# INFLUENCE OF FREE PRIMARY EDUCATION ENROLMENT VARIATION MANAGEMENT ON LEARNERS TRANSITION RATES IN PUBLIC PRIMARY SCHOOLS IN LOIMA SUB-COUNTY TURKANA COUNTY KENYA

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## DECLARATION AND APPROVAL

**Declaration by Candidate**

This research project is my original work and has not been presented for a degree in any other university for any award.

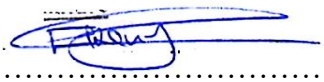
Sign....  Date ……3/11/2024

**Lomor Emmanuel Esinyen**

**MED/2015/27604**

**Approval by Supervisor**

I confirm that the work reported in this project was carried out by the candidate under my supervision

Sign……  Date ……3/11/2024……..

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## DEDICATION

This research is dedicated to my loving wife Mildred Akiru Imoni and my children Caleb Eleman and Victoria Eling'a for their inspiration and moral support.

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## LIST OF ABBREVIATION AND ACRONYMS

| | |
|---|---|
| **DEO** | District Education Officer |
| **UNDHR** | United Nations Declaration for Human Rights |
| **EFA** | Education for All |
| **FPE** | Free Primary Education |
| **MDGS** | Millennium Development Goals |
| **MOE** | Ministry Of Education |
| **UN** | United Nations |
| **UNDP** | United Nations Development Program |
| **UNESCO** | United Nations Education Scientific Children's Organization |
| **UNHCR** | United Nations High Commission for Refugees |
| **UNICEF** | United Nations International Children Education Fund. |
| **UPE** | Universal Primary Education |
| **TSC** | Teachers Service Commission |
| **KCPE** | Kenya Certificate of Primary Education |
| **EMIS** | Education Management Information System |
| **KNPHC** | Kenya National Population and Housing Census |
| **CBS** | Central Bureau of Statistics |
| **SSA** | Sub-Saharan Africa |
| **GEC** | Girl Education Challenge |

## ABSTRACT

Education is an important investment. It empowers all people and provides opportunities for active participation in development by inculcating knowledge, skills and attitudes that are compatible with sustainable development. This study was guided by the following objectives; to investigate the social-cultural influence on transition rates for learners in public primary schools in Loima Sub-County, to determine influence of economic pattern on transition rates for learners in public primary schools in Loima Sub-County, to ascertain school effects of physical facilities on transition rates for learners in public primary schools in Loima Sub County and to establish influence of lesson attendance on learners' transition rates in public primary schools Loima Sub County. This study was guided by the theory of Abraham Maslow Hierarchy of Needs. The study adopted descriptive survey design. Data collection instruments included; Questionnaire for teachers and learners and interview schedules for CSOs and head teachers. The study population was 9822 participants where Krejcie and Morgan Table was used to determine a sample size of 384 respondents. The pilot study was carried out and face and content validity of the research instruments were assessed by experts' opinion to ascertain their relevance, meaningfulness and appropriateness to the respondents. Reliability of the instruments was resolved through the internal consistency where Cronbach's Alpha Coefficient of 0.7 and above was considered acceptable. Analysis of variance indicated that model was significant at a confidence level of 95% since the P-Value was 0.000b and hence >0.05. The R - Squared of the study model was able to explain 70.2% of changes in FPE enrolment variations. Data were descriptively analyzed using means and standard deviations, and inferentially by Pearson's correlation and regression analysis to measure strength and direction. Inferential analysis study findings established that the four variables; social cultural ($\beta = 0.272$, $p<0.05$), economic pattern ($\beta = 0.137$, $p<0.05$), cross-cutting issues ($\beta = 0.149$, $p<0.05$) and lesson attendance ($\beta = 0.323$, $p<0.05$) were found to be statistically significant in influencing learners' transition rates. The study concludes that since the model of the study was significant at a confidence level of 95% with a P – Value of 0.000b, the study therefore recommends that social cultural, economic pattern, cross-cutting issues and lesson attendance which were found to be statistically significant should be addressed so as to create a safer and more supportive environment that would enable improved learners' transition rates in public primary schools Loima Sub County.

# CHAPTER ONE: INTRODUCTION

## 1.0 Introduction

This chapter contains background information, statement of the problem, purpose of the study, objectives, research questions and significance of the study, scope of the study, limitation of the study, delimitation and definition of operational terms.

## 1.1 Background of the Study

Education is a basic satisfactory of every citizen, a pathway to other human rights, the heart of all developments, the obligatory for equity, diversity and lasting peace (UNESCO, 2010). It is seen as a powerful means of eradicating poverty and attaining economic development (Breton, 2004). Further, it empowers people in decision making, it improves people's earning potential, and it also promotes healthy population and is seen as a major determinant of democracy that leads to in ensuring building aggressive economy (Hannum & Buchman, 2001). Globally, few nations in the world have consistently and deeply supported education goals to ensure every child in every country has a mandate of completing at least public primary education (World Bank, 2003).

The general declaration of human rights, adopted in 1948 declared that "Every person has a right to go to school to get education" (Wanjohi, 2013). A fact that was further endorsed by the World Conference on Education for All (EFA) held in Jomtein, Thailand in 1990 where representatives from 155 countries and organizations committed to provide education for all and it then followed a conference held in Dakar, Senegal, in 2000 with intention of ensuring that every child, benefit from educational opportunities purposed to meet their basic learning needs. Since then, extraordinary progress has been made in getting children in developing countries into public primary school education. However, there are still many children who do not enroll or neither exit school hence shifting blame to either the government or other stakeholders for not equipping public primary schools to suit the school going children.

Research was conducted in the USA and other developed countries on dropouts, However, the condition in the developing countries is unknown whether such studies have been done to determine the rate of dropouts in public primary schools. it is indeed a sorrow as Buchman and Hannum (2002), have already noted that understanding of the determinants of educational participation in developing countries might provide us with insight of understanding the roots of educational stratification beyond what already known from the developed countries.

In almost half of the countries in South and West Asia and Sub- Sahara Africa, one of every three children who enroll in public primary school, do not exit (UNESCO, 2009). Children who exit school before they complete the curriculum do not develop their potential to the fullest and their countries waste scarce resources. It is therefore, of prime importance to get better understanding of the factors that drive the decision to stay in school and exit out in developing countries.

The Government of Kenya (GOK) has been much involved to increasing access to education to its citizens at all levels. Policy makers, educational planers and other stakeholders have been concerned with developing viable, effective and sustainable strategies that will enhance the development of education. For prosperous nations, education becomes an opening door for economic and social wealth, self-motivated workforce and well-informed citizens who can compete and co-operate in globally. It gives voice to less fortunate and it is fundamental to constructing society (World Bank, 2003).

Kenya initiated Free Primary Education (FPE) in 2003 to enable every child to have access to basic education and to improve retention rate. Education Management Information System (EMIS) showed that the country registered national enrolment mismanagement rates of 2.0%-6.5% between 2003 and 2007. This trend of declining enrolment rates and causes of high enrolment mismanagement exit rates, though expected to be minimal with FPE, is

notable (EMIS 2009). The gravity of educational wastage as a result of enrolment mismanagement in schools has remained as one of the most noticeable aspects in Kenya education system.

A study carried out by Kenya National Population and Housing Census (KNPHC), Central Bureau of Statistics (CBS) revealed that enrolment mismanagement of learners in the age of 15-19 years was 41%. According to Lewin and Caillods (2001) data of enrolment mismanagement revealed different rates for girls and boys. Boys drop out because of economic factors while girls drop out for family reasons including pregnancy and motherhood. Low exit rates caused by school enrolment mismanagement constitute a serious drain and wastage on national resources not only because education consumes a large proportion of national resources, but also because the government and her citizens continue to look upon education as a productive investment. Therefore, in an effort to curb the enrolment mismanagement of learners, there was a need to investigate the causes of enrolment mismanagement in primary schools in Loima Sub-County.

**1.2 Statement to the Problem**

The problem of concern in Loima Sub-County is continuous downward entry-exit enrolment variations and ongoing absenteeism fluctuations that cannot measure100% transition stability for learners' completion. The causality of this scenario are mix ups of overage and under age entrants, enrolment stagnation, static admissions, sanitary pads related absenteeism and/or dropouts, stigmatization low schooling access, erratic readmission practice, long distance to schools, goal-shift of NGOs support, randomized feeding program, shortage of teachers, continuation of outlawed repetition practice, flexible enrollments, regularity of transfer-offloading, brain drain of locals, lack of role modeling, insecurity, equalization syndrome, dependency stereotype and retrogressive Female Genital Mutilation (FGM) traditions. This problem has been escalated by enforcement of school entry age, flexible readmission policy non-castigation of hardship allowance to BOM

teachers, motor cycle commerce, cultural instability, gender inequality, low lesson attendance, inadequate nutrition and health care, paltry sanitary pads and absenteeism among others provide both constant and anticipatory learner transition fluctuations.

The ideal orientation should be that the scale up of entry admission of learners to continue up to completion exit to guarantee 100% transition to equate ASAL with arable regions. If the concerns escape redress the budgetary allocation at onset enrolments was either mismanaged or wasted, uniformity of FPE uptake enrolments was derailed, paltry syllabus completion, the readmission practice was rendered irrational due to lesson attendance nonconformities, assessment and exam unpreparedness, the unutilized FPE capitation, the reciprocal non-achieving teachers due to learners' fluctuation risk promotion stagnation informed by TPAD lesson attendance TSC policy. The study focuses on the influence of the social-culture, the economic pattern, the cross cutters and lesson attendance of FPE enrolment variations vis-a-vis transition rates in Loima Sub County

### 1.3 Purpose of the Study

The purpose of this study is to investigate the influence of FPE enrolment variations on learners' transition rates in public primary schools Loima Sub County.

### 1.4 Objectives of the study

i. To investigate the influence of social-culture of FPE enrolment variations management on learners' transition rates in public primary schools Loima Sub County.

ii. To assess the influence of economic pattern of FPE enrolment variations management on learners' transition rates in public primary schools Loima Sub County.

iii. To establish the influence of crosscutters of FPE enrolment variations management on learners' transition rates in public primary schools Loima Sub County.

iv. To examine the influence of lesson attendance of FPE enrolment variations management on learners' transition rates in public primary schools Loima Sub County.

### 1.5 Research Questions

i. How does the social-culture of FPE enrolment variations management influence learners' transition rates in public primary schools Loima Sub County?

ii. In what ways do the economic pattern of FPE enrolment variations management influence learners' transition rates in public primary schools Loima Sub County?

iii. How do cross-cutters of FPE enrolment's variation management influence learners' transition rates in public primary schools Loima Sub County?

iv. To what extend do lesson attendance of FPE enrolment variations management influence learners' transition rates in public primary schools Loima Sub County?

### 1.6 Justification of the Study

The relevance of enrolment in FPE is sustainability of the power of numbers admitted demonstrated in 100% transition according to school capacity and/or sociological stakeholders. This fill missing links of both quality and quantified access that balance to justify transition that holds that one needs to have direction of numbers to provide direction. The proposition of the social –culture of FPE will help not to render both government and NGO resources not at a waste. The economic index of FPE was ascertained to be stimulus to hold learners in school. The hardship allowance given to teachers in ASAL therefore economic baseline on FPE enrolled learners requires refocusing. The contemporariness of cross cutting issues provides a need to try and test them probationary to merit learner

retention profile. Learners and the entire education stakeholders will gain details FPE enrolment in an effort to enhance their effectiveness in management of retention rates. The boundary was defined between learner beneficiaries and non-beneficiaries to narrow the gap of learner to book ratio, teacher to learner ratio and infrastructural under utility or over utilization. When the FPE enrolments managers are effective in the execution of their mandate there was cohesiveness and collaboration with immediate and distant stakeholders to achieve all round transitional retention worth of benchmarking. Responsibilities go with privileges therefore this researcher will establish government and NGO policies that qualify FPE enrolments' parameters to enhance transitional indicators' maximization.

### 1.7 Significance of the Study

The findings from the study will impact theoretically and practically. Theoretically it will generate database to both county and national government, NGOs and head teachers of primary schools on the social-cultural inclinations of FPE variations management that influence retention rates in public primary schools. The findings was relevant to teachers, parents and government capitation that support direct and indirect economic stake holders of FPE that influence transitional rates in public primary schools. The study too will inform the MOE on both enhancing and conflicting policies that influence transitional rates in public primary schools. Moreover, the findings will also be important to training stakeholders such as universities, teacher training colleges, KEMI and KICD on to train education managers and teachers on appropriate curriculum that addresses cross-cutting concerns of FPE that influence transitional rates in public primary schools. Further the study is expected to contribute to the advancement of existing knowledge gap on FPE enrolments variations for enhancement of transitional rates in Kenyan public primary schools. This study finally will form a base on which other contemporaries can develop their studies.

## 1.8 Scope of the Study

The study was carried out in Loima sub-county, Turkana County. The confinement of the influence of FPE enrolment variations on transition rates was upheld. In the study the researcher will conduct the study in 34 public primary schools across Loima Sub County. The study will use four design Likert-type scale questionnaires; each addressing the content of four components of FPE enrolment variations and transition rates. The target population was all public primary schools in the Sub-County. The data for the study was collected from the year 2022 to 2023.

## 1.9 Limitations of the Study

Limitations refer to some aspects of the study that the researcher knows might negatively affect the research but over which the researcher has no control according to Mugenda and Mugenda, (2003). This study will likely face the following limitation; it was carried out in public primary schools leaving out the private ones. Private schools could also have useful information as regards to school performance and retention rates, which this study might not benefit from. The schools in Loima Sub-County comprise only a small percentage of schools in Kenya. Therefore, the findings of this study may only be generalized to the area of study but not for the whole country. The location of the study (Loima Sub-County) is a rural area. Consequently, generalizing the findings of the study to urban-based schools needs some caution. The likely status of FPE enrolments variation management on transition rates singled out for investigation cannot be manipulated. This therefore makes the researcher to not have direct control over the independent variables as they may have occurred. Apart from the factors singled out for investigation, there may be other factors affecting transition rates in primary schools that this study might not explore. The respondents will include only the head teachers, teachers and the pupil learners but for conclusive research outcomes other school stakeholders need to be involved. The study will also be limited by the fact that data

was collected using a self-assessment questionnaires and interview schedule which might be subject to respondent bias. However, the researcher will try to ensure reliability and validity of the questionnaire by conducting a pilot study and seeking the advice of research experts.

### 1.10 Delimitation of the Study

Despite the various challenges that was experienced by the researcher, the research work was a success due to these noted delimitations. The study was delimited to Loima Sub County. The study will rely on information from the head teachers, teachers and learners. This means that the findings of the study will only be generalized to other parts of the county with restraints. The study was delimited to Loima Sub- County because the researcher will not carry out the study beyond the Sub County since the research has to cover the area of the topic selected. Due to the period within which the study was completed, the researcher is a native in the ASAL sub-county where the research was done. This will enable the researcher to move freely and collect data since he has vast knowledge of the area of study.

### 1.11 Assumptions of the Study

When conducting the research, it was assumed that:

1. All respondents was cooperative and provided honest and reliable information.
2. The schools was in session during the time of data collection.

### 1.12 Operational Definition of KeyTerms

FPE Enrolment Variations: it is both the onset admission and ongoing exit completion

Transition: refers to the state of a pupil going through all grades in a course of study.

Cultural factors: They are set of beliefs, ethical values, traditions, languages and rules held in common by a specific group of people.

Dropout: refers to stopping to attend school of a pupil who had been enrolled in certain school before completing a course for example eight years of primary school.

Human Capital: Value Added Progress in the enrolled learner.

Social-culture factors: these are factors that affect our thought and behaviour in social institution, which includes; feedback, division into smaller groups and unsettled conflicts and which mainly affect lifestyles of people.

Economic factors: this relates to changes such as costs and prices of goods, interest rates, wage rates, exchange rates and the rate of inflation. All these affect the ability of business to generate profits and an investment's value.

Cross cutters: This are contemporary issues namely gender, safety, health, environment, ICT, urbanization and ASAL factors.

Lesson attendance: These are contact hour adherence for 100% curriculum transition in practice

# CHAPTER TWO
# LITERATURE REVIEW

## 2.0 Introduction

This chapter entails description of FPE enrolment variation on transition rates, target contact hours adherence, target subject sequence adherence, target support resources and innovation adherence, reviewed literature on social cognitive learning theory, reviewed literature on the theory planned behavior, theoretical framework, conceptual framework, summary of the research gaps and summary of the literature review.

## 2.1 Empirical Review

This section reviews empirical studies that have been conducted by different scholars relating to FPE enrolment variations on learners' transition rates in public primary schools.

### 2.1.1 Social Culture and Learners' Transition Rates

In this chapter, related literature in regard to the influence of FPE enrolments' variation management on exit rates for learners at public primary schools. Generally, the chapter presents the review of publications on social cultural, economic, cross cutting issues and government policies that influence FPE enrolments' variation management on exit rates in public primary schools. Brown, (2004) submit that many pupils drop out of level of the school system before completion of the final year and this is a problem faced in many countries whether developed or developing. The greater focus on public primary school level dropouts is no doubt due to the accepted tenet of educational philosophy which submit that it is important to extend education within the development phase of age of 14 to 18 years. The more time learners attain adolescents have to gain educational experience during the teenage years, the better prepared they was to face life challenges Battin-Pearson, (2000). Battin-Pearson, (2000) insist that identifying the predictors of school dropouts is a crucial task for researchers, because understanding the causes and processes of dropping out can help guide the creation of effective approaches to preventing the problem. There is direct

influence of social cultural of FPE enrolments' variation management on transition rates of learners in public primary schools on absenteeism that negates lesson attendance TSC (2017) postulates. Irregular attendance can be an indication for dropping out of school no matter of the gender of the pupils. Conversely, school absenteeism can be one of the contributory factors of early dropout of Female pupils from school. Manacorda, (2012) asserts that girls are at a higher risk of absenting, repetition and dropping out thus achieving lesser than boys in education.

There are reasons as to why girl's absentee themselves from schools thus leading to early dropout, for example, teenage pregnancy among girls is normally associated with common absence from school at fast. Girls also can dropout because of absenteeism due to child labour or household chores. This is because a good deal of literature on household chores found that girls do more work at home than boys which may increase non-attendance in school for girls. Moreover, access to pit latrines and hygiene impact on girls' education and attendance to school. In this view, Gran (2013) found out that female pupils most likely not in attendance to school when there are filthy latrines meant for relieving themselves. More so Ngales (2005) in his study established that female student during menstrual periods drop out of school for lack of hygienic facilities. Teachers' Attitude that contributes to FPE enrolments' variation management on learners' transition rates in public primary schools is linked to dropout issue. Contributing to the debate on school dropouts, according to Bridgeland, J.M. Dilulio, J.J. & Morison, K.B, (2006) recommend that to assist learners retained in school, teaching and curriculum should be improved to make school more relevant and more engaging. There should also be a connect between school and work, improved instructions and a way to support efforts by learners and ensure strong adult and child relationship within the school set up. There be cordial relationship within the school

and also communication between parent and school should be improved. Caring teachers have been shown by (Croninger, and Lee, 2003), in a study in America, to be an important source of social capital for learners, a positive state between pupils and teachers, both in and out of school reduce the likelihood of dropping out. Such relationship is important particularly to learners from disadvantaged backgrounds and those encounter academic difficulties that are a risk to dropping out.

Okobia, (2003), noted that most pupils drop out of school due to conflicts with either other pupils or teachers and as well as undignified teachers' approach. Contributing to this situation. Njeru and Orodho, (2003) stated that factors which are internal to the school, for example, disciplinary policies or conflicts with teachers or children might push learners to dropout.

Family socialization contributes to FPE enrolments' variation management on learners' transition rates. Families cater for many of the chief foundation and experiences for later life, including academic success in school. Early influence involve divorce, family stress in submissions of Grainer, Stein and Jacobs, (2017), parental behavioral control and acceptance and most importantly, parents control education levels according to Ellickson, Bui, Bell and McGuigan, (2018). Consequently, Low parent anticipation and education would have direct effects on school exit rates over and above the mediating influence of low academic achievements. The Academic performance contribute to FPE enrolments' variation management on learners' transition rates

Difficulties in reading and writing are likely to impact negatively in overall performance of children. Ajaja, (2012) noted that mostly unsteady learning extroverts either fail their examinations by the end of the year, or leave schooling hence not completing their intended courses. Thus, high intelligence quotient (IQ) is necessary condition for academic success

though not sufficient. Continuous failure and repetition make pupils frustrated and they finally opt to drop out from school.

Cultural practices influencing FPE enrolments' variation management on learners' transition rates. The word culture according to Ezewu (2009) was derived from the German word 'kultur', which means civilization, and a cultured man was similar to a civilized man. The most basic definitions of culture according to Tylor (1902), state that, culture is that complex whole which includes beliefs, arts, morals, laws, customs, understanding, and any other capability gotten as a member of society. Beals and Hoijer (2019), says that, "culture generally, and refers to the ways of life common at any one time to all mankind."

Teenage Pregnancy contributes to FPE enrolments' variation management on learners' rates. Adolescent pregnancy and childbearing are common in Kenya. Nearly a quarter of Kenyan women conceive between the age of 18 and 20. In order for Kenya to attain the SDGs it is imperative for it to find ways of addressing the teenage pregnancies. it is well known that when girls are well brought in an healthy environment, they would be in a position of attending schools thus escaping pangs of hunger and poverty, and as well as facilitating their social and economic growth of their families and society at large . Most recent data on adolescents aged between 15 and 19 KNBS, (2014) show that, adolescent pregnancies stand at 18 percent in the Country. A random data on one in every five-teenager girl has either had a birth, or is expecting a child. This number keeps on increase rapidly from 3 percent amongst girls of 15 years and 40 percent amongst girls of 19 years. The aforesaid state of affairs varies within counties as others posting higher numbers than their counterparts.

The Countries teenager birth rate is 96 percent per 1,000 women. 15 percent of them have already conceived, and 3 percent are heavy with child. In the very last five years, the adolescent pregnancies still stand at 18 percent.

Cunningham, P.W. and Boult, B.E., (1996) state that the social consequences of teenage mothers are dropping out of public primary school, interrupted schooling, falling prey to criminal activity such as abortion, ostracism, child neglect and school coping difficulties for children.

In Turkana County, teenage pregnancy is always rising each year. Statistics in the United States of America states that one in three pregnant teenage mothers' dropout of school due to pregnancy according to Novic, The Teenage Baby Room., (2001). The United States has the highest birth rates recorded amongst teenagers with 48% of teenagers giving birth at the age of fifteen and nineteen years in the records of Jean-Jacques, A.and Loiber, (2007). Only 50% of teenage mothers (younger than eighteen years old) complete their schooling Novic, The Teenage Baby Room., (2001). Theron, and Dum, (2006) state that when teenagers become pregnant, it interrupts their schooling occupation as they have to exit school in their early stages of their pregnancy. Arguing along similar lines, Phoenix (1991) indicates that many teenage mothers do not come back to school and this has a negative impact on their future as they become unemployed after giving birth.

In South Africa, 30% of the teenage mothers have given birth once by the age of nineteen Kaufman, Wet, and Stadler, (2001). However, have the right to quality education as stipulated in the constitution of the Republic of South Africa of 1996, section 29. Which was interpreted to mean pupils have the right to be retained in school and cannot be therefore be expelled from schooling. Many of these teenage mothers go back to school as they realize

that education as the key factor in obtaining access to good employment Kaufman, De Wet and Stadler, (2001). According to Kaufman, De Wet and Stadler (2001), this is not like in many developing countries where teenagers cannot return to school after giving birth. This marks the end of education for them. For example, in Mozambique, Togo and Zanzibar girls who become pregnant are automatically excluded from school, according to Abbas, (2009).

Chigona, (2007) states that, teenagers need encouragement and support to help in their academic performance. Failure to get support from their homes and school environment lead to poor academic performance and may even cause many not completing school. Abbas (2009) strengthen that the outcome of teenage pregnancy include not doing well at school, reliance on welfare systems, and educational problems affecting the child due to intellectual and emotional inadequacy of the very young teenage mother. Adolescent mothers and their children have a greater risk of questionable health, economic and social cultural degeneration Jean – Jacques and Loeber, (2007). The educational effects of teenage pregnancy are that these teenage mothers run at a risk of not obtaining the educational skills needed to become productive people and self – supporting economically which later leads to their children accessing educational system while being developmental and economically disadvantaged.

The following table shows the teenage pregnancy prevalence rate in the most affected Counties in the country and their percentages exit from school.

**Table 1:Teenage Pregnancy Prevalence Rate**

| County | Percentages | County | Percentages |
|---|---|---|---|
| Narok | 40 | Narok | 40 |
| Homa Bay | 33 | Homa Bay | 33 |

| | | | |
|---|---|---|---|
| West Pokot | 29 | West Pokot | 29 |
| Tana River | 28 | Tana River | 28 |
| Nyamira | 28 | Nyamira | 28 |
| Samburu | 26 | Samburu | 26 |
| Migori | 24 | Migori | 24 |
| Kwale | 24 | Kwale | 24 |
| Bomet | 24 | Bomet | 24 |
| Trans-Nzoia | 23 | Trans-Nzoia | 23 |
| Uasin Gishu | 22 | Uasin Gishu | 22 |
| Kilifi | 22 | Kilifi | 22 |
| Kericho | 21 | Kericho | 21 |
| Busia | 21 | Busia | 21 |
| Kajiado | 20 | Kajiado | 20 |
| Turkana | 20 | Turkana | 20 |

**Source:** Kenya Demographic and health survey, (2023)

Early Marriages that contribute to FPE enrolments' variation management on learners' transition rates. According to UNICEF (2001), 49 percent and 40 percent of girls below 19 years in West Africa and Central Africa respectively are married compared to 20 percent in Northern and South Africa and 27 percent in East Africa. Worldwide, marriage was seen as a moment of ceremonial occasion and a landmark in adult life contrary to the teenage marriage that gives no such cause for festivity. Most often, the burden of marriage to a child means that she cut off her essential rights and endangered (UNICEF, 2001 and Lefevre, Quiroga and Murply 2004). Youth are robbed of their youth and required to take on position which they are not physically or psychologically prepared for. Many of them have no option about the timing of marriage or their partners. Some are forced or coerced into marriage.

While others are also too young to make an informed conclusion. Premature marriage deprives them of opportunity for personal development as well as their rights to full reproductive health and wellbeing,

Teenage marriages come along with many negative demands to both teenage girls and the society they live in. It is a crime to human rights in general and of girls' rights in particular. Early marriages for adolescent boys and girls come in handy with challenges of emotional, psychological, intellectual and physical which are requisite for them in attainment of education and employment opportunities for personal development. Negative impact on adolescent girls, the early marriages too affect their children, families and the whole society. (UNICEF, 2000) alludes that both the girls and the society pay for the price of teenage marriage. Due to early marriages the society as a whole shoulder the burden of Population pressure, high costs of health care and loss of human opportunities that are necessary for human development and society at large. Further, this also derail or undermines the international efforts to fight against poverty in the developing countries. Bunch (2005), puts it clearly that, the prevalent practice of adolescent marriage makes it complex for a family to fight poverty poor countries

According to the government study, in the Republic of Kenya Sessional Paper No: 1 (2005) the government of Kenya acknowledge the economic importance of improving the overall education levels of Kenyans within the context of economic growth and poverty reduction. Education is the main determinant of income thus, important in fighting poverty in the society. Studies on poverty in Kenya show education as an important tool in relation to human capital and earnings as well as the overall productivity.

The cultural beliefs, norms and values contribute to FPE enrolments' variation management on learners' transition rates. Beliefs consist of opinion, ideas, views and assent of the mind

held by different people given cultural system. It may be beliefs derived from theoretically tested knowledge such as the beliefs that, proper maintenance of our cars increases our safety on the road. For Example, where a portrait of Mary or Jesus Christ hung in the wind screen of cars in the belief that it will contribute to protection of road safety. Principally, these beliefs come in from our insight of the world that we are in thus leading into performing certain actions.

Norms are rules governing behavior. They are criteria or standards by which conduct or character of person of any function or societal form is judged. According to Johnson (1963), are abstract patterns held in the mind that set certain limit for behavior. Norms may be classified as "formal or informal." Formal norms these are those conditions formally set out in legal codes by the state of various societies, clubs, unions and associations to guide and control the behavior of the attendance in the social system. Turning away from planed conformity to this type of norm often attract clear cut and predetermined penalties. While Informal norms are expectations or rules of behavior not formally coded and meant to guide the conduct of an individual in the society.

Values are mental realities in human thoughts and quite not in the external objects only. They are basically a matter of beliefs often associated with inseparable from attitude. A common example is the value of the cross to Christians. Values have scale. There are primary and dominant values. Lower order and higher order values. Thus, in Igbo traditional culture, male children are valued more than the females. Values affect our social relations. Save the Children (2005) states that cultural norms and beliefs limit girl child from education especially in developing parts of the world. In these societies, religious and traditional beliefs limit girls from being independent thinkers and making informed decisions. Chege and Sifuna (2006) analyzed the claim that many cultures spare education for boys more than girls. Kapakasa (1992) carried out a study of girls' perseverance in

school and noted that the initiation ceremonies and religious ceremonies had a significant effect on girls' dropping out. In that regard parents support girl's marriage ceremonies than educating them.

Abena (1991) and Atayi (2008) found out that in Africa parents were much more concerned on the roles played by girls at home of taking care of children and preparation of food and not that of going to school. Falkingham and Baschieri (2006) found out that in Tajikistan many girls only concentrate on religious classes that equip them with skills of being married in the near future. UNESCO (2010) point out that traditional values are much stronger in countryside in less developed countries as compared to town areas and girls are not permitted to leave homes for schools.

Societal norms and traditions are major factors influencing girls' education in many African countries. The gender stereotypes and duty ascribed on the society influences on the in which girls and boys socialize at community, learning institutions and at home. Community and Parents attitudes are always mainly influenced by traditional beliefs regarding the ideal roles of women and girls in the society such as being a mother and wife (Hari, 2011).

The nomadic culture or way of life that contribute to FPE enrolments' variation management on learners' transition rates.

According to Sarah Otiono (October 3rd 2017) schools in Tiati and Baringo North have been uninhabited by learners. The increasing incidences of school dropout, affecting girls and boys have contributed to migration of families in search of water and pasture for their livestock. In some of the affected schools, teachers said that retrogressive cultural practices had also ensured that learners stayed away from school. For example, baby boys are early

introduced to taking care of livestock thus having more preference of herding than going to school. “Relatively more than twenty (20) pupils of Chesakan primary school in Tiati Sub-County have dropped out since the start of the term about one month ago.” Head teacher Patrick Mudanya said, many were likely missing the Kenya Certificate of Primary Education (KCPE) exams to be done early next month. He said that low pupil numbers were seen mainly when schools re-open after the holiday. “Utmost twenty-four (24) pupils did not turn out when the term started and this has been the habit in every opening of schools and this has drastically affected learning as a result of Pokot children not attending to their studies in respective school.” Said Mr. Mudanya.

The drought and famine that struck many parts of the country has mad the situation very hard. As parents migrate from one destination to another to look for pasture and water, they move with their children who are always forced to drop out of school hence marking the end of their academic journeys. Some of the learners might return after two or three years and by then, their education has been affected. Some come back and eventually quit school completely because they get discouraged when they find their classmates either moved ahead or completed school,” Mudanya said.

Kamurkutwo said, “Learners have to walk for long distances to reach to school and this is a major factor also that affect them. Many find it hard to walking for longer distance both in the morning and again in the evening. Some of Peter Orengo and Olivia Othiambo, (2015)them walk as many as twenty (20) kilometers since there is no other means of transport. The hot sun and rough terrain, make most learners drop out of school.” and these problems affecting Baringo North, Tiati and Pokot are the same cases for Turkana County especially Loima Sub-County and this has encouraged the researcher to investigate social cultural influence on FPE enrolment variation management on learners’ transition rates.

### 2.1.2 Economic Pattern and Learners' Transition Rates

Parental investment that contributes to FPE enrolments on learner's rates. Parental investment for children's well-being can sometimes become gender biased. Even though parents are selfless to the sex of their children, they do not equally invest in education for them. In a study carried out by Holmes (2003) it was observed that, generally female student received not as much of education than their male counterparts hence opting to dropout earlier for other reasons such as cultural and economic. The study further argues that the opportunity cost of taking female children to school in rural areas, where girl child is married off earlier because benefits of their schooling will not accrue to their parental household.

Finding with regard to the impact of parents' education on schooling of children. More educated parents are more likely to progress their children further through school. Indicators impact differs by gender, the education of fathers determines the level of school retention of boys and that of the mother enhances retention of girls. Ubogu, (2004). States that, the gender dimension on dropout, (UNESCO, Education for All Global Monitering Reports, 2009) states that girls are more likely to drop out of school than boys and that children whose mothers are not educated will most likely drop out of school.

The schooling hidden cost contributes to FPE enrolments' variation management on learners' transition rates. Indirect and direct schooling costs are important factors for the education of boys and girls and some research indicates that education expenses more in particular school fees, are key reasons for early dropout. Schooling costs are linked to the gender of children as parents sometimes are not willing to pay school fees for the girls. For example, Brown and Park (2002) found that in rural China parents 'are not ready to pay school fees for their children and this was the major reason for the dropout of 47 percent of girls while only 33 percent of the boys dropped out in elementary schools: In junior primary

school, fees were half for the girls but only 8% for boys. For public primary schools, the levies catered for the items not covered by the capitation grants to schools by the MOE. Therefore, Free Primary Education (FPE) was not entirely a solution to the problem of schooling for the poor. (Oketch,M. M. and Mutisya, Ngware and Ezeh., 2010), found that learners sometimes dropped out of school because they do not have school fees to pay the school. (Connelly, & Zeng, Guryan., 2003;2004), argued that, the property of a household automatically determines the ability of the parents to invest in the education of their children. Hunter and May (2002) established that school fees significantly became one of the reasons of dropout of 27 percent of boys and 30 percent of girls before completion of primary schools in South Africa. From the families' perspective, Shovan Ghosh Susmita and Sengupta (2012) found that in poor households in India, the costs of schooling for girls' child are much likely to be more than those of boys' child. The researchers further noted that although direct costs are the same for both boys and girls, parents are not ready to pay fees for girls' education. Lloyd et.al. (2000) also found that in Kenya, there are many girls dropping out of school as compared to boys due to higher school fees.

The contribution of poverty on FPE enrolments' variation management on learners 'transition rates has been noted. Household income is linked to a range of factors such as when children start school, how often do they attend, whether they have temporarily withdrawn and eventually dropout (Njeru and Orodho, 2003). The two writers have agreed that, poverty is the major factor for low participation and dropout of girls and boys in schools. High rates of poverty at homes make parents not to enroll their children in primary school or even fail to maintain them from schooling due to inability to meet various requirements.

in view of that, Mingat, (2002) found out that in the wealthy homes, 76 percent of their learners attended school as compared to the 40 percent of the impoverished homes. This

means that the learners from poor homes have poor attendance than those from richer homes. Croft (2002) argued that households' income is an important factor in determining acquiring education; this is because taking a child to get education attracts some potential costs right from the registration of the learners to completion. Most studies have shown the link between homes, income and learners' dropout (UNESCO,Bruneforth, and Cardoso and Verner, (2005,2006,2007). Whilst describing exclusions rather than dropout mentioned that, poverty as the most contributory factor for school dropout. In a study taken out in Tanzania on learners' enrolment in school by (Rensuli, and Park, 2000) the author observed that virtually all homes responding said that the main obstacle of sending and maintaining learners in school was financial and inability to pay school fees. The researcher is therefore interested in investigating influence of economic pattern on FPE enrolment variation management on learners' transition rates.

### 2.1.3 Cross Cutting Issues and Learners' Transition Rates

There is influence of under staffing on FPE enrollments' variation management on learners' transition rates. When there is an excessive enrolment of learners against the teacher ratio, there would be an increased workload on the side of teachers hence paying no attention to slow learners who then become disadvantages compared to fast learners. The classes are becoming so being to be handled by one teacher effectively thus contributing to not only under performance but also becoming an impediment in the fighting of illiteracy. Moreover, this again reduces the productivity and the morale of teachers in undertaking their duties of providing rightful education. It is always an educational policy for schools to match the high pupil-teachers but this is contrary to some schools. The national average ratio of Pupil-Teacher ratio increased by 40:1 in 2003 from 34:1 in 2002. Besides overstretched resources, which threaten the quality of education, other factors include teacher shortages in some areas, like arid and semiarid and also slams which means that learners receive fewer

homework as teachers have no time to mark learners' work. The massive enrollment in public primary school has caused teachers shortages in most schools hence enabling the School Management Committees to hire inexperienced teachers whose competency is in question. Influence of Poor working conditions on FPE enrollments' variation management on learners' transition rates. The productivity of employees is generally influenced by the organization the work in and prevailing environmental. Because of the large number of learners, classes are bursting up with learners to an extent that in some schools of some sub-county's learners are taught under trees thus discouraging both teachers and learners to continue undertaking their classes in those pathetic conditions. Even though the Kenya National Union of Teachers (KNUT) participated and gave support in the Free Primary Education Task Force, they were not in support of bigger class sizes, for the very fact the government ought to have first had plans of hiring more teachers to help in handling the increased workload rather than burden head teachers and classroom teachers with increased teaching and bookkeeping responsibilities. In the same vein, the Kenya National union has been agitating for implementation of negotiated pay rise and accumulated monies. This therefore puts the government at a dilemma as to what should be done first, whether to pay teachers arrears or employ many of them. The country has experienced teachers' shortages there before commencement of FPE, and this was as a result of a public sector– employment freeze in the year 1997. This issue of teachers' shortage was aggravated by the immense enrollments of learners in Kenyan public primary schools and subsequent implementation of free public primary education policy.

Influence of inadequate funding on FPE enrollments' variation management on learners' transition rates. Many people regard lack of enough information resources as a result of the government putting aside insufficient funds to FPE. For instance, in public primary schools, most learners share a text book when doing assignments hence posing issues to them,

parents and teachers. The starting and implementation of FPE was done without prior consensus building and consultation among the relevant stakeholders on the mechanics of rolling it out. In addition, there was lack of preparedness by both implementers and stakeholders on how best to manage the immediate demands of the program and therefore the government was to set enough time to disburse emergency funds to schools. Most of the Kenyans were much more concerned on the success of Free Primary Education as they had a belief that our country's economy couldn't maintain its demands. FPE commenced with no funds allocated to it in the middle of the financial year 2013/2014 budget and therefore making doubt on its sustainability.

There is inadequacy of school libraries to promote FPE enrollments' variation management on learners' transition rates. Kenya has no defined literacy policies; there is also lack of sartorial policies in form of legislation representation, regulation or guidelines. Schools have a mandate of fighting illiteracy but there are no guidelines in place of expediting this activity. This narrates why very old learners especially Maruge (2019) could not be denied a chance to access to learn with learners who are equal to his grandchildren. There is no policy in place in primary schools of putting up libraries. With the commencement of FPE in the country the government now pays a critical role in provision of information materials and other resource textbooks to public primary schools while development of libraries is squarely left in the hands well-wishers, parents and schools as opposed to private schools in the Country that have well-furnished and equipped libraries. Nearly all Public primary institution changes their classrooms into temporal libraries. The researcher will carry out an investigation on Influence of cross cutting issues on FPE enrolments' variation management on learners' rates of learners in public primary schools.

**Table 2: Reasons for Boys Dropping out**

Source: Loima Schools Enrollment, (2023)

| Reason | Frequency | % |
|---|---|---|
| Traditional and cultural practices | 22 | 12.79 |
| Influence from peers | 21 | 12.2 |
| Too old for class | 14 | 8.13 |
| Poor parental care | 20 | 11.62 |
| Indiscipline | 16 | 9.36 |
| Too much work | 32 | 18.6 |
| Lack of motivation | 6 | 3.48 |
| Use of drugs | 5 | 2.9 |
| Absenteeism | 7 | 4.06 |
| Claimed school too strict | 6 | 3.48 |
| Lack of money for uniform | 10 | 5.81 |
| Death of parents | 7 | 4.06 |
| Instability at home | 6 | 3.48 |
| **Total** | **172** | **100** |

**Table 3: Reasons for girls dropping out**

| Reason | Frequency | % |
|---|---|---|
| Pregnancy | 48 | 26.9 |
| Influence from peers | 12 | 6.74 |
| Too old for class | 7 | 3.93 |

| | | |
|---|---|---|
| Poor parental care | 11 | 6.17 |
| Indiscipline | 10 | 5.61 |
| Too much work | 23 | 12.92 |
| Lack of motivation | 5 | 2.80 |
| Early marriages | 10 | 5.81 |
| Instability at home | 6 | 3.37 |
| Claimed school too strict | 6 | 3.37 |
| Absenteeism | 5 | 2.80 |
| Death of parents | 5 | 2.80 |
| Lack of money for uniform | 20 | 11.23 |

Source: Journal of Education and Practice (2023)

**Table 4: Reasons for Learners Dropping out of Primary School**

| Factor | No. of Boys and girls | Percentage |
|---|---|---|
| Lack of uniform | 48 | 4.9 |
| Poor performance | 81 | 9.9 |
| Take care of | 27 | 3.3 |
| Separation of parents | 16 | 2.0 |
| Sickness | 27 | 3.3 |
| Negligent parents | 64 | 7.8 |
| Repetition | 16 | 2.1 |
| Lack of levies | 75 | 9.1 |
| Marriage | 6 | 0.7 |
| Peer influence | 102 | 12.4 |
| Severe indiscipline | 75 | 9.1 |
| Look for work | 112 | 13.7 |
| Chronic absenteeism | 48 | 5.9 |

| | | |
|---|---|---|
| Overage | 123 | 15.0 |
| **Total** | | **100** |

Source: Journal of Education and Practice (2023)

### 2.1.4 Lesson Attendance and Learners' Transition Rates

The staffing policies in Kenyan public primary school teachers' distribution in Kenya is based on enrolment. The low intake in enrolment leads to teacher wastage. The victory of any policy is in based on the relevant and effective implementation. It is also key to note that the staffing policies for teachers are meant to ensure sufficient teaching force that is equitably distributed in all public schools. In spite of the Ministry of Education (MoE) having developed the staffing policies that are meant to help the Teachers Service Commission (TSC) in deploying teachers to the various schools in Kenya there is still persistence of teachers understaffing an unequal distribution of even the available a few ones. This makes understaffing rampant across the seven Sub-Counties despite the government often recruitment of teachers as per the TSC policies. The shortfall and unbalanced distribution of teachers witnessed is not only brought by non-employment but also comes about by non-implementation of staffing policies. In some standard eight schools in Loima Sub County, there are only four teachers' because the policy states that one teacher as to handle a class of forty learners. The government did not take into account the number of lessons a teacher takes in a day. Because of this, Learners exit to boarding schools and well-staffed schools or they go back home (MoE, 2019).

Influence of learner funding on FPE enrolment variations management on learners' transition rates. The thought behind the NEMIS system is noble and it must be made to work to create efficiency in the education sector, Daily Nation. The time the government of Kenya

introduced NEMIS four years ago, it informed that the system would provide quality, reliable and timely education statistics to enrich budgeting and other long-term plans. But head teachers are now criticizing the system of doing the opposite; that introducing confusion in the disbursement of funds and denying many learners government funds. Notably, the system may not be the major cause of failing to capture some of the learners the major cause is that the serial numbers on birth certificates comes in duplicate yet these forms the requisite documents of registration. The problem is with the registration of persons' department, which is under the Ministry Interior and Co-ordination of National Government.

Therefore, head teachers have a right to sound the alarm on NEMIS, only that their project for its outright scrapping is way off the mark. The problem shall be corrected and the system let to continue. Nevertheless, the ministry of interior and coordination should find ways of ironing out the mess of birth certificates for NEMIS to function optimally. Education NEMIS funding deny the institution funds to buy writing materials for example exercise books and pens. Moreover, the institution will lack funds to buy food for feeding the learners since some of them come from poor families. This will make the learners irregularly come to school or exit from school and that's why the researcher will explore the effects of government policies on FPE enrolments' variation management transition rates on public primary schools.

## 2.2 Theoretical Framework

This study was guided by two theories: The Mass low hierarchy of needs and The Human Capital Theory.

### 2.2.1The Theory of Abraham Maslow Hierarchy of Needs

This study was based on the theory of Abraham Maslow Hierarchy of Needs (1954) that suggests that Human needs and wants operate at a number of different levels, from basic physiological needs to high levels. These needs are basic and have to be catered for. It has been seen that School enrolment and management of learners in primary schools is of concern because failure to get the necessary support that will enable the school to discover the value of schooling reduces the rate of enrolment management. Maslow added that there are certain irreducible minimum requirements that are a must to a Standard of living; these are called the physiological needs. These include; food, shelter, health and clothing. They are basic needs that a person should have before the other needs such as sense of belonging, security, self-actualization and love are catered for. The existence of poverty in most parts of Kenya is a contributing factor to low enrolment of learners in public primary schools. Poor homes find it not necessary to bring their kids to school even when there is free primary education. The cost of schooling for the poor is too high with the high level of incidences of poverty. Many parents face difficulty in sending learners to school. According to some parents, it is a waste of time and luxury to send learners to school and cannot pay it.

This research was based on two theories; namely the Abraham Maslow Hierarchy of Needs (MHN) in 1954and Human Capital Theory (HCT) by Theodore Schultz in 1960. The MHN give emphasis to the fact that people's behaviour is decided by physical, safety psychological requirements and cognitive actualizations. The HCT is based on the principle that learners are not costly expenditure for government but wide base upscale investment input that increment worth value of individuals in the form of human capital. These two theories was employed in this study to complement one another in interpreting the influence of FPE enrolment variants on transition rates for learners in primary sector in Loima Sub County. They help the research develop the paradigm between the abstract (FPE enrolment

variant) and the concrete (transition rates). The researcher will use the theories to establish influence of FPE enrolment variations on learners' transition rates.

This research was based on Abraham's Maslow Hierarchy of Needs (1954) that suggests that Human wants has a number of stages, from basic physiological needs to highest levels. These wants are necessary and have to be met for and Maslow explained that there are certain minimum requirements that are a must to a Standard of living; these are called physiological needs. They include the following; shelter, food, clothing and health. They are basic wants and a person have to get them before other wants such as sense of belonging, love, security and self-actualization are met. The researcher will therefore use the theory to establish the influence of Free Primary enrolment variation management on transition rates for learners in public primary schools in Loima Sub County.

### 2.2.2 The Human Capital Theory

The explanation for the changes evidenced in this institutionalism consider mass enrolment in the establishment of Human Capital Theory by Theodore Schultz in Investment in Human Capital, his presidential address to the American Economic Association in 1960.Primary learners have pull back benefits in number power than colleges and universities that benefit the few. According to this theory, education is not a form of consumption that represents a costly expenditure for government but to humongous provide an investment input that provides the economic worth of individuals in the form of human capital and thereby raises a country's overall productivity and economies of scale in competitiveness. The governments support mass education because it ultimately strengthens their countries in large scale benefits in Value Added Progress (VAP) of literacy, diseases and poverty.

In Kenya, Free Primary Education (FPE) was introduced with the aim of making enrollments high among school age going learners (Makori, 2003) to inject value in the

populace. The introduction of FPE in January 2003 prompted the enrollment of about two million new learners into the primary school system (SID, 2004), this was an increase of over 29 percent. However, the enrollment rates in Loima Sub- County is still low as compared to other Sub-counties while the intention of FPE was to provide access to primary education to all Kenyans regardless of age and abolish tuition fee in public primary schools. According to the Ministry Of Education statistics (MOEST) Turkana County office records (2004); Turkana Central Sub-County had had an enrollment of 74,791 (2015), 89,634 (2016), 90,421 (2017) and 90,453 (2018) while Loima Sub county had the following enrollment 32,714 (2015), 33,583 (2016), 35,264 (2017) and 35,241 (2018).

The low enrollment in Loima Sub County raises a lot of questions that need urgent attention. In 2015 for example, only 32,714 were enrolled in Loima Sub County while 74,791 were enrolled in Turkana Central Sub County a difference of more than 50 percent. In 2016 Turkana Central Sub County recorded higher enrollment and steadily increased in the subsequent two years stagnated as compared to Loima Sub County which recorded low enrollment. This is a worrying trend as FPE education seeks to increase access to primary education to all Kenyans regardless of age. It is therefore, out of the above discussions that this study seeks to investigate the influence of FPE management on exit rates for learners at public primary schools in Loima Sub County.

## 2.3 Conceptual Framework

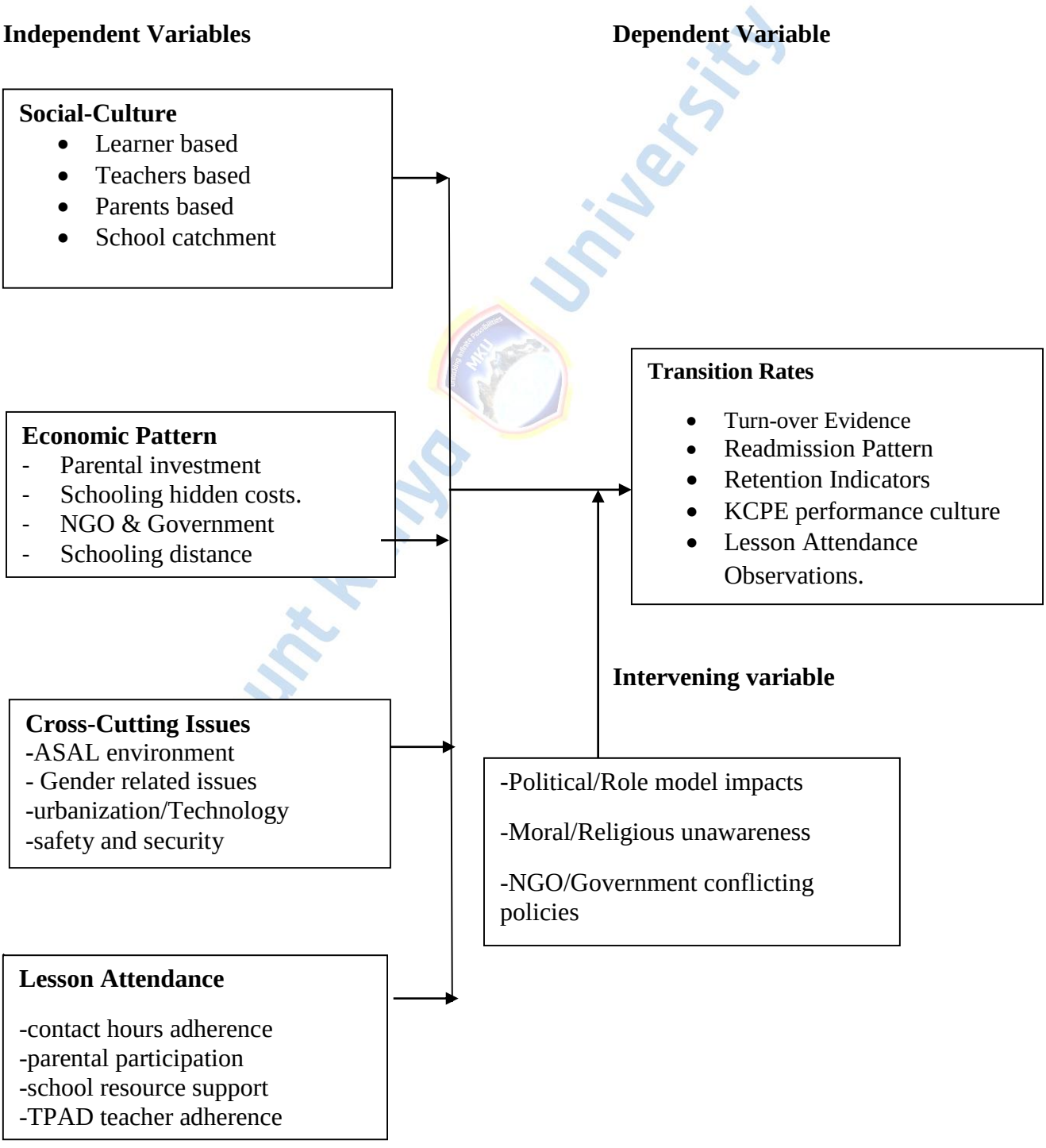
Independent Variables
Dependent Variable
Social-Culture
Learner based
Teachers based
Parents based
School catchment
Economic Pattern
- Parental investment
- Schooling hidden costs.
- NGO & Government
- Schooling distance
Cross-Cutting Issues
-ASAL environment
- Gender related issues
-urbanization/Technology
-safety and security
Lesson Attendance
-contact hours adherence
-parental participation
-school resource support
-TPAD teacher adherence
Transition Rates
Turn-over Evidence
Readmission Pattern
Retention Indicators
KCPE performance culture
Lesson Attendance Observations.
Intervening variable
-Political/Role model impacts
-Moral/Religious unawareness
-NGO/Government conflicting policies

Figure 1: Conceptual Framework

**Source:** Researcher, (2023)

## 2.4 Recap of Literature Review

The reviewed literature highlighted the various factors that affect school FPE enrolments' variations management on learners' transition rates in public primary schools. These are; social cultural, economic, cross cutting issues and government policies that poses a great challenge to education and makes it difficult for learners to attain academic success. These particular factors produce lower educational out comes for learners in totality.

The social factors such as absenteeism, teachers' attitudes and academic performance impact negatively on education in general and on what happen in the school in particular. These incidents contribute to a high percentage of the number of exiting.

The reviewed literature also reveals various studies that were mainly done in various countries of the world which the set up may be different from that of Kenya or Turkana County in particular. Therefore, this society seeks to determine influence of FPE enrolment variation management on learners' transition rates in public primary schools found in Loima Sub County, Turkana County.

## 2.5 Research Gap

After the introduction of FPE in 2003, there have been a lot of distinguished researches on the obstacles affecting effective implementation of Free Primary Education in public

primary schools (FPE) in Kenya. Dropout in relation to various geographical locations has been reached on frequently and insightfully. However, the causes of learners' exiting in public primary schools have had very little attention. This study strives to bridge the knowledge gap and provided insight on the causes of learners' exiting in public primary schools in Loima Sub- County, Turkana County.

# CHAPTER TREE
# RESEARCH METHODOLOGY

## 3.0 Introduction

This chapter was divided into the following sub-sections: the research design, target population, sample size and sampling techniques, research instruments, validity and reliability of instruments, data collection procedures and techniques of data analysis.

## 3.1 Research Methodology

The research adopted the mixed approach method of qualitative and quantitative research approaches. According to Mugenda and Mugenda, (2019) qualitative approach was used in collecting respondents' views using interviews and observation checklists on adherence of social-culture and economic pattern. Orodho, (2014) posits that it is qualitative due to pattern of investigation on a likert type scale. The quantitative approach applied to quantify verification of cross cutting issues and lesson attendance against transition rates.

## 3.2 Research Design

The researcher employed both descriptive and phenomenal research designs in investigating and gathering qualitative and quantitative data. This integrated with descriptive study concerned with the description of events or phenomenon as they occur. Present-day methodologies were used in investigating the populaces by taking sample part of it. This method was ideal for this study as it describes the area of interest by clearly bringing out the facts on the ground without any alterations. The survey is concerned with describing, recording, analyzing and reporting the conditions the way they exist, Kothari, (2014). This survey method is widely in obtaining data useful in evaluating present practices and in providing basis for decisions according to Sharma, (2016).

The research was done using a cross-sectional survey. According to David (2021), the standard cross-sectional design, data are collected at one point in time. He adds that cross-sectional designs are most cost effective than comparable experimental and longitudinal

design. This is because cross-sectional designs do not entail the cost of repeated data collections, tracking respondents of experimental interventions. The researcher therefore interviewed the respondents once, administered the questionnaires once and draw conclusions after analysis.

### 3.3 Location of Study

The area of study was Loima Sub County in Turkana County. The Loima Sub-County is Constituency No.126 as per the IEBC with a population of 107,795 persons and 19,438 households covering an area of 9,120 Sq. Km (according to 2019 census). Loima Sub County is found on west part of Turkana County along Uganda border. There are two (2) education zones in the Loima Sub County, namely: Turkwel zone and Lorugum zone. The selection of Loima Sub County is prompted by the researcher's interest of working station, residence and most dropped in enrollment due to Trans Kenya –Uganda boarder to determine influence of FPE enrolment variations management on learners' transition rates. The Ugandan system of education is a threat to Kenyan one during SWOT analysis MOE (2015) during CBC introduction baseline report.

### 3.4 Target Population

The target population is clearly defined as all the members of the hypothetical set of people, events or objects which a researcher wishes to generalize the results of the study Borg & Gall, (2019). The target population comprise of all learners and teachers in public primary schools in Loima sub-county. District Education office (2021) aprroximated that, there are 9,500 learners and 255 teachers in 65 pubilc primary schools in the subcounty. Loima sub-County is selected for the study because it still has challenges transition rates even after stable enrolment at FPE. The researcher used stratified sampling to select schools for the study

Mugenda and Mugenda ( 2019) indicates that a target population is seen as a set of individuals, cases or objects with some observable characteristics as different populations have differentiating characteristics that are the basis of the criteria used to group them together.

### 3.5 Sample Size and Sampling Procedures

In the ideal situation, data should be collected from the whole target population in the Sub County. But since the population is too large it was prohibitively expensive to use the whole population in the study. Scholars have designed tables for determining sizes of study samples at different precisions according to Krecie & Morgan, (1970). Thus, according to Krecie and Morgan (1970) table for determining a sample size population of 308 pupils, 10 head teachers and 66 teachers was used in the study. Probability to size sampling technique was then used to determine the sample size per type of school. The use of PPS at this stage approach improved the accuracy for the given sample size by focusing samples on large elements that have the greatest impact on population estimates; Pedhazur and Schmelkin, (2021). For the head teachers only 6 head teachers were interviewed. This sample representing 30% of the target population is considered too small nor too big for the study for Cohen et al, (2000) and Poland, (2005). Once the sample size for the primary school head teachers and pupils is known stratified random sampling technique was then be used to generate the list of schools and respondents. The sample size that was employed was 384 respondents. This was arrived at using the formula proposed by Fisher et al., (1995). The table below represents the summary of the sample size.

**Table 5 : Sample Size of Respondents**

| Respondents | Population | Sample size |
|---|---|---|
| Learners | 9,500 | 308 |
| Teachers | 255 | 66 |
| Head teachers | 65 | 9 |
| CSO | 2 | 1 |
| **Total** | **9,822** | **384** |

Source: Researcher, (2023)

### 3.6 Data Collection Instruments

Primary data was collected using interview schedules and questionnaires. Questionnaires was administered to the residents in order to collect data about the factors and how they were affecting food security. Group discussions was held and guided by an interview schedule.

#### 3.6.1 Questionnaires

The researcher will adopt structured questionnaires in data collection. Questionnaires was made for each and every category of respondents. The questionnaires will seek to address the objectives of the study. Mugenda, and Mugenda, (2003) observed that questionnaires enabled the person administering them to explain the purpose of the study and be able to give meaning of the items that may seem to be unclear.

#### 3.6.2 Interview Schedules

Interview schedule was used to collect data from the education officers. An Interview guide makes it possible to obtain data required to meet specific objectives of the study (Mugenda &Mugenda, 2019). Further Cohen and Manion (2014) stated that the interview guide consists of items that help the researcher to uncover broad concerns of the study in-depth through consistent probing. The interviewer probed the interviewee to establish information on the influencing FPE on learners' transition rates in Loima Sub County.

#### 3.6.1 Interview Guides for CSO and Head Teachers

The explorations of Orodho (2015) insist that an interview schedule is step wise instrumentation. The interview guide was applied parallel to the questionnaire for

interchangeable substitution and utilization. The researcher to apply interview guides once and to draw conclusions after analysis on FPE enrolment variation vis-a-vis transition rates matrices.

### 3.6.2 Questionnaire for Teachers

The researcher will use questionnaires for collecting data for the case of teachers. The tool was considered appropriate because the respondents are literate and able to complete questions on their own. Questionnaires will collect information related to social culture, economic pattern, cross cutters, and lesson attendance. The tool will assess the effectiveness of FPE enrolment variation against transition rates matrices.

### 3.6.3 Questionnaire for Learners

The schedule of the questionnaire was tailored to respond to social culture, economic pattern, cross cutters, and lesson attendance that interpret transition rates. The tool mapped out of FPE enrolment variation versus transition rates dynamics.

### 3.6.4 Observation Check-list for the Researcher

This offered spot check assessment of activities per event day in parameters of, duration, frequency, intensity, collectivity, likely motivator, report writing and influence on transition rates. The researcher will not influence school schedules neither office operations as recommended by Coolican (1990). The observation was used at the onset of permission take off to data collection. The observation check-lists informed and ascertain FPE enrolment variations vis-a-vis transition rates.

### 3.6.5 Documentation Schedules for the Researcher

The documentation evidence to address the concerns of FPE enrolment variations in sampled schools was derived for the same agendum. The documentation of Churchill, (2021) backs up applied research when the aim is to improve corroborative factual clarity. The objective is to gain proactive and retroactive verification ability of facts. The different instrument was used for different groups. The current researcher utilized this documentary

evidence to investigate respondents on FPE enrolment variations in selected schools on transition rates.

### 3.7 Pilot Testing

A pilot study was done in schools in West-Pokot where respondents did not participate in the study. This helped in noticing and correcting challenges that were likely to occur during the main study. A pilot study was done with three head teachers, teachers and six student leaders from three schools similar but not included in the study before the actual administration of the questionnaire. The data collected will help the researcher in redesigning ambiguous questions. The three schools were excluded during the actual data collection and the pilot data was not be used during analysis.

#### 3.7.1 Validity of the Research Instruments

Validity is the degree in which a given instrument measures what it ought to measure. Content validity is the appropriateness of the content of an instrument like questions and observation logs. According to Borg and Gall (2019), expert opinions are needed to establish content validity. In this case, expert advice was sought from researcher's supervisors and other experts from the University in order to help improve content validity of the instrument. Content validity in both the questionnaires was checked by piloting.

#### 3.7.2 Reliability of the Research Instruments

According to Mugenda & Mugenda, (2019), reliability is a measure of the degree in which a research instrument yields dependable results or data after repeated trial. In order to improve the consistency of the instrument, an assessment of the consistency of the responses on the pilot questionnaires was made. Test to retest technique of reliability testing was employed where the pilot questionnaires was administered twice to the respondents, within a one-week interval, to permit for reliability testing. The scores were then be correlated

using Pearson Product- moment Correlation formula to determine the reliability coefficient (r) between the two sets of scores. Reliability of an instrument is strong when the coefficient is close to 1 while an instrument is unreliable if the coefficient is close to zero. If the reliability test realizes a coefficient of 0.5-0.7 then the instrument was deemed to be reliable.

### 3.7.3 Dependability of Qualitative Research Instruments

This indicator shall take a common base when the study methods, design and procedures converge. In the study of qualitative research, the dependability variable is part of a four-part series that is in-depth about the aspect of trustworthiness establishment. The guarantee to corroborate with senior peers and erudite experts from the Department of Educational Administration, Leadership and Management of Mount Kenya University ensures this parameter. Dependability of instrumentation was ascertained through pre-testing of research gadgets to mop out questions of imminent disambiguates in $360^0$ consensus approach consultations. The inadequate and deficient items to undergo the discard or adjusted for instrumentation quality to increment dependability.

### 3.7.4 Credibility of Qualitative Research Instruments

The achievement of credibility will triangulate the research data to be collected. The researcher affirmed conformability instruments that enhance both transferability and conformability that directly points to research objectives. The instrumentation is deductible, transitory, inductive for context-sensitivity, usably duplicable and generalized by well-meaning users, and can be repeatedly customized to output similar results in subsequent future research studies. The trajectory upholds a justification of dynamic contexts of conducting this research. This segment projects a requirement that data collection enhances the establishments of documentation, transferability test and confirmatory procedures, follow ups and frequent checks during data collection tenure. The member testing identified credibility indicator; at a time when the data, interpretations, and conclusions are shared

with the respondents. This permits all-participatory respondents to own intentions, correct inadequacies, and top up information baseline for interchangeable adoption in research. Auditing of data is the prerogative of the researcher in examining the data collection, procedures for analysis and determines if the verdict conformability indicator derives tenets from the Department of Educational Planning.

According to Krejcie & Morgan (1970), demands triangulating data to achieve confirmability in credibility for qualitative domain. The attainment of this agendum is advancement of questioning from the preceding successful ones. The Random sampling aims to diminish and punch out both hallow and Hawthorne effects to the irreducible minimum bias and any inadvertent influences was distributed evenly across the sample and gradually consequent to increment the credibility of the research study.

### 3.8 Data Collection Procedures

Before collecting data, permission was soughed from the National Council for Science, Technology and Innovation (NACOSTI). A copy of the permit was given to the District Education Officer, Loima sub-county. The researcher then booked appointments with the head teachers of the sampled public schools and notified them of the mission and purpose of the study. The researcher personally made familiarization visits to the sampled schools on the appointed days and dates to deliver and administer the questionnaires to the teachers and pupils. The researcher self-administers the questionnaires to clarify any question not clear to the respondents. Besides, the researcher organizes personal interviews with the respondents so as to collect both primary and primary data information. There was also an arrangement for focus group discussion with the targeted respondents to discuss on the objectives of the study.

### 3.9 Data Collection procedures

Management of data is the process of controlling the information generated during a research study. Data management is an integral part of the research study process. As a result, the researcher ensures effective ways on how data can be collected and stored, and how it is used throughout the life cycle. Managing data can help the researcher be able to organize research files and data for easier access and analysis. It helps to ensure the quality of the research is reserved. The published results of the work were supported and in the long term, it helped to ensure accountability in data analysis. For effective data management, the researcher designated the responsibilities of every respondent or individual involved in the study, determined how data was stored and backed up, and decided on how data was dealt with through each modification of the study.

### 3.10 Data Analysis Procedures

The data was edited to identify and eliminate errors made by respondents. Coding was done to translate question responses into specific categories. Descriptive statistics such as frequency distribution and percentages were used to analyze the quantitative data. Qualitative data was analyzed using content analysis in which all the responses was categorized according to their thematic areas and analyzed according to their contents. Presentation was done on tables, figures and charts. Statistical package for Social Sciences (SPSS Version-27) software was used to aid in the analysis of data. In addition, the researcher conducted a multiple regression analysis so as to determine the relationship between FPE enrolment variations and learners' transition rates in public primary schools Loima Sub County. The regression equation that guided the study was ($Y = \beta 0 + \beta 1X1 + \beta 2X2 + \beta 3X3 + \beta 3X3 + \varepsilon$):

Whereby;

Y = Learners' Transition Rates

X1 = Social Culture

X2= Economic Pattern

X3 = Cross-Cutters Issues

X4 = Lesson Attendance

B0 = Constant of Regression

ε = Error Term

β0 β1 β2 and β3 are the regression equation coefficients for each of the variables discussed.

**Table 6: Statistical Summary**

| Questions | Dependent Variable (X) | Independent Variable (O) | Type of Data | Data Analysis |
|---|---|---|---|---|
| In what ways do social culture influence transition rates | Transition Rates | FPE enrolment variations | Qualitative Quantitative | Descriptive statistics countable metrics Inferential statistics Linear regression Sub-themes and Thematic analysis |
| How do economic patterns influence transition rates | Transition Rates | FPE enrolment variations | Qualitative Quantitative | Descriptive statistics countable metrics Inferential statistics Linear regression Sub-themes and Thematic analysis |
| How does the cross cutters influence transition rates | Transition Rates | FPE enrolment variations | Qualitative Quantitative | Descriptive statistics measurable matrix Inferential statistics Linear regression Theme and sub- theme analysis |
| To what extent does lesson attendance influence transition rates | Transition Rates | FPE enrolment variations | Quantitative | Descriptive statistics frequencies and percentages Inferential statistics Linear regression Sub-thematic analysis |

### 3.11 Ethical Considerations

A letter from the school of Education Mount Kenya University-Kitale Campus therefore used by the researcher to acquire a research permit from the National Council of Master of Education. The research permit was then be used to seek permission from the County Education office and participants. The nature and purpose of the research was explained to the respondents by the researchers.

Four main areas were addressed throughout the study as ethical concerns: avoiding harm to participants, informed consent, privacy and confidentiality and avoiding deception. The researcher will respect the individuals' rights to safeguard their personal integrity. No names or personal identification numbers was reflected in the questionnaires except the numbering of the questionnaires, which is for the purposes of identification of data during data editing. Given that head teachers in Kenya are controlled by higher authorities they might feel insecure if they think their information may be made available to the higher authority. In this case the researcher assured them that the information given the questionnaires and, in the interview, or conversation would only be used for the purpose of research and all was done to ensure their anonymity and collected data was not doctored.

# CHAPTER FOUR
# RESEARCH FINDINGS AND DISCUSSION

## 4.0 Introduction

This chapter presents data analysis, interpretation and presentation of the study. The purpose of the study was to evaluate the influence of FPE enrolment variations on learners' transition rates in public primary schools Loima Sub County. The data was interpreted according to research questions. Both descriptive and inferential statistics were used to analyze data and presented in form of frequency distribution tables.

## 4.1 Response Rate

The research sought to know the response rate of the respondents. The study sampled one 384 respondents from the public primary schools in Loima Sub County. However, out of the 384 questionnaires distributed, 303 respondents completely filled in and returned the questionnaires which comprised 78.9% of the respondents. This high response rate can be attributed to the direct distribution of questionnaires and follow-up reminders to ensure maximum participation.

**Table 7: Respondents Response Rate**

| | **Frequency** | **Percentage** |
|---|---|---|
| Returned Questionnaires | 303 | 78.9 |
| Not Returned Questionnaires | 81 | 21.1 |
| **Total** | **384** | **100.00** |

**Source***:* Field Data, (2024)

### 4.2 Socio-Demographic Characteristics

The following sub-sections give demographic data regarding the respondents age, gender, level of education and work experience.

#### 4.2.1 Respondents Age

The age was categorized into four levels as; between 11 years and 20 years; between 21 and 30; between 31 and 40 years and over 41 years. The outcomes were as presented in Table 8

**Table 8: Respondents Age**

| Age | Frequency | Percentage |
|---|---|---|
| Between 11 years and 20 years | 243 | 80.2 |
| Between 21 and 30 years | 17 | 5.6 |
| Between 31 and 40 years, | 34 | 11.2 |
| Over 41 years | 9 | 3.0 |
| **Totals** | **303** | **100.00** |

**Source***:* Field Data, (2024)

The study established that majority of 243 (80.2%) of the respondents are of the age of 11 years and 20 years as 34(11.29%) were between 31 and 40 years as 17(5.6 %) showed that they were between 21 and 30 years and 9(3.0%) were over 41 years old. This implies that majority of the participants are learners.

#### 4.2.2 Gender of the Respondents

A total of 303 respondents sampled from the public primary schools in Loima Sub County were able to respond to the question on gender. The results were as presented in Table 9.

**Table 9: Respondents' Gender**

| Age | Frequency | Percentage |
|---|---|---|
| Female | 118 | 39.0 |
| Male | 185 | 61.0 |
| **Totals** | **303** | **100.00** |

**Source:** Field Data, (2024)

Results in Table 9 shows that 61.0% (n= 185) of the sampled population were male and 39.0% (n=118) were female. The study implies that there is more male population than female population in public primary schools in Loima Sub County. Despite the slight difference between men and women in the study, women are beginning to get a number of significant in leaderships regardless of the study area being arid. Most of them have qualifications that rival men and this is in fulfillment of the new constitution which seems to be giving women and men equal opportunities for appointment to its various positions.

### 4.2.3 Level of Education

The study endeavored to determine the education level of the respondents in the targeted public primary schools in Loima Sub County. It was categorized into four levels as; primary, college, graduate, and post-graduate level education. The results were as shown in Table 10.

**Table 10: Level of Education**

| Level of Education | Frequency | Percentage |
|---|---|---|
| Primary level education | 243 | 80.2 |
| College level education (Diploma) | 34 | 11.2 |
| Graduate level education | 19 | 6.3 |
| Post graduate level education | 7 | 2.3 |
| **Totals** | **303** | **100.00** |

**Source*:*** Field Data, (2024)

From Table 6, it was discovered that, 243(80.2%) had primary level of education, 34(11.2%) had college level education (Diploma), 19(6.3%) had graduate level and 7(2.3%) had postgraduate degree level of education. This means that most of the respondents had primary level of education, which means they were pupils pursuing their primary education.

### 4.3 Descriptive Statistics

Before proceeding with the inferential analysis of the data, it was well analyzing the common descriptive statistics of the study sample data. The main research purpose of the

study was to evaluate the influence of FPE enrolment variations on learners' transition rates in public primary schools Loima Sub County. The respondents were to determine to what extent learners' transition rates is influenced by the FPE enrolment variations using a 5-point scale. 1 strongly disagrees, 2 disagree, 3 neutral, 4 agree and 5 strongly agree. The following subheadings represent the findings.

### 4.3.1 Social Culture and Learners' Transition Rates

The first objective of the study sought to determine the influence of social cultural on learners' transition rates in public primary schools Loima Sub County. To achieve the objective, five-point Likert scale was utilized in the analysis. The results, which included mean and standard deviation, were analyzed, summarized, and presented in table 11.

**Table 11: Social Culture and Learners' Transition Rates**

| Statements | N | Mean | Std. Dev. |
|---|---|---|---|
| Education is not a priority | 303 | 3.929 | .9197 |
| Having large herd of cattle is seen as a success | 303 | 3.804 | .9204 |
| Women are believed to be home makers and they should not get education | 303 | 3.629 | .9329 |
| Girls are a source of wealth to parents and are therefore married off at early age. | 303 | 3.427 | .9823 |
| Irregular attendance can be an indication for dropping out of school no matter of the gender of the pupils | 303 | 3.526 | .9488 |

***Source:*** Field Data, (2024)

The statement that education is not a priority reported the highest mean score of 3.929 with standard deviations of .9197. The statements that having large herd of cattle is seen as a success with the mean score of 3.804 with standard deviations of .9204 closely followed this. The statements that women are believed to be home makers and they should not get education and girls are a source of wealth to parents and are therefore married off at early age; with the mean score of 3.641 and 3.629 with standard deviations of .9724 and .9329 respectively closely followed each other. The statements that irregular attendance can be

an indication for dropping out of school no matter of the gender of the pupils mean score of 3.526 and 3.427 respectively.

This is in agreement with Brown, (2004) submit that many pupils drop out of level of the school system before completion of the final year and this is a problem faced in many countries whether developed or developing. The greater focus on public primary school level dropouts is no doubt due to the accepted tenet of educational philosophy which submit that it is important to extend education within the development phase of age of 14 to 18 years. The more time learners attain adolescents have to gain educational experience during the teenage years, the better prepared they was to face life challenges Battin-Pearson, (2000). Battin-Pearson, (2000) insist that identifying the predictors of school dropouts is a crucial task for researchers, because understanding the causes and processes of dropping out can help guide the creation of effective approaches to preventing the problem. There is direct influence of social cultural of FPE enrolments' variation management on transition rates of learners in public primary schools on absenteeism that negates lesson attendance TSC (2017) postulates. Irregular attendance can be an indication for dropping out of school no matter of the gender of the pupils. Conversely, school absenteeism can be one of the contributory factors of early dropout of Female pupils from school. Manacorda, (2012) asserts that girls are at a higher risk of absenting, repetition and dropping out thus achieving lesser than boys in education.

There are reasons as to why girl's absentee themselves from schools thus leading to early dropout, for example, teenage pregnancy among girls is normally associated with common absence from school at fast. Girls also can dropout because of absenteeism due to child labour or household chores. This is because a good deal of literature on household chores found that girls do more work at home than boys which may increase non-attendance in school for girls. Moreover, access to pit latrines and hygiene impact on girls' education and

attendance to school. In this view, Gran (2013) found out that female pupils most likely not in attendance to school when there are filthy latrines meant for relieving themselves. More so Ngales, (2015) in his study established that female student during menstrual periods drop out of school for lack of hygienic facilities. Teachers' Attitude that contributes to FPE enrolments' variation management on learners' transition rates in public primary schools is linked to dropout issue. Contributing to the debate on school dropouts, according to Bridgeland, Dilulio, & Morison, (2016) recommend that to assist learners retained in school, teaching and curriculum should be improved to make school more relevant and more engaging. There should also be a connect between school and work, improved instructions and a way to support efforts by learners and ensure strong adult and child relationship within the school set up. There be cordial relationship within the school and also communication between parent and school should be improved. Caring teachers have been shown by (Croninger, & Lee, 2013), in a study in America, to be an important source of social capital for learners, a positive state between pupils and teachers, both in and out of school reduce the likelihood of dropping out. Such relationship is important particularly to learners from disadvantaged backgrounds and those encounter academic difficulties that are a risk to dropping out.

Okobia, (2013), noted that most pupils drop out of school due to conflicts with either other pupils or teachers and as well as undignified teachers' approach. Contributing to this situation. Njeru and Orodho, (2003) stated that factors which are internal to the school, for example, disciplinary policies or conflicts with teachers or children might push learners to dropout.

Family socialization contributes to FPE enrolments' variation management on learners' transition rates. Families cater for many of the chief foundation and experiences for later life, including academic success in school. Early influence involve divorce, family stress in

submissions of Grainer, Stein and Jacobs, (2017), parental behavioral control and acceptance and most importantly, parents control education levels according to Ellickson, Bui, Bell and McGuigan, (2018). Consequently, Low parent anticipation and education would have direct effects on school exit rates over and above the mediating influence of low academic achievements. The Academic performance contribute to FPE enrolments' variation management on learners' transition rates

Difficulties in reading and writing are likely to impact negatively in overall performance of children. Ajaja, (2012) noted that mostly unsteady learning extroverts either fail their examinations by the end of the year, or leave schooling hence not completing their intended courses. Thus, high intelligence quotient (IQ) is necessary condition for academic success though not sufficient. Continuous failure and repetition make pupils frustrated and they finally opt to drop out from school.

### 4.3.2 Economic Pattern and Learners' Transition Rates

The second objective of the study sought to determine the influence of economic pattern on learners' transition rates in Loima Sub County, Kenya. To achieve the objective, the five-point Likert scale was utilized in the analysis. The results, which included mean and standard deviation, were presented in table 12.

**Table 12: Economic Pattern and Learners' Transition Rates**

| Statements | N | Mean | Std. Dev. |
|---|---|---|---|
| That parental investment for children's well-being can sometimes become gender biased | 303 | 3.934 | .8925 |
| More educated parents are more likely to progress their children further through school | 303 | 3.984 | .9126 |
| That schooling hidden cost contributes to FPE enrolments' variation management on learners' transition rates | 303 | 3.612 | .9327 |
| That schooling costs are linked to the gender of children as parents sometimes are not willing to pay school fees for the girls | 303 | 3.936 | .9225 |

***Source:*** Field Data, (2024)

According to Table 12, the respondents indicated that parental investment for children's well-being can sometimes become gender biased (M = 3.934; SD = 0.8925) and that more educated parents are more likely to progress their children further through school (M = 3.984; SD = 0.9126). That schooling hidden cost contributes to FPE enrolments' variation management on learners' transition rates (M = 3.612; SD = 0.9327) and that schooling costs are linked to the gender of children as parents sometimes are not willing to pay school fees for the girls (M = 3.936; SD = 0.9225). This is in agreement with Ubogu, (2014) who states that, the gender dimension on dropout, (UNESCO, Education for All Global Monitering Reports, 2009) states that girls are more likely to drop out of school than boys and that children whose mothers are not educated will most likely drop out of school.

The schooling hidden cost contributes to FPE enrolments' variation management on learners' transition rates. Indirect and direct schooling costs are important factors for the education of boys and girls and some research indicates that education expenses more in particular school fees, are key reasons for early dropout. Schooling costs are linked to the gender of children as parents sometimes are not willing to pay school fees for the girls. For example, Brown and Park (2002) found that in rural China parents 'are not ready to pay school fees for their children and this was the major reason for the dropout of 47 percent of girls while only 33 percent of the boys dropped out in elementary schools: In junior primary school, fees were half for the girls but only 8% for boys. For public primary schools, the levies catered for the items not covered by the capitation grants to schools by the MOE. Therefore, Free Primary Education (FPE) was not entirely a solution to the problem of schooling for the poor. (Oketch,M. M. and Mutisya, Ngware and Ezeh., 2010), found that learners sometimes dropped out of school because they do not have school fees to pay the school. (Connelly, & Zeng, Guryan., 2003;2004), argued that, the property of a household automatically determines the ability of the parents to invest in the education of their children.

Hunter and May (2002) established that school fees significantly became one of the reasons of dropout of 27 percent of boys and 30 percent of girls before completion of primary schools in South Africa. From the families' perspective, Shovan Ghosh Susmita and Sengupta (2012) found that in poor households in India, the costs of schooling for girls' child are much likely to be more than those of boys' child. The researchers further noted that although direct costs are the same for both boys and girls, parents are not ready to pay fees for girls' education. Lloyd et.al. (2000) also found that in Kenya, there are many girls dropping out of school as compared to boys due to higher school fees.

### 4.3.3 Cross Cutting Issues and Learners' Transition Rates

The third objective of the study sought to assess the influence of cross cutting issues on learners' transition rates in Loima Sub County, Kenya. To achieve the objective, the five-point Likert scale was utilized in the analysis. The results, which included mean and standard deviation, were presented in table 13.

**Table 13: Cross Cutting Issues and Learners' Transition Rates**

| Statements | N | Mean | Std. Dev. |
|---|---|---|---|
| That when there is an excessive enrolment of learners against the teacher ratio, there would be an increased workload on the side of teachers | 303 | 4.174 | .6544 |
| The massive enrollment in public primary school has caused teachers shortages in most schools | 303 | 3.937 | .7638 |
| Many people regard lack of enough information resources as a result of the government putting aside insufficient funds to FPE | 303 | 3.993 | .7337 |
| There is inadequacy of school libraries to promote FPE enrollments' variation management on learners' transition rates | 303 | 3.946 | .9846 |

**Source:** Field Data, (2024)

The findings in Table 13 show that when there is an excessive enrolment of learners against the teacher ratio, there would be an increased workload on the side of teachers (M = 4.174; SD = 0.6544) and that the massive enrollment in public primary school has caused teachers shortages in most schools (M = 3.937; SD = 0.7638). That many people regard lack of enough information resources as a result of the government putting aside insufficient funds

to FPE (M = 3.993; SD = 0.7337) and that there is inadequacy of school libraries to promote FPE enrollments' variation management on learners' transition rates (M = 3.946; SD = 0.9846). This is in agreement with the KNUT Report (2021) that the massive enrollment in public primary school has caused teachers shortages in most schools hence enabling the School Management Committees to hire inexperienced teachers whose competency is in question. Influence of Poor working conditions on FPE enrollments' variation management on learners' transition rates. The productivity of employees is generally influenced by the organization the work in and prevailing environmental. Because of the large number of learners, classes are bursting up with learners to an extent that in some schools of some sub-county's learners are taught under trees thus discouraging both teachers and learners to continue undertaking their classes in those pathetic conditions. Even though the Kenya National Union of Teachers (KNUT) participated and gave support in the Free Primary Education Task Force, they were not in support of bigger class sizes, for the very fact the government ought to have first had plans of hiring more teachers to help in handling the increased workload rather than burden head teachers and classroom teachers with increased teaching and bookkeeping responsibilities.

Influence of inadequate funding on FPE enrollments' variation management on learners' transition rates. Many people regard lack of enough information resources as a result of the government putting aside insufficient funds to FPE. For instance, in public primary schools, most learners share a text book when doing assignments hence posing issues to them, parents and teachers. The starting and implementation of FPE was done without prior consensus building and consultation among the relevant stakeholders on the mechanics of rolling it out. In addition, there was lack of preparedness by both implementers and stakeholders on how best to manage the immediate demands of the program and therefore the government was to set enough time to disburse emergency funds to schools. Most of the

Kenyans were much more concerned on the success of Free Primary Education as they had a belief that our country's economy couldn't maintain its demands. FPE commenced with no funds allocated to it in the middle of the financial year 2013/2014 budget and therefore making doubt on its sustainability.

There is inadequacy of school libraries to promote FPE enrollments' variation management on learners' transition rates. Kenya has no defined literacy policies; there is also lack of sartorial policies in form of legislation representation, regulation or guidelines. Schools have a mandate of fighting illiteracy but there are no guidelines in place of expediting this activity. This narrates why very old learners especially Maruge (2019) could not be denied a chance to access to learn with learners who are equal to his grandchildren. There is no policy in place in primary schools of putting up libraries. With the commencement of FPE in the country the government now pays a critical role in provision of information materials and other resource textbooks to public primary schools while development of libraries is squarely left in the hands well-wishers, parents and schools as opposed to private schools in the Country that have well-furnished and equipped libraries. Nearly all Public primary institution changes their classrooms into temporal libraries. The researcher will carry out an investigation on Influence of cross cutting issues on FPE enrolments' variation management on learners' rates of learners in public primary schools.

### 4.3.4 Lesson Attendance and Learners' Transition Rates

The fourth and final independent variable of the study was to establish the influence of lesson attendance and learners' transition rates in Loima Sub County, Kenya. To achieve the objective, descriptive statistics such as percentage mean and standard deviation were jointly employed to summarize the responses as presented in Table 14.

**Table 14: Lesson Attendance and Learners' Transition Rates**

| Statements | N | Mean | Std. Dev. |
|---|---|---|---|
| The shortfall and unbalanced distribution of teachers witnessed is not only brought by non-employment but also comes about by non-implementation of staffing policies. | 303 | 3.723 | .9406 |
| There is no policy in place in primary schools of putting up libraries. | 303 | 3.885 | .9581 |
| Education NEMIS funding deny the institution funds to buy writing materials for example exercise books and pens. | 303 | 3.851 | .9881 |
| That head teachers have a right to sound the alarm on NEMIS. | 303 | 3.872 | .9806 |

**Source**: Field Data, (2024)

The findings in Table 14 showed that the shortfall and unbalanced distribution of teachers witnessed is not only brought by non-employment but also comes about by non-implementation of staffing policies (M = 3.723; SD = 0.9406) and that there is no policy in place in primary schools of putting up libraries (M = 3.885; SD = 0.9581). They further showed that education NEMIS funding deny the institution funds to buy writing materials for example exercise books and pens (M = 3.851; SD = 0.9881) and that head teachers have a right to sound the alarm on NEMIS (M = 3.972; SD = 0.9806).

This is in agreement with Ministry Interior and Co-ordination of National Government, (2021) that head teachers have a right to sound the alarm on NEMIS, only that their project for its outright scrapping is way off the mark. The problem shall be corrected and the system let to continue. Nevertheless, the ministry of interior and coordination should find ways of ironing out the mess of birth certificates for NEMIS to function optimally. Education NEMIS funding deny the institution funds to buy writing materials for example exercise books and pens. Moreover, the institution will lack funds to buy food for feeding the learners since some of them come from poor families. This will make the learners irregularly come to school or exit from school and that's why the researcher will explore the effects of government policies on FPE enrolments' variation management transition rates on public primary schools.

### 4.3.5 Learners' Transition Rates

The dependent variable in this investigation was learners' transition rates. The researcher sought to establish the responses on learners' transition rates in Loima Sub County, Kenya. Descriptive statistics, which involved mean and standard deviation, were jointly employed to summarize the responses as presented in Table 15.

**Table 15: Learners' transition rates**

| Statements | N | Mean | Std. Dev. |
|---|---|---|---|
| Turn-over evidence contributes to enhanced learners' transition rates | 303 | 3.862 | .9069 |
| Lesson attendance observations contribute to enhanced learners' transition rates | 303 | 3.764 | .8981 |
| Transition targets contribute to enhanced learners' transition rates | 303 | 3.892 | .9781 |
| Retention indicators contribute to enhanced learners' transition rates | 303 | 3.843 | .9806 |

**Source***:* Field Data, (2023)

The findings in Table 15 showed that turn-over evidence contributes to enhanced learners' transition rates (M = 3.862; SD = 0.9069), and lesson attendance observations contribute to enhanced learners' transition rates (M = 3.764; SD = 0.8981). They indicated that transition targets contribute to enhanced learners' transition rates (M = 3.892; SD = 0.9781) and retention indicators contribute to enhanced learners' transition rates (M = 3.843; SD = 0.9806). This is in line with Wanjohi, (2023) in the general declaration of human rights, adopted in 1948 declared that "Every person has a right to go to school to get education" A fact that was further endorsed by the World Conference on Education for All (EFA) held in Jomtein, Thailand in 1990 where representatives from 155 countries and organizations committed to provide education for all and it then followed a conference held in Dakar, Senegal, in 2000 with intention of ensuring that every child, benefit from educational

opportunities purposed to meet their basic learning needs. Since then, extraordinary progress has been made in getting children in developing countries into public primary school education.

### 4.4 Inferential Analysis

After successfully analyzing the properties of the research variables, the study chose to infer the findings through conducting inferential analysis. The averages from the primary data collected on the dependent variable (learners' transition rates) and the independent variables (social culture, economic pattern, cross-cutting issues and lesson attendance) was used to further compute correlation, ANOVA, model summary and regression.

#### 4.4.1 Correlation Analysis

The study sought to establish the relationship between the dependent variable (learners' transition rates) and the independent variables (social culture, economic pattern, cross-cutting issues and lesson attendance). The researcher conducted a Pearson moment correlation in order to determine the correlation of the study variables and results presented in Table 16.

**Table 16: Correlation Analysis**

**Correlations**

| | | Learners' Transition Rates | Social Culture | Economic Pattern | Cross-Cutting Issues | Lesson Attendance |
|---|---|---|---|---|---|---|
| Learners' Transition Rates | Pearson Correlation | 1 | | | | |
| | Sig. (2-tailed) | | | | | |
| | N | 303 | | | | |
| Social Culture | Pearson Correlation | .342** | 1 | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Sig. (2-tailed) | .000 | | | | |
| | N | 303 | 303 | | | |
| Economic Pattern | Pearson Correlation | .226** | .035 | 1 | | |
| | Sig. (2-tailed) | .008 | .686 | | | |
| | N | 303 | 303 | 303 | | |
| Cross-Cutting Issues | Pearson Correlation | .206* | .156 | -.057 | 1 | |
| | Sig. (2-tailed) | .016 | .070 | .511 | | |
| | N | 303 | 303 | 303 | 303 | |
| Lesson Attendance | Pearson Correlation | .437** | .071 | .095 | .064 | 1 |
| | Sig. (2-tailed) | .000 | .413 | .274 | .460 | |
| | N | 303 | 303 | 303 | 303 | 303 |

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

*. Correlation is significant at the 0.05 level (2-tailed).

***Source:*** Field Data, (2024)

Forthcoming from Table 16, the results; social culture (r= 0.342; p-< 0.01), economic pattern (r= 0.226, p-value = 0.008), cross-cutting issues (r= 0.206; p-value = 0.016) and lesson attendance (r= 0.437; p<0.01), portrays significant relationships with the dependent variable; learners' transition rates and the independent variables (social culture, economic pattern, cross-cutting issues and lesson attendance). Though each assessment exposes a p-value not exceeding 0.05.

### 4.4.2 Regression Analysis

To determine how well the model fits the data, the researcher examined the goodness fit in the model summary where the associated regression results obtained during this exercise are shown in Table 17.

**Table 17: Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | 0.837 | 0.702 | 0.685 | 2.148 |

a. Predictors: (Constant). Social Culture, Economic Pattern, Cross-Cutting Issues and Lesson Attendance

**Source**: Field Data, (2024)

From the model summary, the R square (coefficient of determination) is a commonly used statistics to evaluate model fit. The results of the regression analysis in table 17 indicate that $R^2$ was .702 or 70.2 %. This shows that the four independent variables (social culture, economic pattern, cross-cutting issues and lesson attendance) of the study explain only 70.2 %. of the changes in the dependent variable (learners' transition rates). Other variables not in the study contribute to the remaining 29.8% of the changes in student council. The Adjusted R Square value of 0.685 suggests that the model remains robust after adjusting for the number of predictors. The Std. Error of the Estimate (2.148) indicates the average deviation of observed values from the regression line.

**Table 18: ANOVA[a]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 2550.366 | 4 | 637.591 | 175.600 | .000[b] |
| | Residual | 1082.634 | 298 | 3.633 | | |
| | **Total** | 3633.001 | **302** | | | |

a. Dependent Variable: Learners' Transition Rates

b. Predictors: (Constant), Social Culture, Economic Pattern, Cross-Cutting Issues and Lesson Attendance

**Source:** Field Data, (2024)

The ANOVA results indicate that the regression model is statistically significant ($F = 175.600$, $p < 0.001$). This signifies that the combined effect of social culture, economic pattern, cross-cutting issues and lesson attendance significantly explains the variations in learners' transition rates.

**Table 19: Coefficients[a]**

| | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | |
| (Constant) | 2.266 | .380 | | .699 | .486 |
| Social Culture | .272 | .069 | .285 | 3.951 | .000 |
| Economic Pattern, | .137 | .052 | .188 | 2.929 | .010 |
| Cross-Cutting Issues | .149 | .073 | .147 | 2.039 | .043 |
| Lesson Attendance | .323 | .059 | .390 | 5.448 | .000 |

a. Dependent Variable: Learners' Transition Rates

**Source:** Field Data (2024)

The analysis coefficients results (Table 19) exposed a statistically significant positive influence of social culture, economic pattern, cross-cutting issues and lesson attendance (FPE enrolment variations) on learners' transition rates. Their relative importance to learners' transition rates is indicated as social culture ($\beta=0.272$), economic pattern ($\beta=0.139$), cross-cutting issues ($\beta=-0.149$) and lesson attendance ($\beta=0.323$). It is evident from these results that lesson attendance had the greatest influence on learners' transition rates while economic pattern and cross-cutting issues had the least effect on learners' transition rates in public primary schools in Loima Sub County.

The resultant multiple regression equation that can be employed in predicting levels of learners' transition rates for 1 standard deviation enhancement in FPE enrolment variations (social culture, economic pattern, cross-cutting issues and lesson attendance) can be stated as:

$Y= \beta_0+ \beta_1X_1+\beta_2X_2+ \beta_3X_3+ \beta_4X_4$

$Y= 2.266+0.272X_1 + 0.137X_2+ 0.149X_3+ 0.323X_4+0.380$

Y = Learners' Transition Rates

2.266= y-intercept; Constant

0.272 + 0.137+ 0.149 + 0.323= the slope coefficients

$X_1$= Social Culture

$X_2$ = Economic Pattern

$X_3$ = Cross-Cutting Issues

$X_4$= Lesson Attendance

ε = Error Term

The unstandardized beta coefficient 0.272, 0.137, 0.149, and 0.323 represented the expected improvement in learners' transition rates in public primary schools Loima Sub County for a unit standard deviation enhancement in social culture, economic pattern, cross-cutting issues and lesson attendance respectively. This has the meaning that one standard deviance improvement in social culture, economic pattern, cross-cutting issues and lesson attendance would raise level of learners' transition rates by a factor of approximately to 0.272, 0.137, 0.149, and 0.323 respectively.

# CHAPTER FIVE
# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.0 Introduction

This chapter synthesizes the key findings of the research on the effect of FPE enrolment variations on learners' transition rates in public primary schools Loima Sub County. It provides a summary of the main findings, draws conclusions based on the analysis conducted, and offers recommendations for practice and further research.

## 5.1 Summary of the Findings

This study aimed to investigate the relationship between FPE enrolment variations specifically social culture, economic pattern, cross-cutting issues and lesson attendance and learners' transition rates in public primary schools Loima Sub County. The findings provide significant insights into how these FPE enrolment variations influence learners' transition rates

### 5.1.1 Social Culture and Learners' Transition Rates

The first objective of the study sought to determine the influence of social culture on learners' transition rates in Loima Sub County, Kenya. The study findings revealed the statement that education is not a priority reported the highest mean score of 3.929 with standard deviations of .9197. The statements that having large herd of cattle is seen as a success with the mean score of 3.804 with standard deviations of .9204 closely followed

this. The statements that women are believed to be home makers and they should not get education and girls are a source of wealth to parents and are therefore married off at early age; with the mean score of 3.641 and 3.629 with standard deviations of .9724 and .9329 respectively closely followed each other. The statements that irregular attendance can be an indication for dropping out of school no matter of the gender of the pupils mean score of 3.526 and 3.427 respectively.

### 5.1.2 Economic Pattern and Learners' Transition Rates

The second objective of the study sought to determine the influence of economic pattern on learners' transition rates in Loima Sub County, Kenya. The study findings revealed that the respondents indicated that parental investment for children's well-being can sometimes become gender biased (M = 3.934; SD = 0.8925) and that more educated parents are more likely to progress their children further through school (M = 3.984; SD = 0.9126). That schooling hidden cost contributes to FPE enrolments' variation management on learners' transition rates (M = 3.612; SD = 0.9327) and that schooling costs are linked to the gender of children as parents sometimes are not willing to pay school fees for the girls (M = 3.936; SD = 0.9225).

### 5.1.3 Cross Cutting Issues and Learners' Transition Rates

The third objective of the study sought to assess the influence of cross-cutting issues on learners' transition rates in Loima Sub County, Kenya. The study findings revealed that when there is an excessive enrolment of learners against the teacher ratio, there would be an increased workload on the side of teachers (M = 4.174; SD = 0.6544) and that the massive enrollment in public primary school has caused teachers shortages in most schools (M = 3.937; SD = 0.7638). That many people regard lack of enough information resources as a result of the government putting aside insufficient funds to FPE (M = 3.993; SD = 0.7337)

and that there is inadequacy of school libraries to promote FPE enrollments' variation management on learners' transition rates (M = 3.946; SD = 0.9846).

### 5.1.4 Lesson Attendance and Learners' Transition Rates

The fourth and final independent variable of the study was to established the influence of lesson attendance and learners' transition rates in Loima Sub County, Kenya. The study findings revealed that the shortfall and unbalanced distribution of teachers witnessed is not only brought by non-employment but also comes about by non-implementation of staffing policies (M = 3.723; SD = 0.9406) and that there is no policy in place in primary schools of putting up libraries (M = 3.885; SD = 0.9581). They further showed that education NEMIS funding deny the institution funds to buy writing materials for example exercise books and pens (M = 3.851; SD = 0.9881) and that head teachers have a right to sound the alarm on NEMIS (M = 3.972; SD = 0.9806).

### 5.1.5 Learners' Transition Rates

The dependent variable in this investigation was learners' transition rates. The researcher sought to establish the responses on learners' transition rates in Loima Sub County, Kenya. The findings showed that the turn-over evidence contributes to enhanced learners' transition rates (M = 3.862; SD = 0.9069), and lesson attendance observations contribute to enhanced learners' transition rates (M = 3.764; SD = 0.8981). They indicated that transition targets contribute to enhanced learners' transition rates (M = 3.892; SD = 0.9781) and retention indicators contribute to enhanced learners' transition rates (M = 3.843; SD = 0.9806).

## 5.2 Conclusions

The regression results indicated that FPE enrolment variations (social culture, economic pattern, cross-cutting issues and lesson attendance) had explanatory power over the learners' transition rates where it accounted for 70.2 percent of variation in learners' transition rates

($R^2$ = .702). Basing on the study finding, the study therefore concluded that FPE enrolment variations (social culture, economic pattern, cross-cutting issues and lesson attendance) had significant influence on learners' transition rates in Public primary schools in Loima Sub County, Kenya.

The study correlation results indicated that social culture and regulations had statistically significant positive correlation with learners' transition rates. The respondents agree that education is not a primary focus in the community. This suggests a lack of emphasis on formal education as a key societal value. This perception has influenced the community to prioritize livestock management over educational pursuits. Nonetheless, early marriage remains a notable challenge to girls' education. This highlights a barrier to educational completion in the area.

Based on the findings of economic pattern and learners' transition rates in public primary schools in Loima Sub County. The study concluded that despite FPE, additional expenses such as uniforms, books, and transport still pose a burden to families and affect students' ability to transition to higher levels of education. This highlights a major barrier to female educational attainment due to gender-biased financial decisions.

The study finding showed that cross-cutting issues had statistically significant positive relationship with learners' transition rates  Therefore, the study concluded that when the number of enrolled learners exceeds the available teacher capacity, it leads to increased workloads for teachers. This may affect the quality of education and teacher effectiveness in public schools. These further stresses the education system and hampers effective teaching and learning. Libraries are essential to supplement classroom teaching and enhance learning outcomes, yet many schools lack this facility.

Finally, the study correlation results showed that lesson attendance had statistically significant positive correlation with learners' transition rates  It was concluded the system's

failure to address teacher placement and deployment policies contributes significantly to teacher shortages. This absence of a policy results in limited access to essential learning resources, which are critical for fostering reading and improving educational outcomes. The head teachers should be empowered to voice concerns about issues related to NEMIS, particularly when it affects school funding and operations. Their role in highlighting these challenges is crucial for improving the system.

### 5.3 Recommendations

The following list of recommendations was made based on the conclusions made by the study and guided by the study results.

i. Based on social cultural factors, the study recommends for strengthening the community outreach programs that emphasize the long-term benefits of education for both boys and girls. This can be done through school-based campaigns, local leaders, and religious institutions. Given the cultural attachment to livestock, programs that promote alternative forms of wealth creation such as small businesses or skills development could help shift focus from cattle ownership as the sole measure of success. Interventions should be tailored to address gender biases, such as scholarships or incentives for families who keep their daughters in school. Awareness campaigns on the benefits of educating girls should also be carried out to reduce early marriages. Schools should introduce initiatives such as after-school support, mentorship, or attendance tracking systems to identify students at risk of dropping out. These interventions should target both boys and girls to improve overall retention rates. Engaging parents, elders, and local leaders to shift cultural perceptions around education and gender roles is crucial. Workshops or forums could be held to discuss the benefits of education and challenge traditional beliefs that hold girls and women back

ii. The study concluded that economic pattern had a significant effect on learners' transition rates in public primary schools in Loima Sub County. The study therefore recommended that community leaders, teachers, and counselors can be involved in advocating for equal opportunities for both boys and girls. Provide adult education or awareness campaigns to educate parents on the value of schooling for their children. Initiatives can focus on empowering less educated parents with the knowledge that both girls and boys should receive the same educational support. Local governments and educational stakeholders should work together to minimize the hidden costs associated with schooling. This could include providing free uniforms, books, or school transport subsidies, particularly in underserved communities, to ensure smooth transitions from one level to another.

iii. The study made the conclusion that cross-cutting issues had a positive relationship with the learners' transition rates in Loima Sub County. It is against this conclusion that the study recommended that the government and education stakeholders should prioritize recruiting and deploying more teachers to reduce the high teacher-to-student ratios in public schools. This will alleviate the workload on teachers and improve the quality of education. Efforts should be made to regulate class sizes by either constructing more classrooms or introducing shift systems in overcrowded schools to maintain manageable teacher-to-student ratios and ensure personalized attention for students. The government should allocate more funds to the Free Primary Education program to provide sufficient learning materials and resources, including textbooks, workbooks, and technology. This will ensure that all students have access to the necessary tools for learning. Investment should be made in the establishment and stocking of school libraries across public primary schools. Libraries play a critical role in fostering reading habits, enhancing learning, and

supporting students' transition rates. Additionally, mobile libraries could be introduced in areas where building permanent libraries is not feasible.

iv. The study concluded that lesson attendance had also a significant effect on learners' transition rates in public primary schools in Loima Sub County The study therefore recommended that the government and relevant education bodies should urgently review and implement teacher staffing policies to ensure balanced distribution of teachers across all schools. Additionally, clear guidelines for teacher recruitment and deployment should be established to address the current shortfall. Policymakers should create and enforce a national policy that mandates the establishment of libraries in primary schools. Libraries are essential for promoting literacy, enhancing learning, and supporting student development. The NEMIS funding structure should be reviewed to ensure that schools receive adequate financial resources to purchase essential learning materials such as exercise books, pens, and other supplies. Schools should be given the flexibility to allocate funds according to their immediate needs, ensuring a conducive learning environment for students. Head teachers should be given a formal platform to raise concerns regarding NEMIS and other funding-related challenges.

## 5.4 Suggestions for Further Studies

i. Conduct a longitudinal study to track the long-term effects of Free Primary Education (FPE) enrolment variations on student transition rates from primary to secondary school. This will provide deeper insights into whether fluctuations in enrolment impact educational continuity over time.

ii. A comparative study between Loima Sub-County and other sub-counties facing similar FPE enrolment challenges could provide a broader understanding of the

issue. This will help identify best practices that could be adopted in Loima Sub-County to improve transition rates.

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# APPENDICES

## Appendix I: Consent Form

I am **Lomor E. Esinyen** a masters Student at Mount Kenya University. Am conducting a study on the **influence of FPE enrolment variations on learners' transition rates in public primary schools Loima Sub County, Kenya.** I kindly wish to inform you that the study is in partial fulfillment of my master degree program. I recruit you conveniently to participate in this study and am seeking your consent. Confidentiality was maintained by using visit numbers rather than names and information gathered will not be revealed to anybody without your consent. Participation in this study is a voluntary. The research poses no any risks to the participants. This study will provide knowledge and act as part of reference points to the scholars who will want to further research in the same area or related field or for teaching in universities and other institutions of learning.

Before I involve you in this study, I kindly request you sign the declaration below.

I have read the purpose and I hereby agree/disagree to participate in this study.

**Respondent**

Sign……..…...Date……

**Principal Investigator**

Sign ……

Mobile Number 0713930523

**Ethics Review Committee Office**

The Chairman
Mount Kenya University, Ethics Review Committee
P O Box 342 – 01000-**THIKA**

**Appendix 1I: Questionnaire for Head Teachers**

**Instructions**

- Please respond to the items given in this scale as honestly and accurately as possible.
- All your responses was treated confidential and was used for research purposes only.
- Please read each statement carefully and tick (√) against the appropriate answer.
- Fill in the blank spaces with correct information.

**Part A: Background Information Facilitators**

1. What is your gender? Male [ ] Female [ ]
2. What is your highest academic qualification? KCSE [ ] Diploma [ ] Bachelor's degree [ ] Master Degree[ ]
3. How long have you been a head teacher? 1-5years [ ] 6-10years [ ] above 11 years [ ]

**PART B: Socio-Economic Factors**

4. How would you describe the cost of schooling of pupils in your school?

   High [ ] Moderate [ ] Low [ ]

5. How does the cost of schooling affect the education of pupils in your school?

   _____

   _

   _____

   _

   _____

   _

6. To what extent has the government supported the education of pupils from poor families in your school?

   No extent [ ] small extent [ ] Moderate extent [ ] Large extent [ ]

   very large extent [ ]

7. What are the social factors that contribute to high dropout rate in your school?

   _____

   _

   _____

   _

   _____

   _

   _____

   _

**Part C: Cultural factors**

8. What is the most prominent cultural factor in the area?

   Early marriages [ ] Cultural beliefs and values [ ] others

   (specify)_____

   _____

   _

9. Has the cultural factors affected the school dropout rate of pupils in the school?

   Yes [ ] No [ ]

10. What measures have been taken by the government to address the problem of cultural factors on school dropouts?

    _____

_____

_

_____

_

_____

_

**Appendix II: Questionnaire for Teachers**

**Instructions**

- ❖ Please respond to the items given in this scale as honestly and accurately as possible.
- ❖ All your responses were treated confidential and was used for research purposes only.
- ❖ Please read each statement carefully and tick (√) against the appropriate answer.
- ❖ Fill in the blank spaces with correct information.

**Part A: Background Information Facilitators**

1. What is your gender? Male [ ] Female [ ]
2. What is your highest academic qualification? KCSE [ ] Diploma [ ] Bachelors degree [ ] Master Degree[ ]
3. How long have you taught in your current school? Less than5years [ ] 5-10years [ ] over 11 years [ ]

**PART B: Socio-Economic Factors**

4. How would you describe the economic status of parents in your school?

   Very poor [ ] Poor [ ] Average [ ] Rich [ ] Very rich [ ]
5. Has the economic status of the parents had any influence of the school dropout rate of the pupils in your school?

   Yes [ ] No [ ]
6. Explain your answer _____
7. What has the government done to improve the economic status of parents and reduce pupils' school dropout rate?

   Introduction of school feeding program [ ]

   Free Primary Education [ ]

Others (specify) [ ]

8. To what extent has culture such as early marriages and cultural beliefs, norms and values influenced the pupils' school dropout rate?
9. Explain your answer in (9) _____

_____

_

**Section A: Social Cultural**

Please indicate your level of agreement/disagreement with the following statements on social cultural and learners' transition rates. Use a scale of 1-5 where 5 = Strongly Agree, 4 =Agree, 3 = Neutral, 2 = Disagree and 1 = Strongly Disagree.

| **Statements** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| Education is not a priority | | | | | |
| Having large herd of cattle is seen as a success | | | | | |
| Women are believed to be home makers and they should not get education | | | | | |
| Girls are a source of wealth to parents and are therefore married off at early age. | | | | | |
| Irregular attendance can be an indication for dropping out of school no matter of the gender of the pupils | | | | | |

**Section B: Economic Pattern**

Please indicate your level of agreement/disagreement with the following statements on economic pattern and learners' transition rates. Use a scale of 1-5 where 5 = Strongly Agree, 4 =Agree, 3 = Neutral, 2 = Disagree and 1 = Strongly Disagree.

| **Statements** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| That parental investment contributes to FPE enrolments | | | | | |
| That parental investment for children's well-being can sometimes become gender biased | | | | | |
| More educated parents are more likely to progress their children further through school | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| That schooling hidden cost contributes to FPE enrolments' variation management on learners' transition rates | | | | | |
| That schooling costs are linked to the gender of children as parents sometimes are not willing to pay school fees for the girls | | | | | |

**Section C: Cross-Cutting Issues**

Please indicate your level of agreement/disagreement with the following statements on crosscutters and learners' transition rates. Use a scale of 1-5 where 5 = Strongly Agree, 4 =Agree, 3 = Neutral, 2 = Disagree and 1 = Strongly Disagree.

| **Statements** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| That when there is an excessive enrolment of learners against the teacher ratio, there would be an increased workload on the side of teachers | | | | | |
| The massive enrollment in public primary school has caused teachers shortages in most schools | | | | | |
| Many people regard lack of enough information resources as a result of the government putting aside insufficient funds to FPE | | | | | |
| There is inadequacy of school libraries to promote FPE enrollments' variation management on learners' transition rates | | | | | |
| That There is no policy in place in primary schools of putting up libraries. | | | | | |

**Section D: Lesson Attendance**

Please indicate your level of agreement/disagreement with the following statements on lesson attendance and learners' transition rates. Use a scale of 1-5 where 5 = Strongly Agree, 4 =Agree, 3 = Neutral, 2 = Disagree and 1 = Strongly Disagree.

| **Statements** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| The shortfall and unbalanced distribution of teachers witnessed is not only brought by non-employment but also comes about by non-implementation of staffing policies. | | | | | |
| There is no policy in place in primary schools of putting up libraries. | | | | | |
| Education NEMIS funding deny the institution funds to buy writing materials for example exercise books and pens. | | | | | |
| That head teachers have a right to sound the alarm on NEMIS. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| The government did not take into account the number of lessons a teacher takes in a day | | | | | |

**SECTION E: Learners' Transition Rates**

Within this segment, assessment statements concerning learners' transition rates are presented. Please indicate your level of agreement with each statement by marking (x) in the designated space. The scale is outlined as follows: (5 for Strongly Agree; 4 for Agree; 3 for Neutral; 2 for Disagree; 1 for Strongly Disagree).

| **statements** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| Turn-over evidence contributes to enhanced learners' transition rates | | | | | |
| Lesson attendance observations contribute to enhanced learners' transition rates | | | | | |
| Transition targets contribute to enhanced learners' transition rates | | | | | |
| Retention indicators contribute to enhanced learners' transition rates | | | | | |
| Readmission Pattern contributes to enhanced learners' transition rates | | | | | |

**Appendix II: Consent Form for Minors**

I am **Lomor E. Esinyen** a masters Student at Mount Kenya University. Am conducting a study on the **influence of FPE enrolment variations on learners' transition rates in public primary schools Loima Sub County, Kenya.** By preventing any injury or violations to minors, the information that was gathered on them, and their environment, was protected at all costs. The study was able to ensure data security, keep participant names confidential throughout, and limit the use of the respondents' responses to academic research.

Please sign the following declaration before participating in this study.

I have read the aim of the research project and I thus agree/disagree to take part in it. I understand that I can stop at any time I want to and it was OKAY if I want to stop.

Respondent (coded)

Sign…… Date……

Principal investigator

Name: …… **Lomor E. Esinyen** ……

Sign……

In case of any complaints or further clarification, kindly contact the;

The Chairman

Mount Kenya University,

Ethics Review committee (MKU-ERC)

P.O Box 342-0100

**THIKA**

**Appendix III: Questionnaire for Pupils**

**Instructions**

- Please respond to the items given in this scale as honestly and accurately as possible.
- Please read each statement carefully and tick (√) against the appropriate answer.
- Fill in the blank spaces with correct information.

**Part A: Background Information Facilitators**

1. Which form are you? Form 1[ ] Form 2[ ] Form 3[ ] Form 4[ ]
2. What is your gender? Male [ ] Female [ ]
3. What is your family source of income? _____
4. To what extend do your parent(s) support your education in school?

No extent [ ] small extent [ ] Moderate extent [ ] Large extent [ ]

very large extent [ ]

5. Do you plan to continue with schooling to completion? Yes [ ] No [ ]

   If no, what are the reasons?

   _____

6. Do you have any of your siblings out of school? Yes [ ] No [ ]
7. What is the reason for them not being in school?

   _____

   _

8. What subject (s) do you like in school? _____
9. Why do you like the above subject (s)? _____

   _____

   _

**Appendix: III Krejcie and Morgan Table**

| N | S | N | S | N | S | N | S | N | S |
|---|---|---|---|---|---|---|---|---|---|
| 10 | 10 | 100 | 80 | 280 | 162 | 800 | 260 | 2800 | 338 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 15 | 14 | 110 | 86 | 290 | 165 | 850 | 265 | 3000 | 341 |
| 20 | 19 | 120 | 92 | 300 | 169 | 900 | 269 | 3500 | 246 |
| 25 | 24 | 130 | 97 | 320 | 175 | 950 | 274 | 4000 | 351 |
| 30 | 28 | 140 | 103 | 340 | 181 | 1000 | 278 | 4500 | 351 |
| 35 | 32 | 150 | 108 | 360 | 186 | 1100 | 285 | 5000 | 357 |
| 40 | 36 | 160 | 113 | 380 | 181 | 1200 | 291 | 6000 | 361 |
| 45 | 40 | 180 | 118 | 400 | 196 | 1300 | 297 | 7000 | 364 |
| 50 | 44 | 190 | 123 | 420 | 201 | 1400 | 302 | 8000 | 367 |
| 55 | 48 | 200 | 127 | 440 | 205 | 1500 | 306 | 9000 | 368 |
| 60 | 52 | 210 | 132 | 460 | 210 | 1600 | 310 | 10000 | 373 |
| 65 | 56 | 220 | 303 | 480 | 214 | 1700 | 313 | 15000 | 375 |
| 70 | 59 | 230 | 140 | 500 | 217 | 1800 | 317 | 20000 | 377 |
| 75 | 63 | 240 | 144 | 550 | 225 | 1900 | 320 | 30000 | 379 |
| 80 | 66 | 250 | 148 | 600 | 234 | 2000 | 322 | 40000 | 380 |
| 85 | 70 | 260 | 152 | 650 | 242 | 2200 | 327 | 50000 | 381 |
| 90 | 73 | 270 | 155 | 700 | 248 | 2400 | 331 | 75000 | 382 |
| 95 | 76 | 270 | 159 | 750 | 256 | 2600 | 335 | 100000 | 384 |

Note: **N** = Population size; **S** = Sample size

**Appendix IV: ERC**

# Mount Kenya University

REF: **MKU/ISERC/3489** Date: 28 February 2024

TO: **LOMOR EMMANUEL ESINYEN**

REG: **MED/2015/27604**

Dear Sir/Madam,

**RE: INFLUENCE OF FPE ENROLMENT VARIATION MANAGEMENT ON LEARNERS TRANSITION RATES IN PUBLIC PRIMARY SCHOOLS IN LOIMA SUBCOUNTY TURKANA COUNTY KENYA**

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2533**. The approval period is **28/02/2024 - 27/02/2025**.

This approval is subject to compliance with the following requirements:

i. Only approved documents including informed consents, study instruments, MTA will be used
ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
v. Clearance for export of biological specimens must be obtained from relevant institutions
vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) https://research-portal.nacosti.go.ke and also obtain other clearances needed.

Yours sincerely,

The Chairman
Mount Kenya University
Ethics Review Committee
P. O. Box 342 - 0100, Thika

**Dr. Alfred Owino, PhD**
**Chairman, Mount Kenya University ISERC**