. In Chile, the principal barrier in transiting from primary to secondary education is in institutional funding, the admission process and the quality of education at secondary level. In Latin America, for instance the playing field on which individuals and groups compete for their share of limited resources is far from level. The inequalities of education are related to children's home background status, cost of education, household vulnerability and low levels of parental education often resulting in early desertion and high rates of repetition at school affecting transition rates (Ali, 2007).

The form of selecting primary graduates based on norms rather than on academic performance has taken place in Asia and Latin America. Majority of Africa youth fail their junior examination while their counterparts elsewhere succeed at the rate of 60 – 70%. Most of these failures therefore fail to transit to secondary cycle leading to low transition rates. The situation is similar in West and South Asia where high population countries such as Bangladesh, India and Pakistan have Net Enrolment Ratios (NER) ranging from 20% and 24% respectively (ADEA, 2004). With gross enrolment rate (GER) of 26.8% compared to 56.6% for developing

countries, Africa secondary education lags behind (ADEA, 2004). Studies on transition from primary to secondary education in Ghana show that although the FCUBE made an overall enrolment increase, children from poor households continue to be underrepresented in enrolments (Acheampong, 2002). A study of transition patterns in Malawi concluded that access to secondary education in the country continues to reflect household wealth (Chimombo, 2009). Despite direct fees being abolished, these studies clarify that abolition of fees is not enough to ensure transition from primary to secondary education. Access to education in Kenya has not been evenly distributed across sexes, regions and social groups (Ali, 2007).

In Kenya, the clamour for free primary education began in 1963 immediately after independence. The East African community in 1967 embraced a single education system of 7-4-2-3 that is 7 years in primary, 4 years secondary, 2 years in high school and 3-5 years in university consecutively. In 1977 the East Africa community collapsed but Kenya continued with the same system but changed the examinations names. The East African Certificate of Primary Education became the Certificate of Primary Education (CPE), the East African Certificate of Education became the Kenya Certificate of Education (KCE) and the East African Advanced Certificate of Education became the Kenya Advanced Certificate of Education (KACE) (Wanjohi, 2011). System was introduced in 1985 by the then President Daniel Arap Moi. With this system, CPE became KCPE (Kenya Certificate of Primary Education) while KCE became the Kenya Certificate of Secondary Education (KCSE). Out of all the children in Kenya about 85 percent attend primary school, 75 percent of those who complete primary education proceed to secondary schools and 60 percent of those who complete secondary school proceed to higher institution of education which include business and vocational institutions, national polytechnics, public and private universities within the country (Wanjohi, 2011).

With the introduction of Free Day Secondary Education (FDSE) in secondary schools in Kenya, it was envisaged by policy makers that transition from primary to secondary schools could increase to 100% percent (GOK, 2012). However studies show that the country is yet to achieve the objective since the average national transition rate is 84%. The transition rates in Machakos sub-county are 75% which is way below the national transition rate. Although studies show that culture, level of parents level of education and cost of education contribute to lower transition rates, their influence on transition rates especially in Machakos Sub-County is yet to be known.

The Kenyan policy on transition rate from primary to secondary school is 100% transition to high school by

2021 (GOK, 2012). The government has scrapped the Kshs. 9,374 school fees which each student in public day secondary school has been paying per year. The parents are expected to only buy uniform and pay for lunch for day scholars. The Ministry of Education has stated that no girl should be denied access to secondary education due to pregnancy. All children regardless of their backgrounds, cultural or economic should not be discriminated in allocation of form one places. Fairness should be the guiding principal in all educational institutions. Bursaries are given to needy students who cannot afford secondary education through the constituency development funds (CDF) and also through the County Government. Chege and Sifuna on their study on girls and women education in Kenya attributed low transition from primary to secondary to high cost of education. These means that few children attain tertiary education where skills are developed despite the huge resources spent on education. The average years of schooling in Kenya is currently 8.4 years, a very limited time to enable a child acquire adequate skills for economic growth and development, thus a significant number of Kenyans have skill deficit, because eight years of education is inadequate (Chege, 2006)

Cultural factors refers to the value attached to education by a given community and practices which may hinder transition. Some of these practices are early marriages, gender differences and female genital mutilation (FGM). UNESCO (2010) asserts that gender disparity in education persist despite many world and national policy being put in place to make gender parity a reality. Female genital mutilations (FGM) is one of the cultural practices still being practiced in developing nations and has spread to other parts of the world such as Europe and North America where immigrant families have settled despite global efforts to abandon the practice (UNICEF, 2005). UNICEF also argues that early marriages deny the girl child the right to education. Chege noted that some of the factors affecting the education of girls include attitude, financial constraints and cultural considerations. These have led to regional and gender disparities, low transition rates from primary to secondary and high dropout rates of girls compared to boys (Chege, 2006). The trends in transition rates nationally and Machakos Sub-County from 2014 – 2017 are shown in Table 1.

**Table 1.** Transition rate in schools

Year	National transition Rates	Transition rates in Machakos Sub-County
2014	80.4%	72%
2015	81%	73%
2016	82.05%	74%
2017	84%	75%

Datum on table 1 shows that transition rates from primary to secondary schools in Machakos Sub-County has remained almost 10% below the national transition rates.

This shows that there are factors inhibiting transition of pupils from primary to secondary in Machakos Sub-County. The transition rate is expected to be higher than the national transition rate. The enrolment data from most sub-county day schools show under enrolment (Ministry of Education, 2016). These schools receive government subsidy FDSE and therefore charge lower fees compared to boarding schools. This shows that resources are left totally idle or under-utilized. This study will investigate the socio economic factors influencing transition of pupils from primary to secondary school in Machakos Sub-County.

## STUDY OBJECTIVES

The study was guided by three objectives as follows;

- (i) Establish the influence of Early marriages on transition rates from primary to secondary schools in Machakos sub-county Kenya;
- (ii) Determine the rate at which Teenage pregnancies influences transition rates from primary to secondary schools in Machakos sub-county;
- (iii) Asses the influence of Child labor on transition rates from primary to secondary schools in Machakos sub-county.

## STATEMENT OF THE PROBLEM

Access to free education at primary and secondary school is a basic human right as postulated by the Kenya constitution (2010) and the Basic Education Act (2013). According to records at Machakos sub-county education office, in 2016 transition rate of pupils from primary to secondary school in Machakos sub-county was 75%, which is way below the government expectation of 100%. This shows that after primary education, 25% of the pupils do not proceed to secondary schools. Records

from the local administration office and Sub-county Education office in the year 2016 shows that some are married off immediately after class eight, while others are send to work as house helps in neighboring towns of Nairobi, Nakuru and Kajiado. The implication of this is that School facilities in this sub county are under-utilized. According to Werunga in his study on factors affecting transition rate from primary to secondary school in Kenya suggested there is need to address the problem of gender differences in the transition of pupils from primary to secondary (Weruga, 2011). Juma in a study on determinants of female participation in primary education in Kwale and Taita Taveta District found out that cultural factors like early marriages make girls not to transit from primary to secondary school and that level of education of parents influences the transition from primary to secondary especially for the girl child (Juma, 2010). A study on influence of socio economic factors on transition of pupils from primary to secondary schools in Machakos Sub-County has not been done and that is the reason for conducting this study.

## SIGNIFICANCE OF THE STUDY

The findings of the study would guide the ministry of education in making policies to enhance transition of pupils from Primary schools to Secondary Schools. The government would use the findings from this study to make and implement policies that would increase the transition levels so as to enhance human capital in the country. Education planners would use the findings to forecast on the number of students expected to transit from primary to secondary school in a given period. Head teachers would use findings to advice parents on best practices to enhance transition from primary to secondary school. In line with vision 2030, the key development stakeholders would use findings in this study to attain one of the key milestones of the vision 2030 of compulsory and quality basic education. The United Nations would also find the findings of this study

useful to attain one of the SDGs on quality education for all. Parents and guardians would use the findings of this research to understand their role in ensuring that their children comfortably transit from the primary education to the secondary education. This research would serve as a basis of reference for future scholars who would want to explore more on the factors influencing the rates of transition levels from one educational level to the next. The study would facilitate individual researchers and academicians in education to identify the gaps on factors that influence pupils transition rates from primary to secondary schools in Machakos Sub-County and carry out research in those areas.

## REVIEW OF RELATED LITERATURE

Bruce in his education on the effect of women's movements in relation to the socio-economic development on the girl child indicated that education fulfills a number of vital objectives. It satisfies a basic human need for knowledge, provides a means of helping to meet other needs and helps sustain and accelerate overall development. It provides essential skilled manpower for both the industrialized and informal sector of the economy, provides the means for developing the knowledge skills and productive capacities of the labor force acting as a catalyst in encouraging modern attitudes and aspirations. It helps to determine not only the incomes of the present generation but also the future distribution of income and employment. It influences social welfare through its indirect effects on health, fertility and life expectancy and helps to increase the profitability of other forms of social and physical investment (Ayot & Briggs, 2002).

The degree of change for boys as compared to that of girls was quite high, with boys having 66% transition rate whereas girls having 57% (UNESCO, 2010). It has now been established globally that every child should have access to education regardless of the circumstances of the child, according to the United Nations Convention article 28 (UNICEF, 2007). The Kenya government too has shown its dedication in making sure that this dream comes true, (Republic of Kenya 2005). In the gender parity index of 2005, for every 100 boys, there were 98 girls in form 1, a figure that has shown insignificance development since then. This suggests that there are persistent gender disparities in access to secondary education despite rapid increase in form one enrollment in recent years. For this study, the literature review focused on the cultural factors and their influence on transition rates from primary to secondary schools. The cultural factors are early marriages, teenage pregnancies and child labor.

## Cultural Factors and Transition of pupils from primary to secondary schools

Nkinyangi stress that traditional beliefs and attitudes greatly influence the transition of girls from primary to secondary and equally influence the decision to withdraw them from schools. Girls who have undergone initiation (FGM) found it difficult to return to school and therefore fail to transit to secondary school and next aspiration is to get married (Nkinyangi, 1980) on their study on girls and education. Chege and Sifuna observed that parents fear investing a lot of money on girls who may become pregnant or get married before completing school. Parents in Islamic religion prefer to enroll their daughters in religious schools or madarasa arguing that formal schools are for Christians. They further say that the vulnerability of the girl child education is evident from the practice where the parents take boys to school when resources are scarce for anticipated economic gains. The girl problem is aggravated by the fact that motherhood and marriage are accorded high status in most communities. This study will investigate whether there are cultural factors influencing the transition of pupils from primary to secondary school in Machakos Sub-County. Most parents in developing countries still have traditional beliefs of preferring a particular sex to education. High education priority is given to a boy child as compared to girl child (Chimombo, 2009). This can be as a result of the limited resources to cater for the cost of education. Chimombo also observed that females have less access to education sector than males hence parents decide that schooling is not relevant for the economic roles of their female children who will move to their husband's families when they marry and that gains in productivity or income due to education will accrue to the families of their sons in law rather than to them.

Increase of teenage pregnancies and young families has also greatly influenced the low transition rates. This is as a result of erosion of school and moral values. This has increased the dropout rates of the concerned girls and given rise to low transition rates from primary to secondary school once they get into early motherhood (Wagacha, 2009). Generally families with limited resources give priority to boy's education which meant, that girls would receive their right to education only when and if these families had achieved a sound economic status (UNESCO, 2008). Indeed user charges in education were identified as giving major differences to poor girls entering and completing their schooling thus not offering them a fair chance to change their future life through learning (UNESCO, 2008). In situation of emergencies parents were unwilling and or unable to pay school fees and other charges for their girl child therefore the girls were required to work or to stay at home (UNESCO, 2010). The United Nations Educational

Scientific and cultural organization report showed that most girls have failed to participate effectively in education due to early marriages, child labour and lack of interest to girls' education by some communities (UNESCO, 2010). A study done by Ngware on his study on quality and access to education informal settlements in Kenya noted the probability of a male child being enrolled in school increased by 0.6%. This is an indication that in urban settlements, gender bias in schooling decisions still exists even in wealthier populations (Ngware, 2009). Some of our socio-cultural practices are a hindrance to development. In some communities, the education of the girl child is not a priority. It is assumed that they will be married off and hence no need wasting resources on them. In pastorists communities, only the boys who cannot look after cattle are sent to school (UNESCO, 2010).

## THEORETICAL FRAMEWORK

This study was guided by the systems theory originally proposed by a biologist Ludwig Von Bertalanffy in 1928 and furthered by Talcot Parsons (1902 – 1979). Systems theory is an interdisciplinary study of systems, showing their interrelationships. Active systems are activity structures or components that interact in behavior and process (Parsons, 1977). Systems and subsystems are interrelated through the input and output of resources which are either as a result or the precondition of ongoing system process. The theory has been selected for this study because it explains that the output of one level of education is the input of the next level of school since a school is a system. Kenya has the 8-4-4 system of Education. After eight years in primary school, pupils are expected to transit to secondary school and thereafter to university or tertiary institutions. The output of the primary level is the input of the secondary level. The output of the secondary level becomes the input of the university and tertiary institutions. Inputs of parents paying the required levies in good time enable the learner to remain in school and therefore perform well in their studies. Inputs at home in terms of culture, values and ethics taught to children influence the way the pupils value education and will affect transition rates from primary to secondary school. Favourable government policies like subsidization of secondary education, providing learning materials, hiring more teachers and improving infrastructure in schools lowers the costs of education thus favouring higher transitions from primary to secondary school. These favourable government policies coupled with pupils academic ability are important during the process of teaching and learning. A pupil with high academic ability is expected to perform well in Kenya Certificate of Primary Education (K.C.P.E) and transit to

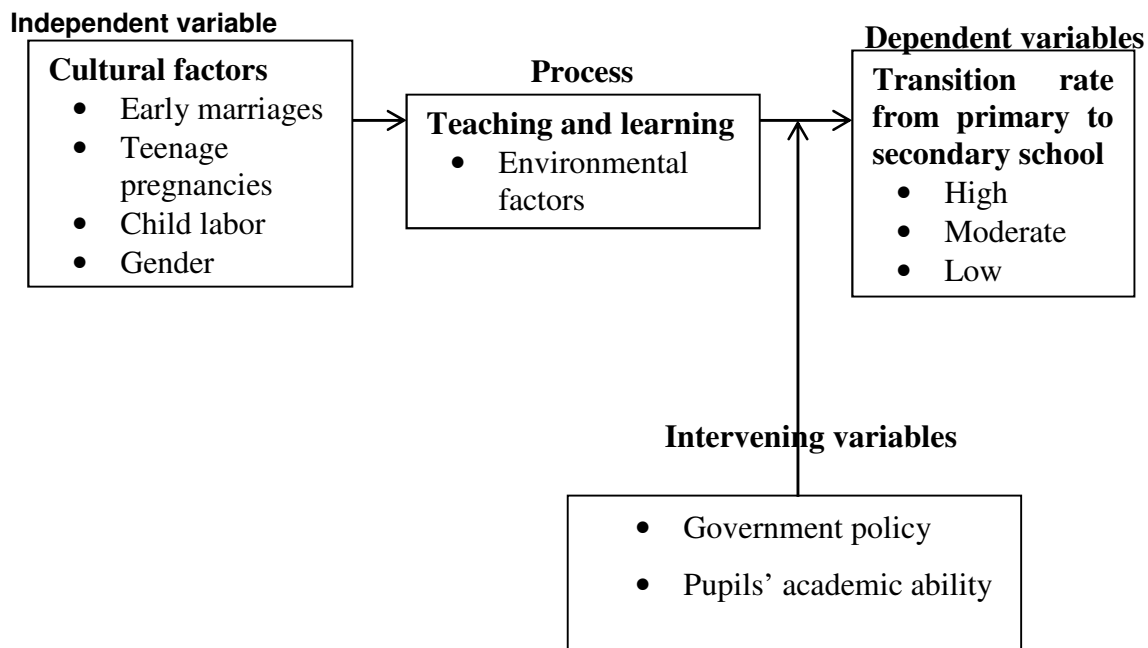
secondary school. A system is governed by feedback or information. Data on transition rates from one level of the system to the next need to be provided to avoid wastage and adapt to changing circumstances. Factors hindering transition from one level of the system to the next need to be identified and addressed for the smooth running of the system. This theory provides a strong anchor to this study as it investigates the factors influencing transition of pupils from primary to secondary school.

## CONCEPTUAL FRAMEWORK

Orodho (2005) defined a conceptual framework as a model of presentation where a researcher conceptualizes the relationships between variables in the study and shows how these relationships diagrammatically influence one another upto outcome as shown in Figure 1. In this study (input) also called independent variables affects the output in a network of relationships between the input variables process variables and the output variables.

The study variables such as early marriages, Teenage pregnancies, child labor, gender influence transition rates from primary school to secondary schools in Kenya. Early marriage especially for teenage girls prevents girls from transiting from primary to secondary school as their husbands may not allow them to go back to school. The young girls therefore lose an opportunity for secondary school education. Teenage pregnancies turn young girls to mothers. If the parents are not enlightened or financially stable, they may not see the need to enroll the teenage mothers back to school. This means that girls should be advised against teenage pregnancies so as to be able to transit from primary to secondary schools. Child labour is rampant especially in poor households. Young children are engaged in various activities like house helps to enable the family earn income after completing primary education. This denies the child the right to education as they are not able to transit from primary level to secondary level of education. Gender discrimination especially for the girl child makes parents to favour the boy child to continue with secondary education. As a result some girls fail to transit from primary to secondary school although they may have performed well. This vice should be discouraged and all children treated equally.

It is assumed that when the income of the household is high, poverty levels low, cost of education affordable, no early marriage, genital mutilation (FGM) or child labor transition rates will be high. When more pupils perform well in KCPE examination transition rate is expected to be high. When the society values education, treat all children equally and FGM and teenage pregnancies are



**Figure 1:** Conceptual Frame Work

avoided transition rates are expected to rise. Favorable government policies, conducive learning environment, provision of adequate learning materials, and high pupils academic ability favor high transition rates from primary school to secondary school.

## RESEARCH METHODOLOGY

The study used descriptive survey design. The research design was found suitable because of its ability to integrate the qualitative and quantitative methods of data collection. It is less time consuming than quantitative experiments. Descriptive research design enabled the researcher to interact with teachers and head teachers in their natural environment that is the primary school. The sample size was 40 head teachers and 40 class teachers. Data was collected using questionnaires,

validity of research instruments was ascertained through expert judgment and piloting while instrument reliability was ascertained through test-re-test method and computed using Pearson's Product Correlation Co-efficient. Data was analyzed using descriptive and inferential statistics

## DATA ANALYSIS AND INTERPRETATION OF FINDINGS

### Cultural Factors

The head teachers were asked to indicate if any of the various factors hindered the transition of learners from their school to secondary school. Their responses were as shown in Table 2

**Table 2:** Head teachers response on factors hindering the Transition in Schools

	Mean	Std. Dev.
Teenage pregnancies	2.671	0.762
Gender discrimination	2.421	0.872
Short-term economic activities (house-helpers, sand harvesting	2.211	0.416
Female genital mutilation	1.273	0.342
Early marriages	2.712	0.975
Apathy for education	1.234	0.614

From the study findings, the head teachers indicated that early marriages as expressed by a mean of 2.712 and teenage pregnancies as shown by a mean of 2.671 have hindered the transition of learners from their school to secondary school very much. The respondents also indicated that gender discrimination as illustrated by a mean of 2.421 and short-term economic activities (house-helps, sand harvesting as shown by a mean of 2.211 have hindered the transition of learners from their school to secondary school fairly. Moreover, the head teachers

indicated that female genital mutilation as indicated by a mean of 1.273 and apathy for education as expressed by a mean of 1.234 have not hindered the transition of learners from their school to secondary school in Machakos county.

The head teachers were further asked to indicate whether their institution have a system of engaging old students who have excelled to act as role models for other learners to execute their passion for academic activities. Their replies were as per Table 3

**Table 3:** Head teachers response on system of engaging old students who have excelled to act as role models

	Frequency	Percent
Very much	25	80.6
Fairly	6	19.4
<b>Total</b>	<b>31</b>	<b>100.0</b>

Majority of the head teachers 80.6 percent indicated that their institution had a system of engaging old students who had excelled to act as role models for other learners to execute their passion for academic activities while 19.4 percent don't. This implies that most institutions in Machakos county had a system of engaging old students who had excelled to act as role models for other learners to execute their passion for academic activities.

The head teachers were further asked to indicate whether the system of engaging old students who have excelled to act as role models for other learners to execute their passion for academic activities has had any effect on the learner as regards their passion for education. Table 4 shows their responses.

**Table 4:** Head teachers response on effect of Engaging Old Students who have Excelled to act as Role Models

	Frequency	Percent
To a great extent	29	93.6
Fairly	2	6.4
<b>Total</b>	<b>31</b>	<b>100.0</b>

The head teachers indicated that the system of engaging old students has a great effect on the learner as regards their passion for education as shown by 93.6 percent while 6.4 percent indicated a fair effect. This implies that engaging old students who have excelled to act as role models influence learners to a great extent as regards their passion for education.

The class teachers were further asked to indicate their level of agreement with regard to the extent various factors affect pupils transition from primary to secondary schools in Machakos Sub County. Their responses were as shown in table 5.

**Table 5:** Class teachers response on the extent various factors influence pupils transition in schools

	Mean	Std. Dev.
Female genital mutilation	4.408	0.495
Religious beliefs	3.934	0.639
Early marriages	3.605	0.492
Proliferation of teenage pregnancies	2.526	0.503
Preference of the boy child over the girl child	4.421	0.497
Traditional beliefs such as witchcraft	4.342	0.825
Child labour practices	3.290	0.485

From the findings, the class teachers agreed to a great extent that preference of the boy child over the girl child as shown by a mean of 4.421, that female genital mutilation as expressed by a mean of 4.408, that traditional beliefs such as witchcraft as expressed by a mean of 4.342, religious beliefs as shown by a mean of 3.934, that early marriages as expressed by a mean of 3.605 and that child labor practices as shown by a mean of 3.290 influence pupils transition



**Table 6:** Class teachers response on transition rate

	Frequency	Percent
Low	1	2.9
Moderate	9	25.7
High	25	71.4
<b>Total</b>	<b>35</b>	<b>100.0</b>

from primary to secondary schools in Machakos Sub County. However, they agreed to moderate extent that proliferation of teenage pregnancies influence pupils' transition from primary to secondary schools in Machakos Sub County as shown by a mean of 2.526 affect pupils transition from primary to secondary schools in Machakos Sub County.

The class teachers were also asked to comment regarding transition rates from primary to secondary schools in Machakos sub-County. Their comments were as shown in table 6.

The respondents indicated that the transition rate has been high as shown by 71.4%, moderate as shown by 25.9% and low as shown by 2.9%. This shows that indicated transition rate has been high for most of schools in Machakos Sub-county.

The hypothesis test was performed using simple regression analysis. The hypothesis stated as follows;

**H<sub>01</sub>: Cultural factors in the community have no significant influence on transition rates from primary to secondary in Machakos Sub-County.**

The results of the finding were as demonstrated in Table 7.

**Table 7:** Cultural Factors in the Community and Transition Rates in Schools

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.455 <sup>a</sup>	.207	.183	.47878		
a. Predictors: (Constant), Cultural Factors						
Model	Sum of Squares	Df	Mean Square	F	Sig.	
Regression	1.978	1	1.978	8.629	.006 <sup>b</sup>	
1 Residual	7.565	33	.229			
Total	9.543	34				
a. Dependent Variable: Transition Rate						
b. Predictors: (Constant), Cultural Factors						
Coefficients						
Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	1.881	.286			6.580	.000
1 Cultural Factors	.222	.076	.455		2.938	.006
a. Dependent Variable: Transition Rate						

From the research findings as presented in Table 7, the F statistic of regression model 1 on the influence of cultural factors in the community on transition rates from primary school to secondary schools in Machakos Sub-County was 8.629 ( $p=.006$ ). This implies that the influence of cultural factors in the community on transition rates from primary school to secondary schools in Machakos Sub-County was statistically significant at 95% confidence level with ( $p<.05$ ). Hence this model was suitable to estimate transition rates from primary school to secondary schools in Machakos Sub-County. Therefore this study failed to accept the third null hypothesis ( $H_{01}$ ) for there was significant influence of cultural factors in the community on transition rates from primary school to secondary schools in Machakos Sub-County.

From Table 7 coefficient of determination for model 1 was ( $R^2=.207$ ), and it shows that all factors related to cultural factors in the community taken together explained 20.7% of variations on transition rates from primary school to secondary schools in Machakos Sub-County. This implies that 79.3 percent of variations in transition rates are explained by other factors which were ignored by this model. Similarly, based on best of fit test, the test of the significance of the slope ( $\beta$ ) depicted that the influence of cultural factors in the community on transition rates from primary school to secondary schools in Machakos Sub-County was statistically significant with  $.222(p=.006)$  whereby a unit change in cultural factor in the community resulted to a positive  $.222(p=.006)$  changes in transition rates from primary school to secondary schools in Machakos Sub-County which was statistically significant. The empirical equation for the transition rate model was as follows

$$TR = 1.881 + 0.222X_1$$

Where;

TR is Transition Rate from primary to secondary school  
 $X_1$  is cultural factors in the community

## SUMMARY AND DISCUSSION

### Cultural Factors and Transition Rates

The study sought to determine the influence of cultural factors in the community on the transition rate from primary school to secondary schools in Machakos Sub-County. The study found that early marriages and teenage pregnancies have hindered the transition of learners from their school to secondary school very much. The study also found that gender discrimination and short-term economic activities (house-helps, sand

harvesting have hindered the transition of learners from their school to secondary school fairly. Moreover, the study found that female genital mutilation and apathy for education have not hindered the transition of learners from their school to secondary school in Machakos Sub-County. The study further found that most institutions in Machakos Sub-county have a system of engaging old students who have excelled to act as role models for other learners to execute their passion for academic activities. This system has a positive effect on the learner as regards their passion for education. The study also established that preference of the boy child over the girl child, female genital mutilation, traditional beliefs such as witchcraft, religious beliefs and that early marriages and child labor practices greatly affect pupils transition from primary to secondary schools in Machakos Sub County. The study also found that proliferation of teenage pregnancies affects pupils transition from primary to secondary schools in Machakos Sub County moderately.

### Cultural factors and transition rates

Head teachers were asked to indicate if teenage pregnancies, gender discrimination short-term economic activities, FGM, early marriages and apathy for education hindered transition rate. The results as reported in table 5 showed that early marriages (mean 2.712) and teenage pregnancies (mean 2.671) hinder transition from primary to secondary. Gender discrimination (mean 2.421) and short-term economic activities (mean 2.211) also affect transition. Female genital mutilation (mean 1.273) and apathy for education (mean 1.234) had the least influence on transition from primary to secondary in Machakos Sub-County. Class teachers were asked to indicate the extent to which various factors affect pupil's transition to secondary schools. The results as reported in table 5 showed that preference of the boy child over the girl child (mean 4.421), female genital mutilation (mean= 4.408) traditional beliefs (mean =3.934), early marriages (mean = 3.605) and child labour (mean = 3.290) influence transition to a large extend. The proliferation of teenage pregnancies (mean=2.526) affect transition to a moderate extend. These findings mean that cultural factors influence transition rate from primary to secondary school in Machakos Sub-County. From the research findings represented in Table 7, the F statistic on the influence of cultural factors in the community on transition rates from primary to secondary school in Machakos Sub-County was 8.629 ( $P=0.006$ ) This implies that the influence of cultural factors in the community on transition rates from primary to secondary schools in Machakos County was statistically significant at 95% confidence level with ( $P< 0.05$ ). Therefore the study rejected the null hypothesis because there was a positive

significant influence of cultural factors in the community on transition rates from primary to secondary schools in Machakos Sub-County.

This study agrees with Chege and Sifuna who observed that parents fear investing a lot of money on girls who may become pregnant or get married before completing school. Parents take boys to school when resources are scarce for anticipated economic gains (Chege & Sifuna, 2006). Wamahiu on the study of empowerment of women through functional literacy of girls argued that girls who have undergone initiation (FGM) found it difficult to return to formal schooling and thus failed in their progression with secondary school education (Wamahiu, 1996). Wagacha in the study on challenges faced by the girl child in accessing education argued that increase of teenage pregnancies and young families had also greatly influenced the low transition rates. This is as a result of erosion of school and moral values, which increase the dropout rates of the concerned girls and give rise to low transition rates from primary to secondary school due to early motherhood (Wagacha, 2009). The study was based on the systems theory which is concerned about the environment suitable for a system to function well the input required output expected and feedback (information) from the study, it has been shown that the cost of education influenced transition to a large extent. If the cost of education is reduced transition from primary to secondary school will increase. Cultural factors in the community also influence transition of learners from primary to secondary school. A positive community (environment) increases transition from Primary to secondary school. Although the parental level of education does not influence transition to a great extent, parents need to be involved in the learning process of their children. The learners from primary school (output of primary) are the input of secondary schools. The study provides information as to how transition rates can be improved to make the education system more efficient.

## CONCLUSIONS

On the other hand, the study concluded that cultural factors in the community significantly influence the transition rate from primary school to secondary schools in Machakos Sub-County. The study deduced that early marriages and teenage pregnancies have hindered the transition of learners from their primary school to secondary school very much while gender discrimination and short-term economic activities (house-holds, sand harvesting had a fair hindrance. The study further deduced that most primary schools in Machakos County have a system of engaging old students who have excelled to act as role models for other learners to execute their passion for academic activities. The study

also deduced that preference of the boy child over the girl child; early marriages and child labor practices greatly affect pupil's transition from primary to secondary schools in Machakos Sub County.

## RECOMMENDATIONS

The study makes the following recommendations:-

- (i) The local administration should monitor and report parents who do not take their girls to school and action should be taken against such parents.
- (ii) Action should be taken by the government against those parents who allow school going age girls to be married instead of being in school.
- (iii) The Ministry of Education should develop and enhance firm policies that protect the learner from socio-economic factors like children participating in domestic chores instead of going to school.

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