



## Research Article

Volume-04|Issue-10|2023

**PARENTAL LEVEL OF EDUCATION AND TRANSITION RATES OF LEARNERS FROM PRIMARY TO SECONDARY SCHOOLS IN MUKURWEINI SUBCOUNTY IN KENYA**Kurgat Leonard Cheruiyot<sup>1</sup>, Beatrice N, Manyasi\*<sup>1</sup>, Paul M. Maithya<sup>1</sup><sup>1</sup>School of Education, Maasai Mara University, P.O. Box-20500, Narok, Kenya**Article History**

Received: 19.10.2023

Accepted: 26.10.2023

Published: 31.10.2023

**Citation**

Kurgat, L. C., Manyasi, B. N., Maithya, P. (2023). Parental level of education and transition rates of learners from primary to secondary schools in mukurweini subcounty in Kenya. *Indiana Journal of Humanities and Social Sciences*, 4(10), 17-14.

**Abstract:** Parental level of education entails the extent to which parents acquired education. The purpose of the study was to establish the extent to which educated, semi-educated and uneducated parents influence transition rate of pupils from primary to secondary school in Mukurweini sub county, Nyeri, Kenya. The study used mixed methods approach. The target population for this study comprised of 65 head teachers and 65 class 8 class teachers. A sample of 40 respondents, of whom 20 were head teachers and 20 class 8 class teachers were used. Questionnaires were used to collect data from head teachers and class 8 class teachers. Document analysis was utilized to collect data on pupil's transition rate. Validity was established through expert judgment who improved the content validity. Reliability was determined using test re-test technique. Data analysis was done both qualitatively, as per the emerging themes in narrative forms and quantitatively, using frequencies and percentages. The findings of the study revealed that parental level of education influence learners' transition rates from primary to secondary school; children of educated parents successfully transit to secondary schools. The findings of the study will help policy makers to address challenges related to parental level of education on pupil's transition rate and develop appropriate policies in mitigation, to enable the ministry of education to find strategies to alleviate future challenges relating to parenting that hinder school going children from transiting from primary schools to secondary school.

**Keywords:** Parental level of education, policy makers, pupils, transition rate from primary

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**INTRODUCTION**

Education is one of the pillars of human growth and development. No country can attain sustainable economic development without a substantial investment in human capital. The importance of effective and appropriate transition rate of pupils from primary to secondary schools as a means of ensuring curriculum continuity and progression in pupils' education is widely recognized as a crucial factor education. Gul & Khilji (2021), examined the issue of continuity and progression in the context of the National Curriculum and its emphasis on curriculum continuity. After World War II, Asian countries invested in primary and secondary education. For example, Singapore and South Korea created policies to improve the quality and accessibility of secondary education by making it easier for students to transition from primary to secondary school. However, these policies did not guarantee that more students would attend secondary school, especially vocational secondary school, where participation rates remained below 50 per cent (World Bank, 2015). Some countries such as Japan that took urgent measures to increase transition rate to secondary education through increased public investment, are now enjoying economic benefits. The biggest obstacles to students in Chile transitioning from primary to secondary school are funding for schools, the admissions process, and the quality of education at secondary 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 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. 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. The situation is similar in West and South Asia, where countries like Bangladesh, India, and Pakistan have net enrolment 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). There were a few related studies to the research that examined the independent variable of parental level of education and students' transition rates. The study sample in Vick and Packard's (2018) research resided in a town with a disproportionately high percentage of families in poverty and a high school dropout rate of more than twice the state-wide average.

Many African countries are undertaking important economic reforms, improving Macroeconomic management, liberalizing markets and trade, and widening the space for private sector activity. Where such reforms have been sustained, they produced economic growth and reduced poverty. However, Africa still faces serious development challenges in human development, notably in post-primary education. Since their independence, the nations of Sub-Saharan Africa

have invested heavily in education. In many African countries, enrolments have stagnated and the quality of education has declined (Kipchumba, 2019). The reversals have occurred in an environment of unprecedented population growth, mounting fiscal austerity, and often tenuous political and administrative institutions. Each of these factors have hurt education in the region, and the ensuing deterioration in educational services has made it difficult to solve the region's economic and social problems. To break this cycle of eroding prospects for the people of this region, policies need to be identified that will renew progress in Africa's education in response to international commitments to Education for All (EFA) goals and Millennium Development Goals. Africa's explosive population growth greatly increases the number of children seeking access to schools and increases the number of potential illiterates and reduces the number of students transiting to secondary schools. Kenya is not exceptional. Studies on transition rates from primary to secondary education in Ghana show that although the Free Compulsory Basic Education programme (FCUBE) made an overall enrolments increase; children from poor households continue to be underrepresented in enrolments (Nkrumah & Sinha, 2020). Nkrumah & Sinha, (2020) made it explicit that not only indirect costs hinder access of the poor but also opportunity costs substantially affect the chances of poor children to enrol in and complete basic education. Access to education in Kenya has not been evenly distributed across gender, regions and social groups. According to Free Primary Education (FPE) monitoring Report (2012), Kenya is one of the countries where the secondary enrolment has significantly increased together with Burkina Faso, Burundi, Chad, Congo, Niger, Tanzania among others. The government of Kenya, in 2003, launched Free Primary Education (FPE) which was followed by Free Day Secondary Education (FSE) in 2008. The implementation of free basic education began in 2003, during the National Conference on Education and Training. However, regional disparities have continued to prevail in transition with some regions showing drastic drops in their transition rates. The World Bank policy on education has been on primary education completion, equality of access and improved learning outcomes, leading to improved access to secondary school education. The bank further endorsed the MDG calling for universal completion of primary education by the year 2015 hence increase transition to secondary education.

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute of statistics (2022), transition rates are highest in the industrialized countries, standing at 98.2%. UNESCO highlights that only two regions have transition rates below the global rate, Eastern and Southern Africa at 67.1% and west and central Africa at 52.4%. 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 transition rates. Countries in Africa, Latin America, the Caribbean, and Oceania have lower transition rates than developed countries (Turra and Fernandes, 2020). The lower rate of transition is attributed to the fact that basic education is not compulsory in most countries. A low transition rate from primary to secondary school means there is possibility of a shortage of quality Labour in future. The standard of living for many people in the future is likely to be hampered by this trend (Hanushek and Woessmann, 2020). There are indeed several factors associated with the level of transition rate. Most of all these factors revolve around the parent's level of education. The parent's level of education dictates the extent to which the baton is given to the children. Even with the roll out of free primary education and subsidized secondary education, there is still some possible low transition. There has been low sensitization among the members of the public on the need to have their children fully transit from lower level of education to high levels. Since 2003 when the Government launched Free Primary Education, the gross enrolment rate (GER) has increased to 104.0 percent in 2018 (Okello and Owino, n.d.). Similarly, the net enrolment rate has increased to 92.4 percent during the same period. Unlike the case of Free Primary Education, Free Day Secondary Education which was rolled out in 2008, did not result in a significant increment in enrolment rates. Gross Enrolment Rates (GER) and Net Enrolment Rates (NER) for secondary school recorded a low 42.5 percent and 28.9 percent in 2008 and have since increased to 70.3 percent and 53.2 percent respectively in 2018. This represents an increment of 27.8 and 24.3 percent for GER and NER, respectively. Nationally, enrolment has been higher for boys than girls since 2014. Secondary education is largely financed by National and County Governments, income-generating projects, alumni, the private sector, donors and non-governmental organizations. The national Government's expenditure on Early Learning and Basic Education increased from 11.0 percent of the total spending on education in 2015/16 to 15.0 percent 2018/19. Expenditure on secondary school education accounted for above 95.0 percent of total spending on Early Learning and Basic Education throughout the period. According to the ministry of education, 25.9 percent of the national budget ensures proper reforms that deliver the government mandate of ensuring the delivery of quality education to children across the republic (Kenya News Agency, 2022). The scaling up of the Governments contribution implies a competitive waiving of tuition fees for day secondary education. According to the Fee Guidelines for Public Secondary Schools for 2020, the Ministry of Education categorized boarding secondary schools into Category A, national schools and county schools in Nairobi, Mombasa, Nakuru, Kisumu, Nyeri, Thika and Eldoret only, and Category B, other boarding schools. For Category A, parents are supposed to pay a remainder in fees of Kshs. 53,554, while for Category B,

they are expected to pay Kshs. 40,535. For special needs secondary education, the Government increased capitation from Kshs 37,210, last used in 2016, to Kshs 57,974 for 2017-2022. Parents' fees contribution covers boarding equipment and stores, maintenance and improvement of facilities and local transport and travelling, administration costs, electricity, water, and physical education. Parents of children with disabilities are only expected to pay Kshs 12,790 (National Treasury, 2022). Increasing capitation for secondary education was expected to reduce the financial burden of secondary education on parents and guardians to enhance access to secondary education. Though tuition fees for Government Day secondary schools have completely been waived, parents are still expected to meet the cost of uniforms, learning materials, lunch, transport, and Parent-Teacher Association sanctioned development projects. Therefore, despite all the KCPE candidates in 2021 being placed in all public schools around the country, some have cited the lack of fees or funds required to transition students to secondary schools. Therefore, various counties are engaging in door-to-door campaigns through the chiefs and other government administrators to promote the absorption of students that face a financial challenge in local public day secondary schools. The success of implementing the policy also depends on the support from parents, hence; their exposure is essential.

### Statement of The Problem

According to Kirksey *et al.* (2022), parental decisions affects children retention in a school system such that pupils whose parents monitor and regulate their activities, provide moral support, encourage independent decision making and are generally more involved in their schooling are less likely to drop out of school. The transition rate of pupils from primary to secondary schools in Mukurweini sub county in Kenya was lower than the national and county rates respectively. The low transition rates that have been repeated over the years in the Sub county go against the Government's efforts to increase primary to secondary transition rates in the country to a hundred percent. The worrying scenario of low transition prompted the researcher to establish whether parental level of education influence transition rate of pupils from primary to secondary schools in the sub county.

### Purpose of The Study

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

- To assess the extent to which educated parents influence transition rate of pupils from primary to secondary schools in Mukurweini sub county
- To assess the extent to which semi-educated parents influence transition rate of pupils from primary to secondary schools in Mukurweini sub county

- To assess the extent to which uneducated parents influence transition rate of pupils from primary to secondary schools in Mukurweini sub county.

### Significance of The Study

The results of the study will help policymakers address the issue of parental education and transition rate of learners from primary to secondary schools in the sub-county. It will 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 will encourage the development of policies to strengthen the 100% transition rate from primary to secondary school as per the government's goal.

## MATERIALS AND METHODS

A descriptive survey design was used to collect information from the sample drawn from the population of the study. Descriptive survey entails studying of a situation as it is in the field as well as attempting to explain why the situation is the way it is, Alici & Copur (2022). 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 the influence of parental level of education on transition rates of pupils from primary to secondary schools in Mukurweini Sub County in Kenya. The target population comprised, 65 head teachers and 65 class 8 class teachers the of 65 public primary schools in the sub county.

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

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

According to Islam, (2018), a general criterion in using the central limit theorem is based on the sample size  $n \geq 30$ , no matter what the population is based on the central limit theorem, when the sample size  $n$  is sufficiently large, the distribution of sample mean is approximated to normal distribution. In practice, statisticians and researchers have accepted the criterion of the sample size  $n \geq 30$  to assume the distribution of sample mean approximated to normal distribution. Using the Central Limit Theorem, 30% of 130 respondents were selected to give a sample of 40 respondents, out of whom, 20 were head teachers, and 20 class 8 class teachers. Stratified sampling was applied to create 4 strata based on the number of educational divisions in Mukurweini sub-county. Purposive sampling was used to select all the head teachers from the selected schools alongside the class 8 class teachers. Simple random sampling was used to select the schools.

**Table 2: Sample Size**

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

The Research instruments used were questionnaires and document analysis.

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. Document analysis was used to collect information on parental level of education and transition rates of pupils from primary to secondary schools in Mukurweini sub county. The researcher compiled the information on a document analysis guide so as to assess the influence of parental level of education on the transition rates of pupils from primary to secondary schools in Mukurweini sub county. According to Durand & Chantler, (2014), validity of a test instrument is a measure of how well a test measures what it is supposed to measure. Based on the analysis of the pre-test, the researcher was able to make corrections, adjustments and additions to the research instruments. Consultations and discussions with the supervisors were done to establish content validity. Reliability is the measure of the degree to which research instruments would yield the same

results after repeated trials (Shields & Twycross, 2008). To test the reliability of the items, test retest was used. The Test Retest reliability method involved administering the same instrument twice to the same group of subjects with a time lapse between the first and second test. Some head teachers and class 8 class teachers were administered the questionnaires in a time lapse to ensure reliability of the instruments. Data analysis was done both qualitatively and quantitatively. Quantitative data was analysed descriptively using frequencies and percentages. The quantitative findings of the study were presented using tables, while qualitative findings were presented thematically in narrative form. Ethics has become a cornerstone for conducting effective and meaningful research. The ethical behaviour of individual researchers is under unprecedented scrutiny (Jahan, Bodratti, Tsianou & Alexandridis, 2020). Every researcher has a responsibility to protect the participants in an investigation. The researcher assured the respondents confidentiality of their responses and encouraged them to answer the questions objectively. 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.

## RESULTS AND DISCUSSION

### Parental level of education and pupils’ transition rates from primary to secondary school

Head teachers response on the influence of parental level of education on pupils’ transition rate from primary to secondary schools was as summarised in Table 3.

**Table 3: Parental Level of Education and Pupils’ Transition Rates from Primary To Secondary School**

Statement	Strongly agree		Agree		Undecided		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Parental level of education influence pupils’ transition rates from primary to secondary school.	4	20	10	50	2	10	3	15	1	5
High academic attainment of parents significantly reduce chances of primary school dropout.	6	30	4	20	3	15	4	20	3	15
Educated parents are, the only ones who enroll their children to secondary school.	4	20	3	15	4	20	5	25	4	20
Educated parents are more effective in helping their children in academic work.	6	30	3	15	5	25	4	20	2	10
Semi educated parents are interested in the academic progress of their children.	9	45	4	20	3	15	2	10	2	10

Semi educated parents are likely to hire private tuition for their childrens.	8	40	7	35	3	15	2	10	0	0
Pupils from uneducated parents do not make a successful transition to post-primary school.	10	50	7	35	1	5	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 3 indicate that a significant number (50%) of the head teachers agreed that parental level of education influence pupils' transition rates from primary to secondary school, only one (5%) of the the head teachers strongly disagreed with the statement. However, two (10%) of the head teachers were undecided and 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%) of 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.

Nine (45%) head teachers strongly agreed that semi educated parents are interested in the academic progress of their children while a minority one (5%) of the head teachers disagreed that semi educated parents were interested in the academic progress of their children. The findings further shows that a majority eleven (55%) of head teachers strongly agreed that pupils from uneducated parents do not make a successful transition to post-primary school. This shows that the academic attainment of parents enhances positive attitudinal change towards children's education. Parents who were not educated or had basic education, did not see the benefits of education hence, they did not encourage their children to transit to high school as indicated by (Maurice, 2013).

When asked to indicate the influence of parental level of education on pupils' transition rate from primary to secondary schools, class teachers of standard responded as shown in Table 4.

**Table 4:** Class 8 class teachers' responses on parental level of education and pupils' transition rates from primary to secondary school

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

The data in Table 4 indicate that seven (35%) class 8 class teachers strongly agreed that parental level of education influence pupils’ transition rates from primary to secondary school with a similar number agreeing with the statement. Two (10%) of the class 8 class teachers were undecided while only one disagreed with the statement. However, six (30%) of class 8 class teachers strongly agreed that that high academic attainment of parents significantly reduce chances of primary school dropout, with four (20%) of class 8 class teachers strongly disagreeing with the statement. Forty percent of class 8 class teachers strongly agreed that educated parents are the only ones who enrol 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.

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

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

Data from document analysis guide revealed that six hundred and seventy-one parents (58.1%) were educated, four hundred and fifty-eight (39.7%) were semi educated while twenty-five were uneducated as shown in table 5 below

**Table 5:** Document analysis guide on the parental level of education and pupils’ transitional rate to secondary schools.

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

The data in Table 5 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 master’s degree. A single parent (0.1%) was a PhD holder. Two hundred and six (17.9%) of the parents had adult education while another two hundred and fifty-two (21.8%) of the parents were class eight leavers. However, twenty-five (2.2%) of the parents were uneducated. The table indicates that all pupils (100%) from educated parents transited to secondary school and four hundred and fifty-three (98.9%) from semi educated parents transited to secondary school. Twenty-four pupils (96.0%) from uneducated parents transited to

secondary schools. This shows that indeed parental level of education influenced transitional rate of pupils from primary to secondary schools in Mukurweini sub county.

Data from document analysis guide further showed that one thousand and forty-eight pupils (99.4%) were admitted in various secondary schools. The researcher confirmed from the school and through collaboration with the parents on telephone calls that indeed the pupils were admitted in the schools they were invited to join. The records were also available in the pupils’ files. The students who never transited to secondary school were captured in a separate sheet providing the reason for not transiting. The information is summarised in Table 6.

**Table 6:** Document analysis guide on parental level of education and pupils' transitional rate relative to schools invited to join

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

Table 6 shows that all the six hundred and seventy-one (100%) of the pupils from educated parents successfully transitioned to secondary schools with majority of them securing places in national, extra county and county schools. Four hundred and fifty-three (98.9%) of the pupils from semi educated parents transitioned to secondary schools with a similar majority of them securing places in national, extra county and county schools. Twenty-four (96.0%) of the pupils from uneducated parents transitioned to secondary and a few were admitted to national schools while majority were admitted to sub county schools. The remaining joined extra county and county schools respectively. Evidently, parental level of education influence pupils' transition from primary to secondary schools as indicated by six hundred and seventy-one (100%) transition rate of pupils from educated parents followed by four hundred and fifty-three (98.9%) transition rate of pupils from semi educated parents. Only twenty-four (96.0%) transition rate was registered from pupils from uneducated parents.

## DISCUSSION AND CONCLUSION

The data analysed and presented in the various tables indicates that indeed parental level of education directly influence the transition rates of pupils from primary to secondary school. 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 to their children so that they can do well in school. 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 do not encourage their children to transit to high school (Oranga, Obuba and Nyakundi, 2020). The findings revealed that Parental level of education influence

pupils' transition rates from primary to secondary school. The more educated parents were, the more they enrolled their children to school and facilitated their transition. High academic attainment of parents significantly reduced chances of primary school dropout. The findings of the study will help policy makers to address challenges related to parental level of education on pupil's transition rate and develop appropriate policies in mitigation, to enable the ministry of education to find strategies to alleviate future challenges relating to parenting that hinder school going children from transitioning from primary to secondary school.

## RECOMMENDATIONS

Based on the research findings, the researcher made the following recommendations:

- The government should provide valuable information and policy guidelines on measures required to realise 100% pupils' transition rates from primary to secondary schools.
- Chiefs and Assistant chiefs should be used by the sub-county education officers to mobilize uneducated parents to allow their children to progress from primary to secondary schools.

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