EFFECTSOF PUPILS' TRANSFERSON ACADEMIC PERFORMANCEIN PUBLIC PRIMARY SCHOOLSIN KIMILILI SUB-COUNTY, KENYA

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DECLARATION AND APPROVAL

DECLARATION

I, the undersigned, declare that this thesis is my original work and that it has not been presented in any other university or institution or academic credit.

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DEDICATION

I dedicate this thesis to my beloved husband, Elijah Nyaribo, my son Zacharia and daughter Rebecca.

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First and foremost, I give all glory and honor to the Almighty God for His unending grace, favor, and guidance throughout my academic journey. It is through His divine providence that I have reached this significant milestone. I wish to extend my sincere appreciation to all my lecturers for their continuous support and dedication. I am especially grateful to my supervisors, Dr. Gilbert Nyakundi and Dr. Jane Amunga, for their invaluable guidance, constructive feedback, and unwavering commitment, which played a crucial role in the successful completion of this research work. I also extend my heartfelt gratitude to the headteachers, teachers, and pupils who willingly participated in this study and provided the necessary data during the collection phase. Your contributions were essential to the realization of this research. Furthermore, I would like to acknowledge all individuals who, out of kindness and goodwill, offered their support during the course of my study. Special thanks go to my beloved parents, Hellen and Richard Ombego, whose love, encouragement, and sacrifice instilled in me a deep appreciation for the value and sweetness of education.

ABSTRACT

Globally, pupil transfers have been taking place in public primary schools. Despite the fact that there exist numerous studies on academic performance of pupils across the world, there is scanty information on the effect of pupil transfers on academic performance. Hence, the need for this study which assessed the effects of pupil transfers on academic performance in public primary schools in Kimilili Sub-County, Kenya. The study specifically sought to; establish the effect of social factors on academic performance of pupils who transferred in public primary schools in Kimilili Sub-County; determine the effect of psychological factors on academic performance of pupils who transferred in public primary schools in Kimilili Sub-County; find out the effect of transferred pupils' self-esteem on self-esteem on academic performance in public primary schools in Kimilili Sub-County; and determine the effect of motivation on academic performance of pupils who transferred in public primary schools in Kimilili Sub-County. The study adopted the mixed methods approach and the convergent parallel design. The target population was 470 comprising of 12 head teachers, 150 class teachers and 308 pupils who transferred schools respectively. Stratified simple random sampling technique was used to select the quantitative sample of class teachers and purposive sampling techniques were used to select the samples of principals and learners. Yamane's (1967) formulae was used to select a sample size of 295 respondents comprising of 174 pupils, 109 class teachers and 12 head teachers. Quantitative data was collected using questionnaires while qualitative data was collected using focused group discussions and key informant interviews. Quantitative data was analyzed using the SPSS computer programme while the qualitative data was analyzed using thematic analysis and presented in narrative form. Reliability of class teachers' questionnaires was ascertained by Cronbach Alpha coefficient method that yielded a value of .871. The instruments were evaluated by two experts in the field and through data triangulation both content and construct validity were established. All literature sources used are acknowledged to avoid plagiarism. Triangulated qualitative and quantitative results shows that transfers strongly affect academic performance of pupils. The Pearson correlation analysis revealed statistically significant positive relationships between all examined factors and the outcome variable. Psychological factors had the strongest correlation ($r = 0.714$, $p = 0.000$), followed by social factors ($r = 0.671$, $p = 0.001$), self-esteem ($r = 0.529$, $p = 0.000$), and motivation ($r = 0.423$, $p = 0.000$). These findings suggest that improvements in psychological well-being, social support, self-esteem, and motivation are all associated with better outcomes, with psychological and social factors having the most substantial impact. Results from interviews of head teachers also confirmed the quantitative findings. These findings are specifically important to pupils because the challenges facing them are now apparent and can easily be mitigated. The findings also contribute empirical information to existing literature on the subject of transfers and academic performance especially in primary schools. Thus it is recommended that schools in conjunction with TSC and the Ministry of Education at the county and sub-county level should develop guidelines to safeguard the needs of transferred pupils. School boards of management in conjunction with other stakeholders should also strengthen the guidance and counseling programme especially through capacity building of teachers. The findings of this study also forms a basis for further research in the area of transfers and academic performance especially in primary schools.

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ABBREVIATIONSAND ACRONYMS

FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
KNEC	Kenya National Examination
NACOSTI	National Commission for Science, Technology and Innovation
SPSS	Statistical Package for Social Science

CHAPTER ONE: INTRODUCTION

1.1 Background to theStudy

From a global perspective, the United Nations General Assembly, through its adoption of the Universal Declaration of Human Rights (UDHR) in 1948, emphasized in Article 26 that "everyone has the right to education," highlighting that education should be free, at least at the elementary level (United Nations, 1948). Education is internationally recognized as a fundamental human right and a key factor in combating ignorance, poverty, and disease (Michalos, 2017). International development agencies and governments have supported Free Primary Education (FPE) initiatives to expand educational access, especially in developing countries (World Bank, 2009).

However, student mobility—defined as pupils transferring from one school to another outside the typical academic progression—has been shown to negatively impact learning outcomes. For instance, in the United States, studies have found that frequent school transfers correlate with lower academic performance, higher dropout rates, and increased behavioral issues (Alexander, Entwisle, & Dauber, 1996; Rumberger et al., 1999; Thompson et al., 2015). In Texas, one-third of students transferred at least once between grades four and seven, with significant consequences on their educational attainment (Hanushek, Kain, & Rivkin, 2004). These patterns led to educational policy responses such as the No Child Left Behind Act (2001), which acknowledged the impact of student transfers on school accountability metrics (U.S. Department of Education, 2001).

In Sub-Saharan Africa, the implementation of FPE policies since the 1990s has aimed to increase enrollment by eliminating school fees (UNESCO, 2000). While these policies

have expanded access, they have also unintentionally contributed to increased pupil mobility, particularly in urbanizing regions. In South Africa, for example, the post-Apartheid era brought significant residential and educational migration. Families moving to urban centers in search of better services have contributed to overcrowded classrooms and overextended educational infrastructure (Wentzel & Tlabela, 2006).

Similarly, in Nigeria, disparities in school quality between rural and urban areas have led to high transfer rates as parents seek better learning environments for their children. Inadequate facilities, unqualified teachers, and limited learning materials in rural schools have prompted a shift toward private or urban public schools (Olaniyan & Olabnji, 2008). These regional trends suggest that pupil transfers often reflect broader systemic issues in educational equity and quality.

In Kenya, the government implemented Free Primary Education (FPE) in 2003, significantly increasing school enrollment (Lucas & Mbiti, 2012). However, this rapid expansion created challenges, including teacher shortages, inadequate infrastructure, and large class sizes. Some parents responded by transferring their children to private schools in search of improved learning outcomes (Bold et al., 2013; Muralidharan & Sundararaman, 2015). The proliferation of private schools, especially in urban areas, underscores the increasing importance of school choice and pupil mobility in shaping educational outcomes.

The Kenya Certificate of Primary Education (KCPE) examination plays a critical role in determining secondary school placement. As a result, parents often move their children to

schools perceived to offer better KCPE preparation, especially in Class 7 and 8 (Mbugua et al., 2012). In Kimilili Sub-County, Bungoma County, KCPE performance from 2013 to 2018 has remained below average, prompting further transfers and raising concerns about the quality of education in public schools (Kimilili Sub-County Education Office, 2018). Statistics from KNEC shows Kimilili Sub County in Bungoma County like in many parts of Kenya, pupils' performance from public primary school is not impressive as confirmed in the Table 1.1. The sub county has a total of 36 public schools distributed in 4 administrative wards, Kamukuywa, Maeni, Kimilili and Kibingei.

Table1. 1: KCPEPupils' Performancein Kimilili Sub-County (2013-2018)

Year	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**
Mean score	42%	51%	41%	38%	40%	42%

Source: Kimilili Sub-County Education Officeon KCPEResults(2018-2023)

The trend in performance as indicated on Table 1.1 is worrying. The sub county across the 6 years have been performing below average but in 2019was able to hit the average mark of 51%. Despite the combined effort from educational stakeholders, the academic performance among the pupils is still below average. The background points out the need to relook into the issue of pupil transfer and its effects on academic performance in the quest to improve educational outcomes. Data showing the extent and patterns of pupil transfer needs to be availed and evaluated for insights to ascertain its potential to influence academic outcomes of the learner and the schools they belong holistically.

While the FPE policy allows for open admissions throughout the academic year, this flexibility has led to overcrowding and inconsistencies in academic delivery, further influencing learning outcomes.Despite its critical importance, the impact of non-promotional pupil transfers on academic achievement in Kenya remains under-researched. Factors such as disruptions to learning continuity, adaptation challenges, and variation in curriculum coverage may all affect educational performance. Further empirical studies are needed to explore these dynamics and inform evidence-based policy (Ministry of Education, 2019).

1.2 Statement of theProblem

Academic performance is evaluated using examinations given and the attainments by learners in those examinations. Despite the importance of education, Kimilili Sub-County has continued to register unimpressive KCPE results for the last 4 years as shown in table 1.1 at the background section of this study. The performance of primary schools is the lowest in Kimilili Sub-County compared to other sub-counties in Bungoma County. Although performance of pupils in primary schools is caused by many factors including those in the school and home context of the learners, there is inadequate research data on the effects of pupil transfers on their academic performance. This study sought to fill this gap by assessing the effects of frequent transfers of pupils (pupils' social, psychological self-esteem and motivation factors) in public primary schools on their academic performance which is a major concern to parents, teachers and other stakeholders in education hence the need for this study.

1.3 Purposeof thestudy

The purpose of the study was to assess influence of pupils' transfers on their academic performance in public primary schools in Kimilili Sub-County, Kenya.

1.4Research Objectives

The specific objectives of the study were to:

a) Establish the effect of social factors for transferred pupils on their academic performance in public primary schools in Kimilili Sub-County.
b) Determine the effect of psychological factors for transferred pupils on their academic performance in public primary schools in Kimilili Sub-County.
c) Establish the effect ofself-esteemfor transferred pupils on their academic performance in public primary schools in Kimilili Sub-County.
d) Determine the effect ofmotivation of transferred pupils on their academic performance in public primary schools in Kimilili Sub-County.

1.5Research Questions

This study was guided by the following nullhypotheses:

a) There's no significant influence of social factors for transferred pupils on their academic performance in public primary schools in Kimilili Sub-County?
b) There's no significant influence ofnew schoolenvironmental factors for transferred pupils on their academic performance in public primary schools in Kimilili Sub-County?
c) Self-esteem of transferred pupils does not significantly affect their academic performance in public primary schools in Kimilili Sub-County?

d) Motivation of transferred pupils does not significantly influence their academic performance in public primary schools in Kimilili Sub-County?

1.6 Significanceof theStudy

At the school level, the study will provide insights to education stakeholders such as head teachers and teachers on the effect of selected factors on academic performance of pupils who transfer schools. Class teachers are likely to benefit by gaining knowledge on how to handle challenges that transferred pupils are likely to face. The findings will probably inform classroom teachers and guidance and counseling masters on how best to address social, psychological, motivation and self-esteem needs of pupils who transfer schools.

Policy makers such as the Ministry of Education and Kenya institute of Education may use the findings and recommendations arising from this study to initiate and implement appropriate administrative strategies with the aim of bolstering academic performance of transferred pupils. Future researchers on the area of learners' academic performance in primary and secondary schools may utilize the findings of this research to provide a solid background of empirical data for their studies.

1.7 Scopeof theStudy

The purpose of this study was toassess the effect of transfers on academic performance of transferred pupils. Specifically,the effect of social, psychological, self-esteem and motivation factors for transferred pupils on their academic performance o in public primary schools in Kimilili Sub-County, Kenya, was ascertained. Although academic performance is caused by many factors, this study held all those factors constant by focusing on the selected factors only. The influence of intervening factors is

acknowledged in the conceptual framework and a review of relevant literature done to assist in discussing the findings of this study.

1.8Limitationsof theStudy

The operationalization of pupil transfers as one or more moves between schools during an academic level, made this study fail to differentiate within and outside sub-county transfers. Due to limited time frame, transfers from outside Kimilili Sub-County as well as transfers within the Sub-County were not accounted for. As a result, some effects may have been lost especially for long distance transfers.

To minimize the limitations related to the operationalization of pupil transfers, the definition of transfers was refined by categorizing them into within-school, within-sub-county, and outside-sub-county moves. Collecting and disaggregating data based on the origin and distance of transfers allowed for more nuanced analysis. Transfer distance as a variable was employed and stratified sampling technique was used to ensure representation across different transfer types. The data collection period was slightly extended and by incorporating qualitative data, the accuracy, depth, and validity of the study's findings were enhanced.

There is paucity of empirical studies on the relationships existing between the variables of this study. The literature reviewed was from different global contexts but they provided sufficient background to conceptualize this study. The reviewed literature also clarified the problem by helping to identify the gaps that were researched in this study.

1.9Delimitation of theStudy

This study took place in Kimilili Sub-County limiting generalizability of findings in the whole of Bungoma County. The study specifically used public primary schools because private schools if selected might have portrayed skewed patterns because of their relatively good performance over the years. Moreover, the conditions in public and private schools are different in terms of availability of physical facilities and equipment, teachers' characteristics, pupils' characteristics and parents' economic abilities.

The participants of the study were head teachers, class teachers and pupils of class six, seven and eight who had been transferred at least once during their academic level and had completed a full year in the transferred schools. The selected pupils were necessary in the study because they are mature enough to effectively participate in focused group discussions that were utilized in this study to collect the required information to answer the research questions.

1.10 Assumptionsof theStudy

The study was carried out under the assumptions that the:

a) Mixed methods approach used provided a clear view of the effect of selected social, psychological, esteem and motivation factors on academic performance of transferred pupils

b) Population comprising of head teachers, class teachers and transferred pupils yielded information that is a true representation of the entire population in public primary schools in Kimilili Sub-County.

c) Validity and reliability of the data collection tools used were sufficient and the data gathered adequately answered the research questions.

1.11 Definition of Terms

Academic performance: Knowledge and skills that pupils have mastered in their school subjects during the academic term designated as test scores and summatively evaluated at the end of academic year as Excellent, Good, Average or Poor.

Motivation: Is the extent to which a pupil's drive and commitment to learning is reflected in his/her academic performance, as measured by test scores in school assessments.

New school environment: Refers to mental or spiritual factors that affect the adjustment of a transferred pupil into a new school environment such as attitude, anxiety, loneliness, aptitude and motivation.

Pupil transfers: In the context of this study refers to the non-promotional change of school by some pupils at least once during their primary school level.

Self-esteem: Refers to the individual beliefs of the transferred pupils about their own worth and value.

Social factors: These refers to the attitudes of pupils (peers') class teachers, and head teachers that might affect the social, psychological, self-esteem and motivation behaviour of transferred pupils.

CHAPTER TWO: LITERATUREREVIEW

2.0 Introduction

Literature review was examined under the following subheadings: social factors affecting academic performance, psychological factors affecting academic performance, effects of self-esteem on academic performance, effect of motivation on academic performance of pupils in public primary schools, summary and research gaps.

2.1 Social factorsaffecting academic performanceof transferred pupils

Recent studies have shown that academic performance in primary school pupils is influenced by more than just cognitive ability. A child's family background, particularly the educational level of parents and their socio-economic status, plays a significant role in determining academic outcomes. For example, research conducted in Enugu East, Nigeria, revealed that both parental socio-economic standing and educational attainment have a substantial effect on pupils' academic success (Ani & Osuji, 2022). Similarly, findings from Murang'a South Sub County in Kenya demonstrated that socio-economic conditions are a key determinant of pupils' academic performance (Njuguna, 2021). Within the school environment, elements such as teacher presence, quality infrastructure, and effective leadership have also been shown to shape learners' academic trajectories, as evidenced in a study conducted in Tanzania's Lushoto District (Kahangwa & Kafanabo, 2023). Furthermore, peer interactions, including both the support and pressure that come with them, can have varying impacts—positive or negative—on academic achievement (Phan, 2024).

High academic achievers often display a more positive attitude toward school and benefit from reduced stress, better mental well-being, and lower dropout rates in the long term (Caprara et al., 2000; Malik & Shujja, 2013). While intellectual ability and family circumstances undeniably influence performance, a pupil's capacity to engage effectively within a social context is essential for maximizing their academic potential (Salameh, 2012).

In Kisumu City, Kenya, Odanga (2018) conducted a study examining how sociocultural factors influence students' performance in national examinations. The study targeted 4,480 KCSE candidates enrolled in public secondary schools in 2017, and a purposive sample of 224 students was selected. Using a phenomenological design within a qualitative framework, the research was carried out at Kasagam Secondary School during September and October of 2017. Data collection relied on focused group discussions, and the discussion guide was piloted with a separate group of students to ensure reliability and validity. The discussions were transcribed by group secretaries and analyzed thematically. The results indicated that cultural elements such as collectivism, political activism, and involvement in witchcraft were contributing to poor academic outcomes among learners in the city.

Despite the success stories of some disadvantaged pupils in developing countries, research has consistently shown that students from more privileged backgrounds tend to outperform their less advantaged peers by wide margins (Thomson, 2018). According to Thomson, some scholars argue that pupils from economically challenged homes face significant academic disadvantages due to a lack of conducive learning environments at home. In

contrast, parents with higher socio-economic status are often better equipped to provide both the financial and educational resources necessary for their children's learning. These parents typically possess higher education levels and are more likely to create stimulating environments that enhance cognitive development. They also tend to offer stronger emotional and psychological support, fostering the skills necessary for academic excellence (Thomson, 2018).

Another key social factor in the school setting is the nature of the relationship between pupils and their teachers. Harkness et al. (2007) highlighted that pupils identified by their teachers as "ideal" often exhibited high levels of social competence. These socially adept pupils were generally more liked by teachers and enjoyed stronger interpersonal relationships. Additional research by Bustin (2007) and Magelinskaitė (2011) supported the idea that socially skilled students tend to form close bonds with their teachers, leading to better academic performance, a more positive attitude toward school, and reduced anxiety. The quality of the pupil-teacher relationship has also been directly linked to various indicators of school adjustment, including academic success (Ladd & Burgess, 2001; Spilt & Koomen, 2009).

These relationships become especially critical when pupils are transitioning into new schools. As noted by Shavega (2014), the presence of a warm, communicative, and supportive relationship between pupil and teacher helps students feel secure and emotionally supported. A close relationship fosters trust and comfort, encouraging pupils to express their feelings and rely on the teacher as a source of emotional reassurance. Conversely, relationships marked by tension, lack of communication, or conflict can lead

to stress and maladaptive behaviors, ultimately impairing a pupil's adjustment and academic performance (Buyse et al., 2009; Shavega, 2014).

2.2 Psychological factorsaffecting academic performanceof pupils

Psychology is among the many things that matter in the day-to-day life of a human being. The success and failure that we face in the various activities that we perform daily often depends on our everyday psychology (Beharu, 2018). As such people can suffer from various psychological problems that severely disrupts their daily functioning in various occasions. These problems emanate from psychological factors such as stress, anxiety, depression, lack of motivation, loneliness, helplessness and phobia. According to Beharu (2018) these psychological problems can lead transferred pupils in public primary schools to perform poorly, suffer test anxiety, have unrealistic worry, fail in academic achievement and fear or uneasiness that interfere with their ability to function normally.

In today's educational landscape, the success of academic efforts initiated either by parents or the school largely hinges on several interrelated factors. One of the most critical among these is the psychological state of the learner. Shifts in psychological indicators—such as mood, stress levels, or emotional well-being—can significantly influence a pupil's performance in both classroom assessments and national examinations. Consequently, it is vital for schools to align students' psychological health with their academic performance, making it a central aspect of institutional concern (Ormrod & Jones, 2014).

Frequent school transfers or relocations can disrupt a child's emotional and social equilibrium. Rose (2016) notes that each additional move a child experiences tends to slightly diminish their social skills while increasing the risk of emotional and behavioral

challenges, regardless of age. Although the effects may appear minor at first, they can build up over time, leaving frequently relocated students more vulnerable. When children lose the consistent support and stability offered by familiar school environments and trusted adults, their emotional responses may turn negative—ranging from internalized behaviors like withdrawal and anxiety to externalized actions such as aggression or bullying (Rose, 2016). Ultimately, how a child reacts to these transitions depends on two major factors: their coping mechanisms and their ability to adjust to new environments (Rose, 2016).

A student's academic success is also shaped by the structure and expectations of the school they attend. According to Mihaela (2015), the school curriculum and instructional methods offer a framework through which pupils evaluate their academic standing—whether they are underperforming, performing moderately, or excelling. The correlation between school demands and a pupil's output determines perceived success. Mihaela (2015) argues that academic success depends on the opportunities provided to pupils and the expectations set by the school, while failure reflects an inability to meet those academic standards.

Academic performance is not only a cognitive endeavor but one deeply affected by emotional and motivational factors (Ahmad & Rana, 2011). When a pupil transfers to a new school, their ability to learn is shaped by the interplay between their emotions and cognitive capacity. Emotional states, such as anxiety or contentment, can enhance or hinder concentration, memory retention, and overall cognitive efficiency. A student in a positive emotional state is more likely to be productive, whereas anxiety can distract from

learning and impair memory processes, thereby affecting performance (Ahmad & Rana, 2011).

Achievement or failure in academics is a reflection of how well a pupil's interests and abilities align with institutional expectations. This alignment is influenced by the educational methods employed by the school (Ahmad & Rana, 2011). A pupil's success stems from adaptability to instructional strategies, while failure often arises from difficulty navigating those educational demands. From a psychological standpoint, academic outcomes are experienced as emotions—such as satisfaction from success or frustration from underperformance—based on whether the pupil's results meet their personal expectations (Ahmad & Rana, 2011).

Psychological factors play a fundamental role in shaping how pupils acquire knowledge. Budianto (2011) emphasizes that anxiety, attitude, aptitude, and motivation are among the key psychological elements influencing learning, as confirmed by multiple research findings. Psychological theorists point out that when engaging in learning, pupils commonly ask themselves three important questions: "Can I do this?", "Do I want to do this and why?", and "What do I need to do to succeed?" (Wiegfield & Eccles, 2001). The first question, which centers on a learner's confidence in their own ability, refers to what is known as self-efficacy.

Schunk and Dibenedetto (2016) define self-efficacy as one's belief in their ability to plan and execute actions necessary to achieve desired performance outcomes. This belief significantly influences students' choices, their effort, and their persistence in academic

tasks. Pupils often assess their intellectual competence against the difficulty of schoolwork and the value they place on educational success before deciding how much effort to invest. Research consistently shows that self-efficacy is a powerful predictor of academic success (Artino, 2012). In a longitudinal study involving transferred pupils, self-efficacy was positively associated with better performance, improved adjustment, stronger health outcomes, and a greater likelihood of school retention (Schukajlow et al., 2012).

Pupils who transfer suffer the psychological challenge of coping with a new school environment (Rumberger, 2003). A pupil interviewed in a comprehensive study of pupil mobility that was conducted in California commented on how mobility affected him:

> Moving and changing schools really shattered my personality. I feel like there's all these new things I picked up from all the different schools and I feel disoriented all the time. There's no grounding. I always just feel like I'm floating. It's psychological damage, really… because you never feel like a complete person. That's how I feel – I feel fragmented. Every time I moved, I felt less and less important (Rumberger *et al.,* 1999, p38).

Pupils who transfer face challenges adjusting socially to new peers' social expectations as another pupil from California mobility study reported:

> "It's hard to change schools cause well, I don't know about other people, but to me it's hard because I am not the type of person to make new friends quick" (Scheller, 1975).

Many researches relate pupil transfer to misbehavior and youth violence. Studies from the national health survey found that children in families who moved frequently were more likely to experience several psychological and behavior problems compared to families who did not move (Cordes et al., 2019). School years plays a vital role in the development of a child's character. Character refers to the emotional, psychological and behavioral

responses to situations in life. According to the cognitive theory of behavior, the five domains of believe which include; safety, trust, power, esteem and intimacy are formed during the schooling years of a pupil.

This is the period in which a pupil goes through various kinds of positive and negative emotions. The individual tries to rationalize their judgements, appraisals and assumptions associated with specific life events resulting to unpredictability and uncertainty. Pupil school transfers exposes them to a lot of unpredictability and uncertainty academically because during this transition period some of them fall into depression and suffer anxiety. This in turn causes them negative psychological effects that provoke their security concerns resulting in the pupil experience of loneliness. Loneliness accumulate due to premature cut of social ties among their peers from their previous school. In the process the pupil undergoes an intercultural journey moving across security concerns and familiarity and vice versa. In extreme cases some lose their dignity, self-esteem and ultimately causes poor academic performance (Bhattacharya & Bhattacharya, 2015).

Beharu (2018), investigated the psychological factors affecting students' academic performance among freshman psychology students in Dire Dawa University. The participants of the study were 16 first year students. The sample of this study was taken through purposive sampling technique. To collect data, questionnaire and observation check lists were used. The findings of this study also revealed that there was significant relationship between psychological factors and students' academic performance.

2.3 Effectsof self-esteem on academic performanceof pupils

Self-esteem has become a widely discussed concept among educators, teachers, parents, and therapists alike (Alokan et al., 2014). A key belief underlying many educational initiatives is that higher self-esteem leads to improved academic performance. Numerous studies support this view, establishing a positive correlation between self-esteem and academic success (Alokan et al., 2014). For example, in the United States and other Western contexts, the sustained focus on adolescent self-esteem stems from findings that a healthy self-concept offers both academic and social benefits (Booth & Gerard, 2011).

This emphasis has led school staff and parents to prioritize nurturing positive self-esteem in children, especially in early adolescence when students often experience shifts in self-perception due to changes in school environments and domain-specific achievements (Baumeister et al., 2003; Booth & Gerard, 2011). These fluctuations highlight the importance of adapting the school climate to support learners' emotional needs.

The school environment plays a crucial role in shaping peer relationships, which are themselves influenced by children's physical and psychological development. Given the rapid changes that characterize this stage of life, managing the school setting effectively requires adjusting how students influence and interact with one another to create a positive educational atmosphere. According to Ceccatelli et al. (2012), behavioral changes in pupils often reflect environmental shifts, and fostering a culture of appreciation for individual differences is essential for promoting inclusivity and self-awareness.

Several theoretical frameworks advocate for understanding the link between learning environments and self-esteem. The ecological systems theory and Vygotsky's (1962)

socio-cultural theory both underscore the significance of socioemotional factors like self-esteem in the learning process (Booth & Gerard, 2011). Self-esteem is broadly understood as an individual's overall positive or negative view of themselves, though the degree to which socio-cultural influences shape this perspective remains somewhat uncertain (Ghilay & Ghilay, 2017).

Drawing on theories such as social comparison and symbolic interaction, researchers generally agree that high self-esteem tends to be linked to academic success. Pupils with strong ability levels may experience fewer depressive symptoms and a stronger sense of self-worth, which are seen as critical for personal development (Alivernini & Lucidi, 2011). However, some studies present mixed results regarding whether self-esteem and academic achievement influence each other reciprocally. The evidence for a two-way interaction between specific aspects of self-concept and academic success remains inconclusive (Afari et al., 2012).

Empirical research has provided both supporting and contrasting findings. A study involving 824 middle school pupils in the United States found a significant link between self-esteem and academic achievement in sixth grade, but not in eighth grade. Likewise, a longitudinal study in Germany following seventh graders found that prior self-concept predicted academic achievement, and earlier achievement predicted math-related self-concept. However, no mutual influence between self-esteem and academic performance was observed (Trautwein et al., 2006).

These findings suggest that the relationship between self-esteem and academic performance may vary across individuals. For some students, high self-esteem leads to

strong peer and teacher relationships, enhancing confidence and participation in class (Yeboah, 2016). On the other hand, pupils with low self-esteem may feel incapable or ineffective. In classroom settings, such students often shy away from engaging in new activities due to a fear of failure. Their hesitation can extend to tasks like homework submissions, driven by self-doubt and a lack of motivation. These behaviors can undermine their academic progress (Yeboah, 2016).

Interestingly, not all outcomes of low self-esteem are negative. Some pupils with lower self-regard set very ambitious academic goals and push themselves rigorously to achieve them. This drive for excellence, often rooted in a desire to prove their worth, has led to notable academic success among such learners (Ahmad et al., 2013). High self-esteem, by contrast, equips students with a sense of self-worth, resilience, and goal-setting ability. These learners remain optimistic in the face of setbacks and are more likely to persevere until they meet their personal and academic objectives (Ahmad et al., 2016).

In summary, the existing literature demonstrates that a pupil's level of self-esteem can have both positive and negative effects on academic performance. Moreover, academic success or failure can in turn influence how a pupil perceives themselves, highlighting a complex and dynamic relationship between self-concept and achievement (Yeboah, 2016).

2.4Effect of motivation on academic performanceof pupils

Recent studies indicate that transferring to a new academic institution can have a profound effect on a student's motivation to learn. This transition often introduces emotional

challenges such as increased anxiety, which has been found to negatively impact academic performance more than other motivational elements (Bae & Jeong, 2023). Many transfer students experience a temporary disruption in their engagement and enthusiasm for learning as they adjust to new academic and social environments.

A key factor that supports motivation during this period is self-efficacy. Students who have strong beliefs in their academic capabilities are more likely to remain motivated and report higher satisfaction levels after transferring (Wang, Chen, & Zhao, 2024). In fact, self-efficacy has been shown to mediate the relationship between a student's initial transfer motivation and their overall academic satisfaction, highlighting its central role in sustaining engagement.

Support from the receiving institution also plays a crucial role in helping students stay motivated. When transfer students have access to structured orientation programs, academic advising, and opportunities for social integration, they are more likely to feel a sense of belonging, which in turn promotes academic persistence (Woods & Moore, 2016). Without these support structures, students may feel isolated or disconnected from their new academic environment, reducing their drive to succeed.

Additionally, the structure and relevance of academic programs are significant contributors to student motivation. When students perceive their coursework—particularly foundational or transitional subjects like English for Academic Purposes—as aligned with their academic and professional goals, they are more likely to remain engaged (Guo, 2024). However, when content feels irrelevant or overly challenging, motivation tends to

decline.Finally, the phenomenon of "transfer shock" describes the academic and emotional adjustment difficulties students often face after moving to a new institution. These disruptions, which may stem from unfamiliar curricula or institutional cultures, can result in a short-term drop in academic performance and motivation until students are able to adapt (Metzgar, 2021).

Globally, there is growing concern within the education sector regarding how best to ensure that pupils not only attend school but also achieve their full academic potential. In Kenya, public discourse continues to highlight the declining standards of education, particularly the underwhelming performance of pupils in public primary schools during the Kenya Certificate of Primary Education (KCPE) examinations. A range of factors has been linked to this poor academic performance, including weak study habits, low levels of effort, ineffective classroom instruction resulting from imbalanced teacher–pupil ratios, insufficient learning materials, and lack of learner motivation (Ali & Warfa, 2018).

Motivation, defined by Loewen and Reinders (2011) as an individual's desire and incentive to engage in a particular activity, plays a pivotal role in influencing academic performance. Bukhari et al. (2014) similarly view motivation as the pupil's effort toward achieving better outcomes. According to Marcus (2010), motivation is essential for enhancing performance in any activity. Teachers are therefore encouraged to focus not only on delivering content but also on stimulating and maintaining pupils' interest in learning. Motivation has long been regarded as a key driver of academic learning and achievement (Elliot & Dweck, 2005), with Moula (2010) and Feldman (2005) identifying

it as the energizing force behind behavior, and Wood (2002) emphasizing its role in initiating and sustaining purposeful actions.

The self-determination theory proposed by Ryan and Deci (2000) distinguishes between two main types of motivation: intrinsic and extrinsic. Intrinsic motivation arises when pupils engage in learning for its own sake—for instance, when they find a subject interesting or enjoy the challenge of solving problems. Pupils driven by intrinsic motivation often show greater academic achievement and stronger perceptions of their own competence (Jeno et al., 2019). In contrast, extrinsically motivated pupils participate in academic tasks to gain external rewards, such as praise, good grades, or the avoidance of punishment. While intrinsic motivation is associated with deeper cognitive engagement, extrinsic motivation may still play a vital role, especially in early stages when learners are not yet personally invested in academic tasks but later grow to find the learning experience meaningful (Gordeeva & Sychev, 2019).

Understanding the interaction between these motivational types and academic achievement remains complex. Pupils may begin with external motivations and, over time, internalize the value of learning, eventually becoming more intrinsically driven (Gordeeva & Sychev, 2019). Numerous studies emphasize the value of non-cognitive factors in improving academic outcomes, with motivation highlighted as a central component in driving progress and shaping achievement-related behaviors (Almalki, 2019). Motivation is also recognized as a reliable predictor of academic performance.

Motivated pupils typically demonstrate stronger self-regulation and greater independence in managing their learning processes. According to Almalki (2019), such pupils tend to

perform better than their less motivated counterparts due to their ability to plan, monitor, and adapt their learning strategies effectively. A study by Beharu (2018) further established statistically significant relationships among self-efficacy, intrinsic motivation, and stress levels. The results revealed a moderate correlation between self-efficacy and intrinsic motivation ($r = .206$; $p < 0.05$), a strong positive link between stress and intrinsic motivation ($r = .540$; $p < 0.05$), and a statistically significant association between stress and extrinsic motivation ($r = .265$; $p < 0.05$).

Recent research underscores the importance of combining both motivational and cognitive skills to improve academic performance (Almalki, 2019). This idea aligns with the principles of social cognitive theory, which emphasizes the interplay between personal, behavioral, and environmental factors in learning. According to Almalki, pupils equipped with both strong cognitive abilities and sustained motivation are more likely to engage in self-regulated learning. They tend to view academic tasks as meaningful and worthwhile, demonstrate high levels of self-efficacy, and set and monitor personal goals—all of which enhance persistence and academic achievement.

Gbollie and Keamu (2017) describe motivation as the essential bridge between effort and learning. They suggest that motivational beliefs deeply influence academic performance by shaping pupils' emotions, thoughts, and behaviors. These beliefs help determine the effort a pupil puts into a task, the value they assign to learning activities, and their interest in schoolwork. For example, self-efficacy—a belief in one's ability to succeed—affects not only how pupils think and feel, but also their motivation and behavior. Highly self-

efficacious learners are more likely to discard ineffective strategies, revisit difficult problems, and persevere in challenging tasks compared to those with lower self-efficacy.

The belief of a transferred pupil can provide a fundamental window to understand their individual differences to learning and motivation when compared to the less mobile classmates (Gbollie & Keamu, 2017). The general expectancy-value model of motivation characterizes motivation into three components: value components that include goal orientation and task value; expectancy components that include self-efficacy and control beliefs; and the effective construct of test anxiety. When the motivation of a transferred pupil is detrimentally affected, it would have a reciprocal effect on their learning outcomes and academic performance (Gbollie & Keamu, 2017).

2.5 Theoretical framework

This study was guided by Abraham Maslow's Hierarchy of Needs (1970) and Coleman's theory of Social Capital (1990).

2.5.1 Abraham Maslow'sHierarchy of Needs(1970)

Maslow's hierarchy of needs is a popular motivation theory based on a simple premise: human beings have needs that are ranked hierarchically (Bishop, 2016). In the hierarchy there are needs that are basic to all human beings while others are not. People are ruled by these needs until they are satisfied. After the satisfaction of the basic needs, they no longer serve as motivators and therefore other higher-order needs are pursued (Bishop, 2016).

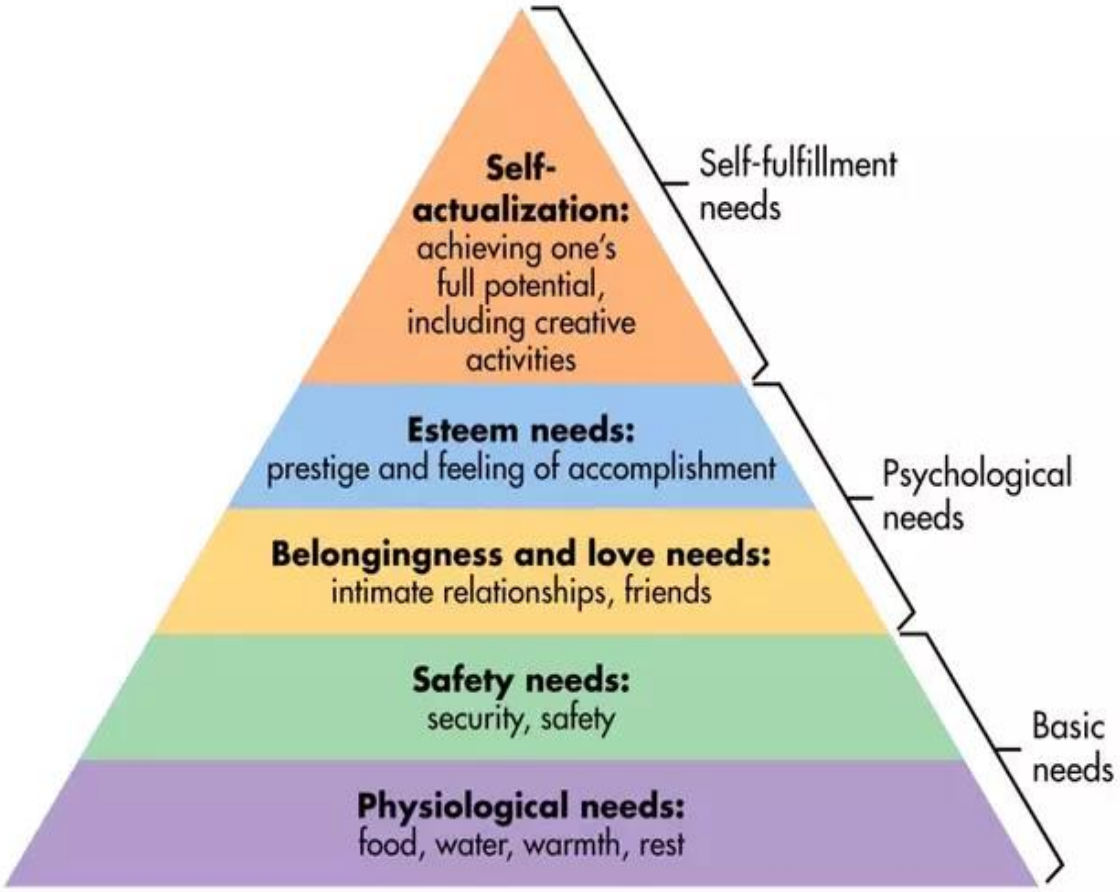
The order and direction in the hierarchy of needs can be applied in the case of pupil

transfers. Understanding and implementing the Maslow's Hierarchy should be in the best interest of both the teacher and the transferred pupil. A teacher should use her knowledge of the hierarchy to structure the classroom lesson and the school environment to cater the needs of the transferred pupils especially on safety, belonging and esteem needs. Pupils are often expected to perform higher-order thinking skills before their basic security and sense of belonging is addressed (Bishop, 2016). Educators usually work on the premise of achievement and mastery ignoring the fact that belonging is primary to self-esteem. A transferred pupil however, is distracted by issues around belonging such as safety and security before getting ready to tackle curricular tasks. These pupils are asked to ignore their previous experiences, exhibit problem-solving skills and perform academically before being assured of their survival needs or personal safety (Maslow, 1970).

From the Maslow's theory, the physiological needs (shelter, food and water) of the transferred pupil is of utmost important for them to fully focus in learning for them to meet their safety need and achieve success. For a transferred pupil, a safe environment is not limited in the classroom but also emotional and psychologically. These pupils are normally faced with the challenge of adjusting to new learning styles, teachers and peers. Therefore, it's important for the pupil to first feel free to share ideas without being mocked by fellow peers or reprimanded by the teacher. This will enable the pupil to feel safe in the classroom and the learning environment inculcating in them a sense of belonging (Maslow, 1970).

Maslow's theory explains why student transfers can be so disruptive to the learning process

if adjusting process is not well-conceived. This in turn translates in poor academic outcomes. This is because once a need is satisfied it stops acting as a motivator and the



next need, one that ranks higher, starts to motivate. Survival, a sense of belonging, safety and security are foundations necessary before self-esteem and self-actualization, which enable pupils to use their experiences for creativity and higher order thinking skills. Maslow's hierarchy can be therefore being used to enhance effective learning through motivation. This is because pupils have their full potential and eagerness to learn when all the levels of the hierarchy needs have been met. It provides a model for how pupils are motivated to learn (Brophy, 2013).Figure 1 below shows the Abraham Maslow's Hierarchy of Needs.

Figure1.1: Abraham Maslow'sHierarchy of Needs.

Source: https://www.simplypsychology.org/maslow.html

From Abraham Maslow's Hierarchy of Needs in Figure 1, psychological needs, which is one of the constructs of the study come immediately after basic needs. The theory is therefore relevant to this study because it guided one of the independent constructs (psychological factors), self-esteem and motivation (Maslow, 1970).

2.5.2 Coleman'sTheory of Social Capital (1990)

The Social Capital Theory by Coleman (1990, 1998) is frequently used to explain the relationship between pupil mobility and academic performance. This theory conceptualizes capital not only in economic terms but also as the value embedded in social relationships. It asserts that educational outcomes are strongly influenced by the amount and quality of social, economic, and cultural capital available to an individual. Students with greater access to these forms of capital are more likely to achieve academic success (Rogošić & Baranović, 2016). Disparities in academic performance can therefore be attributed to variations in the levels of social capital, which is often produced and reinforced through networks within families, schools, and communities. As such, a pupil's development is shaped by the cumulative social capital available in their immediate environment (Acar, 2011).

Coleman's theory argues that pupil transfers can negatively affect academic outcomes because such moves disrupt existing social networks. The interruption of these networks

hampers the flow of social capital—information, support, trust, and norms—that normally benefits academic development. For example, a study examining pupil transfers and dropout rates emphasized the significance of family-based social capital, particularly the strength of the child's relationship with their parents. The study found that maternal support and paternal involvement in the family function as critical forms of social capital that can cushion pupils from the adverse effects of changing schools.

Broadening the lens beyond the nuclear family, researchers have explored additional indicators of social capital, such as participation in extracurricular activities, frequency of peer discussions about schoolwork, and parental involvement with teachers and other parents. These social structures were observed to weaken following school transfers, and reduced levels of such engagement were associated with declines in academic performance and diminished attainment of educational goals (Gruman et al., 2008).

South et al. (2007) add that weakened parent-child ties, among other social disruptions, can explain lower academic performance among transferred pupils. This is often linked to psychological stressors such as depression, low self-esteem, reduced school engagement, and difficulty forming peer relationships. However, not all transferred pupils experience adverse outcomes. The Social Capital Theory helps clarify why some pupils adapt better than others after transferring: those with strong support systems—whether through family, friends, or peers—tend to fare better academically. Family and peer support act as essential buffers against the negative effects of school changes. Despite this, there remains a gap in the literature concerning the role teachers play in fostering social capital for newly transferred pupils, an area highlighted as needing further research (Gruman et al., 2008).

This theory underpins the current study by supporting the investigation of pupil transfer as a key independent variable.

In addition to Social Capital Theory, Maslow's Hierarchy of Needs (1970) provides a psychological perspective on how school transfers may affect a pupil's academic performance. Maslow proposed that human motivation is guided by a hierarchy of needs, beginning with basic physiological requirements, followed by safety, love and belonging, esteem, and culminating in self-actualization. School transfers can disrupt these foundational needs. For instance, a change in school setting may lead to shifts in living arrangements, loss of routine, and unfamiliar surroundings—disruptions that can unsettle both physiological and safety needs. These disturbances reduce a pupil's capacity to concentrate and engage meaningfully in academic tasks (Maslow, 1970).

More critically, transferring can interrupt the fulfillment of love and belonging needs—such as friendships, trusted teachers, and a familiar social setting. Without these emotional anchors, students may feel isolated or anxious, which can hinder both academic motivation and classroom engagement (Maslow, 1970). Additionally, students who struggle to adapt may experience a decline in self-esteem, especially if they face academic difficulties or social exclusion in their new environment. Without the reestablishment of belonging and esteem, it becomes difficult for pupils to reach self-actualization—the level where meaningful learning and personal growth occur.

Coleman's Theory of Social Capital (1990) provides a sociological lens to understand pupil performance during school transitions. Coleman defined social capital as the networks, relationships, and shared norms that facilitate coordination and cooperation for

mutual benefit. In educational settings, this includes interactions with teachers, peers, and families that provide academic guidance, emotional support, and behavioral reinforcement (Coleman, 1990).

When students transfer schools, these social structures are often weakened or lost altogether. Relationships with teachers who understand their learning styles, friends who offer emotional reassurance, and parents who are familiar with the school system may no longer function in the new setting. This loss of social capital can result in decreased academic performance, as students must rebuild connections and trust within a new school culture (Coleman, 1990). Furthermore, parental involvement may be reduced after a transfer if families are unfamiliar with the expectations or norms of the new school, further limiting the student's access to supportive networks.

Taken together, Maslow's and Coleman's theories underscore the importance of addressing both psychological and social needs during pupil transfers. While Maslow emphasizes internal states such as security and belonging, Coleman highlights the external structures—social relationships and community support—that underpin academic success. Both suggest that for transfer students to perform well, interventions must go beyond academics to include strategies that rebuild emotional stability and social connections.

2.6 Conceptual Framework of theStudy

The conceptual framework was diagrammatically represented as shown in Figure 2.1.

Independent Variables **Dependent Variable**

(Pupil Transfers) **(Academic Performance)**

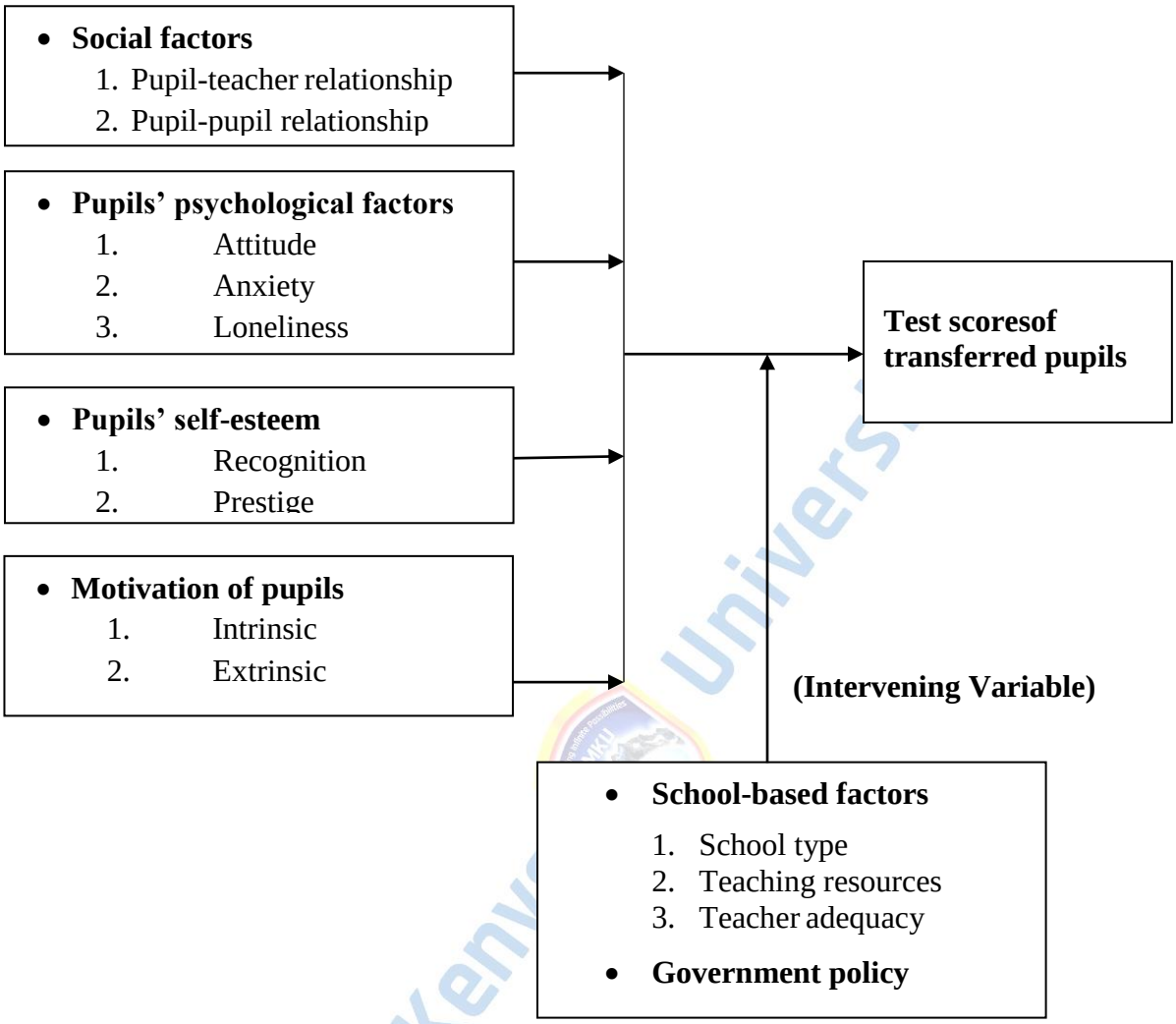


Figure2.1: Conceptual Framework of Pupil Transfersand Academic Performance

Source: Researcher'sown conceptualization **(2021)**

The study presents pupil transfers as an independent variable. The independent variables include the factors that cause and impact the academic performance of a transferred pupils for example; changed school environment, different peers and friends, different teachers, new curriculum, new styles of teaching, change of residence and so on. A pupil who changes schools could be affected socially, psychologically, physically or academically. The change in learning styles, different teachers and teaching styles are some of the

academic challenges pupils must contend with. Sometimes the pupils in the present school can either be ahead or behind in syllabus coverage, this might be confusing to a transferred pupil.

Since there is a change in environment some transferred pupils may be affected physically. If help from meaningful quarters does not arrive in time these challenges that pupils face during the process of adjusting to the new school may lead to low self-esteem, absenteeism, low motivation and discipline problems and in the long run, their academic outcomes may be affected negatively. Depending on the reason for transferring, some individual pupils seem to weather school changes better than others. However, voluntary, timely and strategic transfers in most cases yield positive educational outcomes.

2.7 Summary and Research Gaps

Most of the literature reviewed in this study have their origin of practice in developed countries with very few studies available from developing countries, with very limited literatures from Kenya. The available literature especially from Kenya mainly presents data from secondary school level of education. The literature suggests that academic performance of transferred pupils is influenced by various factors: social, psychological, motivation and self-esteem.

Specifically, there is a gap in literature on how social factors such as teacher-pupil and pupil-pupil relationships influence academic performance of transferred pupils; influence of psychological factors like attitude, anxiety, and loneliness on academic performance of transferred pupils; influence of pupils' self-esteem such as recognition and prestige on

academic performance of transferred pupils and influence of pupils' intrinsic and extrinsic motivation on the academic performance of transferred pupils.

The general dearth of empirical data and gaps in literature motivated this study. In Kenya, the issue of pupil's transfers had not been studied singly as a factor that influences their progress and academic performance. It had just been cited as a factor that contributed to poor academic performance in studies that attempted to find out general causes of poor performance. In the literature reviewed, most of the past researches on pupil's transfers had been done at the secondary level of education.

Little research had been done at the primary level of education yet usually there is limited time for pupils at this stage to adjust; given that it takes eight years of study like in the Kenyan case. At the same time, it takes place at the crucial stage of development of pupils where they yearn for acceptance, recognition and have a sense of belonging based on the social context of their new learning environment.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0Introduction

This chapter presents the research design, locale of the study; population of the study; sampling techniques; research instruments; piloting, validity and reliability of research instruments; data collection procedure; data analysis and ethical considerations.

3.1ResearchMethodology

This study adopted a mixed methods approach as outlined by Creswell (2013), integrating both qualitative (Relativist) and quantitative (Realist) research paradigms. Mixed methods research involves the systematic collection and analysis of both qualitative and quantitative data within a single study. As Creswell (2009) explains, this approach is particularly valuable when a researcher seeks to deepen understanding through the interplay of different data types, validate findings across multiple sources, or broaden the scope of inquiry through complementary perspectives.

By combining both paradigms, the study was able to draw on the strengths of each method. The quantitative aspect enabled statistical analysis of numerical data, while the qualitative component captured participants' insights, emotions, and perspectives regarding the research variables. This integration helped to offset the limitations or biases that might arise if only one method were used. According to Tashakkori and Teddlie (1989), the findings from one approach can inform or clarify those from the other, and, in some cases, one method can be embedded within another to reveal insights at different levels or dimensions of analysis.

In terms of data collection, the study involved the simultaneous gathering of numerical data through instruments and textual data through interviews. This ensured that the final dataset was rich and comprehensive, combining both quantitative and qualitative elements. The application of Realist and Relativist paradigms enabled the concurrent collection of both data types and facilitated their integration during the interpretation of the study's findings. The mixed methods design also supported the use of closed-ended questionnaire items, along with structured interviews and focused group discussions, allowing for a well-rounded understanding of the study issues from both statistical and experiential viewpoints.

3.2 Research Design

A convergent parallel mixed methods design is frequently employed in educational research to obtain a comprehensive understanding of complex phenomena by collecting and analyzing quantitative and qualitative data simultaneously. In this approach, both data types are gathered during the same phase of the research process, analyzed separately, and then merged to interpret the findings collectively. This design allows researchers to corroborate and complement results from both methods, enhancing the validity and depth of the study (Creswell & Plano Clark, 2017).

For instance, Adhikari and Timsina (2024) utilized a convergent parallel mixed methods design to investigate the impact of blended learning on student engagement in higher education. They concurrently collected quantitative data through surveys measuring engagement levels and qualitative data via interviews exploring students' experiences. The integration of these datasets provided a nuanced understanding of how blended

learning influences student engagement. Similarly, Razali et al. (2019) applied this design to assess the effectiveness of multi-touch hand gestures in enhancing fine motor skills among preschool children. Quantitative assessments measured improvements in motor skills, while qualitative observations offered insights into children's interactions with the technology, allowing for a comprehensive evaluation of the intervention's impact.

This study employed the convergent parallel mixed research design (Creswell, 2013). The researcher concurrently conducted the quantitative and qualitative elements in the same phase of the research process, weighed the methods equally, analyzed the two components independently, and interpreted the results together (Creswell& Pablo-Clark, 2011). Quantitative data was collected using structured questionnaires for teachers wile qualitative data was obtained using interview Schedules for headteachers and focused group discussions for transferred pupils.

3.2.1 Study Variables

The variables of this study were pupil transfers and academic performance.Pupil transfers**,** or student mobility, refer to the movement of students from one school to another during their academic journey. These movements can be voluntary—such as due to family relocation—or involuntary, including school closures or disciplinary actions. Such mobility often disrupts the continuity of a student's learning process and social integration (Slate, Wright, & Moore, 2016).

Academic performance is conceptually defined as the extent to which a student achieves learning outcomes, typically measured by standardized test scores, grade point averages

(GPA), and classroom assessments (Garza, 2020). In this study, academic performance was ascertained using pupils' scores according to the criteria: Exceeding Expectations (EE); Meeting Expectations (ME); Approaching Expectations (AE) and Below Expectations (BE) respectively.Research has shown that frequent transfers have a detrimental effect on academic performance.

For example, Slate et al. (2016) found that students in Texas who changed schools' multiple times in Grade 8 performed significantly lower in reading, math, and science than their peers who remained in the same school. Garza (2020) also observed a similar pattern, reporting that higher mobility rates were associated with reduced test scores, especially among low-income and minority students. These findings underscore how frequent disruptions can affect both learning and psychological stability, particularly for already disadvantaged populations.

Other variables that influence academic performance in the context of mobility include the timing of the transfer, socioeconomic status, and the presence of support systems. The timing of transfer refers to when the change occurs in the student's educational timeline; transfers during key academic years (e.g., transitions to secondary school or before exams) tend to have more severe academic consequences (Granja & Visentin, 2024). Their study of international student mobility revealed that students who participated in exchange programs later in their academic career experienced more positive academic outcomes compared to those who transferred earlier.

The socioeconomic status (SES) of a student, typically measured by parental education,

income, and occupation, also plays a moderating role; students from lower SES backgrounds often lack the resources to cushion the academic and emotional challenges of school changes (Garza, 2020). Support systems, including counseling services, peer mentorship, and family involvement, are crucial in helping students adapt to new environments. Makinde (2023) highlighted the importance of school counseling in reducing the negative academic impacts of both pupil and teacher transfers. Similarly, Onsomu (2014) noted that frequent teacher mobility disrupted student learning in Kenyan secondary schools, indicating that continuity in teaching personnel is also critical to maintaining student academic performance.

3.3 Location of theStudy

The selection of Kimilili public primary schools as the location for this study is justified by the high incidence of pupil transfers in the region, which raised concerns about their effects on academic outcomes. According to Onsomu (2014), frequent student mobility in Kenyan schools—especially in rural and peri-urban areas—has disrupted classroom continuity and led to fluctuating academic performance. Kimilili Sub-county, situated in Bungoma County, is characterized by high mobility driven by socio-economic challenges, including parental job transfers, unstable housing, and preference for better-performing schools (Makinde, 2023). These conditions create a dynamic educational environment that mirrors national trends of school mobility, making it a suitable setting for examining the impact of transfers on learning. Furthermore, as Slate, Wright, and Moore (2016) note, the educational effects of mobility are most effectively studied in areas where pupil transitions are frequent and varied, offering a meaningful context for assessing both the

causes and consequences of such movement in public primary education.

3.4 Target Population

The target population of this study was 470 comprising of 12 head teachers, 150class teachers and 308pupils respectively who were affected in the transfers. The head teachers and class teachers in the schools that received pupils transferring. A population is a complete set of people with a specialized set of characteristics, and a sample is a subset of the population (Creswell, 2013). Table 3.1 shows the target population of the study.

Table3. 1: Target population

	Pupils	ClassTeachers	Head Teachers	Total
TOTAL	**308**	**150**	**12**	**470**

Source: Field Data, 2021

Table 3.1 outlines the target population for the study, comprising a total of 470 individuals, including 308 pupils, 150 class teachers, and 12 head teachers, based on field data collected in 2021. Pupils form the core of the study as their academic performance and experiences with school transfers are directly under investigation. Class teachers are included due to their close interaction with pupils and their ability to provide insights into academic progress and classroom impacts of mobility. Head teachers offer administrative perspectives on school policies and institutional responses to pupil transfers. This diverse representation ensures a comprehensive understanding of the effects of pupil mobility on academic performance.

3.5Sampling Proceduresand Techniques

Sampling is the process of selecting a portion of the population for the purpose of gathering data and making inferences about the whole population (Creswell & Creswell, 2018). In this study, the researcher employed stratified random sampling to collect

quantitative data. Stratified sampling is a probability sampling method that involves dividing the population into distinct subgroups or strata—such as pupils, class teachers, and head teachers—based on specific characteristics, then randomly selecting participants proportionally from each stratum (Kalton, 2020). This method enhanced representation and reduced sampling bias by ensuring that all subgroups were adequately captured in the sample.

For the qualitative component, purposive sampling was used to select participants who provided rich, relevant, and diverse insights into the impact of pupil transfers. As Patton (2015) explains, purposive sampling involves selecting information-rich cases based on predefined criteria that align with the research objectives. In this case, the sample included pupils who had experienced one or more school transfers, as their personal experiences offered valuable phenomenological insights into how mobility affected their academic performance and adjustment. This dual approach enabled the researcher to obtain both statistically generalizable findings and in-depth, contextualized understanding of the issue.

3.6SampleSize

The sample size is a cluster of comparatively lesser sum of persons selected from the target population for purposes of investigation (Alvi, 2016). The study used Yamane (1967) formula to determine the sample size as indicated below:

$$n = \frac{N}{1 + N(e)^2}$$

Where n - required responses (sample size)

N – Total population

e - error limit (5%) or 0.05

Using the formula, from a target population of 308 pupils:

$$n = \frac{308}{1 + 308(0.5)^2} = 174 \text{ pupils}$$

Sample size for class teachers (Target population = 150) was

$$n = \frac{150}{1 + 150(0.5)^2} = 109 \text{ teachers}$$

Table3. 2: SampleSize

Category	Population	SampleSize
Pupils(Transferred)	308	174
Class Teachers	150	109
Head Teachers	12	12
TOTAL	**470**	**295**

Source: Field Data, 2021

The study therefore used a sample size of 295 respondents comprising 174 transferred pupils, 109 class teachers and 12 head teachers.

3.7Research Instruments

To gather comprehensive data, this study utilized both qualitative and quantitative tools. Quantitative data was collected through structured questionnaires administered to class teachers, while qualitative data was gathered using focused group discussions (FGDs) with pupils and interview schedules for head teachers. This multi-instrument approach aligned with the mixed methods design, allowing for diverse perspectives and enhanced depth of analysis.

3.7.1 Structured questionnairesfor classteachers

Structured questionnaires were used to collect quantitative data from class teachers in the selected sample. As noted by Kumar (2014), a questionnaire is a written set of questions where participants provide their responses in writing. The questionnaires developed for this study included closed-ended items formatted using Likert scales and multiple-choice questions. These were self-administered to allow for flexibility and to accommodate the relatively large sample size, which made it impractical for the researcher to conduct personal interviews with each teacher. Additionally, this method allowed participants sufficient time to reflect and respond thoughtfully.

The questionnaire consisted of several key sections. Section A focused on demographic details such as age, gender, and length of service for teachers. Section B explored the social factors affecting the academic performance of pupils who had transferred schools. Section C addressed psychological influences, while Section D examined the relationship between self-esteem and academic performance. Finally, Section E investigated the connection between motivation and academic performance among transferred pupils.

3.7.2 Interviewsschedulesfor head teachers

Interview schedules were employed to facilitate in-depth qualitative data collection from head teachers. According to Lewis-Beck, Bryman, and Liao (2003), an interview schedule is a pre-formulated list of questions designed to guide the data collection process and ensure consistency. The structured format enabled the researcher to obtain detailed and relevant responses while allowing for follow-up questions that clarified or expanded

on initial answers. This technique was especially effective for head teachers, who play a key role in the admission and monitoring of transferred pupils.

The interviews captured head teachers' perspectives on several areas: social and psychological factors influencing academic performance, as well as the relationship between self-esteem, motivation, and academic achievement among transferred pupils. As Rubin and Rubin (2012) emphasize, interviews offer the advantage of real-time clarification, which was particularly beneficial in capturing the nuanced experiences of school leaders.

3.7.3 Focused group discussionsfor pupils

To obtain insights directly from the pupils who had experienced school transfers, the study conducted focus group discussions (FGDs) using a well-structured discussion guide. The guide included prompts designed to stimulate conversation on how school transfers affected pupils' academic experiences and performance. Each FGD consisted of twelve participants drawn from various schools and convened at a centralized location to minimize transportation costs.

This method was particularly suitable for primary school pupils, as it allowed them to speak freely and comfortably in a group setting rather than through written responses. FGDs were instrumental in collecting rich qualitative data, offering the pupils an

opportunity to share their perspectives and emotional responses in a supportive environment.

The FGD guide covered several thematic areas similar to those in the other instruments. Section A captured demographic information, including age, gender, and year of study. Section B focused on social factors, Section C on psychological factors, Section D on the impact of self-esteem, and Section E explored the role of motivation in academic performance for pupils who had changed schools.

3.8Reliability and Validity of Research Instruments

Reliability and validity are measures of research instruments to make sure the research results are consistent.

3.8.1 Validity of questionnairesfor classteachers

In this study, validity was assessed in terms of content validity and construct validity. Content validity involved evaluating whether the questionnaire items accurately represented the concepts intended to be measured. This process was carried out in three stages. First, each item was carefully examined by the researcher to determine whether it reflected the intended content areas. This involved checking if each question corresponded meaningfully to the study's constructs and variables (Wiersma, 1991).

To further ensure the instrument's validity, the draft questionnaires were reviewed by academic supervisors from Mount Kenya University. Their role was to evaluate the content in terms of relevance, clarity, and alignment with the study's research objectives and questions. Their feedback guided improvements to the instruments, ensuring they

were appropriate for the target respondents. Construct validity was enhanced by designing questions that were brief, clear, and focused only on essential information. Care was taken to eliminate bias and avoid asking questions that might be considered sensitive. Based on expert evaluation, the instruments were confirmed as valid and appropriate for use in this research.

3.8.2Reliability of questionnairesfor classteachers

Reliability refers to the degree to which a research instrument consistently produces stable results when administered repeatedly under similar conditions. In this study, a structured questionnaire was used to collect quantitative data, and it was essential to determine whether this tool yielded consistent outcomes (Sekaran, 2003).

To assess internal consistency, Cronbach's Alpha coefficient (α) was employed. This statistical measure evaluates how closely related a set of items are as a group. The coefficient ranges from 0 to 1, where higher values indicate greater reliability. Cronbach's Alpha is particularly suitable for instruments using multi-point Likert-type scales—for example, scales ranging from 1 (very dissatisfied) to 5 (very satisfied).

The first step involved checking the consistency of participant responses across all items. A coefficient value of 0.6 or higher was considered acceptable for reliability in this context. After analyzing the responses, the overall Cronbach's Alpha coefficient for the questionnaire was found to be 0.871, indicating a high level of internal consistency across the instrument. These reliability results were later presented in Table 3.3.

Table3. 3: Reliability analysis

Variable	Cronbach'sAlpha

	Coefficient
Social factors	0.817
Psychological factors	0.921
Self Esteem	0.851
Motivation	0.907
Overall α	**0.871**

Source: Field Data, 2021

The reliability test shows Cronbach's alpha coefficient for each variable was as follows; social factors 0.817, psychological factors 0.921, self-esteem 0.851 and motivation 0.907. The average Cronbach Alpha coefficient value was .871for all the questionnaire items. This implied that the questionnaire was reliable given that all items had a coefficient of at least **.7** that is accepted as the minimum in social sciences (Orodho, 2016).

3.8.3 Validity and reliability of focused group discussion guidefor pupils

Focused group discussion guide was developed to collect information from pupils who had transferred in schools. The FGD guide captured the demographic characteristics of transferred pupils, discussion questions on effect of social, psychological, esteem and motivation factors on their academic performance. The FGD guide was piloted to establish its validity and reliability. Data was transcribed in summaries by the group secretary and analyzed thematically.

The Focus Group Discussion (FGD) method was employed to gather in-depth qualitative data on pupils' lived experiences with school transfers and their perceived impact on academic performance. FGDs are particularly effective for exploring participants' attitudes, beliefs, and experiences within a group context, allowing for interactive dialogue that reveals shared or divergent views (Krueger & Casey, 2015). In this study, the

FGD guide was first piloted with a small group of pupils to assess its validity—the extent to which the questions elicited meaningful and relevant responses—and reliability, ensuring consistency in understanding across participants (Creswell & Poth, 2018). Based on feedback from the pilot, the guide was refined for clarity and engagement.

Each FGD involved a group of pupils who had undergone one or more school transfers. Discussions were moderated by the researcher, while a group secretary took detailed notes and transcribed the data in summarized form immediately after each session. This approach allowed for the capture of both verbal responses and observed non-verbal cues. The transcribed summaries were then subjected to thematic analysis, a method that involves identifying, analyzing, and interpreting patterns or themes within the qualitative data (Braun & Clarke, 2006). This helped uncover recurring concerns such as emotional stress, disruption in academic progress, and challenges in social integration. The FGD method thus provided a nuanced understanding of the pupils' perspectives, complementing the quantitative findings and enriching the overall analysis.

3.9 Pilot Study

Before the commencement of actual data collection, the researcher conducted a pilot study using the same instruments with a small sample of participants from Webuye—a zone excluded from the main study but possessed similar demographic and institutional characteristics to the targeted public primary schools. A pilot study is essential in assessing the feasibility, clarity, and appropriateness of research tools (In, 2017). It allows for the pre-testing of instruments to refine questions, identify potential challenges in administration, and improve the reliability of the data collection process.

To evaluate the reliability of the research instruments over time, the test-retest method was applied, while content and construct validity were assessed to confirm that the instruments accurately measured the intended constructs (Heale & Twycross, 2015). This pilot phase allowed the researcher to validate the sampling approach and fine-tune the tools to ensure they would yield precise and credible data during the main study.

As part of the pilot test, the researcher administered the questionnaires and assessed whether each item provided a suitable range of responses. The pilot results revealed some issues with the instruments, including spelling errors and poor sequencing of ideas. Additionally, some key informants recommended including a debrief form to give participants an opportunity to withdraw from the study if they wished. Based on this feedback, the researcher reworded several items, adjusted the flow of concepts, and revised the response scales. Particular attention was given to aligning all questions with the core objectives of the study. This process not only improved the data collection tools but also helped the researcher determine the appropriateness of different tools (questionnaires, FGDs, and interviews) for the sample population.

For qualitative data, the researcher initiated contact with potential interviewees via telephone to introduce the study and arrange initial appointments. These preliminary meetings, usually held in the interviewees' offices, were used to schedule the actual interview sessions. During the interviews, the researcher encouraged open and detailed responses, allowing participants ample time to express themselves. Notes were taken carefully during each session, and—with participant consent—audio recordings were made using a mobile phone as a backup.

To facilitate focused group discussions (FGDs) with transferred pupils, the researcher collaborated with head teachers to identify eligible students. These pupils were then organized into control FGDs held at centrally located venues for easier coordination and minimal logistical burden.

For quantitative data collection, the researcher used a drop-and-pick method. Questionnaires were delivered to a central location where participants could collect, complete, and return them. Respondents were given a timeframe of one week to submit their filled questionnaires back to the designated drop-off point. This method was both convenient and efficient, particularly for the large sample size involved in the study.

3.10 Data Collection Procedure

Before beginning the data collection process, the researcher sought and obtained formal approval from Mount Kenya University, where she was enrolled. This approval was granted through official letters issued by the Coordinator of the School of Postgraduate Studies. These institutional endorsements served as the foundation for securing further permissions necessary for fieldwork.

With university approval in hand, the researcher proceeded to apply for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). Upon receiving the NACOSTI authorization, the researcher prepared formal request letters addressed to the Sub-County Director of Education (SCDE), the County Commissioner for Kimilili Sub-County, and the head teachers of the selected schools. These letters requested permission to conduct research involving both teachers and pupils and were accompanied by copies of the approval letters from Mount Kenya University and

NACOSTI to validate the legitimacy of the study and ensure transparency in the research process.

3.11 Data Analysis

Data analysis involves systematically applying statistical and logical techniques to describe, summarize, and interpret research data in a meaningful way (Babbie, 2021). It allows researchers to uncover patterns, test hypotheses, and draw conclusions that inform the research objectives. In this study, data were categorized into quantitative and qualitative datasets to facilitate structured analysis.

Quantitative data, which included responses from structured questionnaires, were analyzed using descriptive statistics such as frequencies, percentages, means, and standard deviations. These methods helped summarize the data and identify general trends in pupil transfers and academic performance. Inferential statistics, where applicable, were also employed to determine relationships between key variables (Creswell & Creswell, 2018). The analysis was conducted using statistical software such as SPSS, which enhances accuracy and efficiency in handling large datasets.

For qualitative data, gathered through focus group discussions (FGDs) and interviews, thematic analysis was used. This involved reading and re-reading the transcripts, coding meaningful segments, and identifying recurrent themes related to pupil mobility, school adjustment, and academic outcomes (Braun & Clarke, 2021). This method allowed for the extraction of rich, contextual insights that complemented the numerical findings from the quantitative phase.

To enhance understanding and communication of results, the findings were presented through tables, charts, and narrative summaries, enabling a clear comparison between variables and helping draw conclusions aligned with the research questions (Miles, Huberman, & Saldaña, 2020).

3.11.1 Quantitativedata analysisand presentation

Once the completed questionnaires were collected from the participants, the researcher carefully reviewed the responses to ensure the data was complete, consistent, and accurate. Demographic information gathered through the questionnaires was visually presented using graphs to enhance clarity and interpretation.

To analyze the relationships between the study's independent and dependent variables, the researcher utilized Statistical Package for Social Sciences (SPSS) Version 21. SPSS was employed to conduct Pearson correlation analysis and regression analysis, enabling a systematic examination of the strength, direction, and significance of the associations between key variables. These statistical tools were essential in drawing valid and data-driven conclusions from the quantitative findings.

3.11.2 Qualitativedata analysisand presentation

During the interview sessions, the researcher documented responses in real-time and used audio recordings, with the participants' consent, to ensure no information was lost. As qualitative data collection progressed, the researcher continuously reviewed the responses

to identify emerging patterns and themes relevant to the research questions.

To refine the data, a process of data reduction was carried out, which involved discarding irrelevant or repetitive content that did not align with the study objectives. The remaining data was organized into meaningful categories, guided by thematic analysis. This involved grouping responses into distinct themes either directly derived from the research questions or naturally emerging from the data itself, as suggested by Taylor-Powell and Renner (2003).

By working within these thematic categories, the researcher was able to explore the deeper meaning behind participants' responses and relate them to the central questions of the study. Once the themes were finalized, the data was assembled, organized, and synthesized to support clear interpretation and facilitate conclusion drawing. The findings from the qualitative analysis were presented in narrative (prose) form, capturing the depth and nuance of the participants' experiences.

3.12 Ethical Considerations

Ethics in social research are foundational to building a trust-based relationship between the researcher and the participants. Trust is cultivated through open communication, careful planning, and a commitment to minimizing risks while maximizing potential benefits for all involved. As emphasized by Miller (2014), ethical research requires adherence to specific principles that ensure participants' rights, dignity, and safety are respected throughout the research process.The researcher upheld ethical standards in this study through a series of deliberate and transparent strategies, as detailed in the following subsections:

3.12.1 Permission to conduct thestudy

The researcher obtained letters of authorization from the Sub-County commissioner of Education, and the County Commissioner to carry out the study in the selected 12 public primary schools before collecting data from their teachers and pupils. The researcher also presented to the participants the authorization letters from the affiliated public primary school and NACOSTI. The same was done for the pilot studies.

3.12.2 Confidentiality

Confidentiality refers to the management of information in a personal manner (De-Vos, Delport, Fouché, & Strydom, 2011). It can also be defined as the organization of private information by the researcher to guard the participant's identity. In this study, confidentiality was maintained by ensuring anonymity of the participants by use of codes rather than actual names.

3.12.3 Informed consent

To ensure ethical participation, the researcher obtained informed consent from all participants before conducting any interviews. Participants were thoroughly briefed on the purpose and scope of the study and asked to confirm their voluntary willingness to take part by signing an informed consent form. Additionally, explicit permission was sought for audio or visual recordings of the interviews, reinforcing participants' autonomy and respect for their choices.

3.12.4 Veracity (truth-telling)

The researcher made sure that the interviews lasted not more than 15 minutes to fill the questionnaire as stated in the interview schedule and the questionnaires administered respectively.

3.12.5 Privacy

Privacy, as defined by Tourangeau (2018), involves respecting an individual's right to control access to their personal, emotional, and cognitive spaces. While participants agreed to share their experiences by consenting to take part in the study, they were not required to disclose information beyond what they were comfortable with. The researcher strictly honored this boundary. During the administration of questionnaires and interviews, no participant was coerced or pressured to answer every question. Instead, participants were explicitly informed that they had the right to skip any question they felt intruded on their privacy or made them uncomfortable. This approach helped ensure the ethical handling of sensitive information.

3.12.6 Beneficence

The ethical principle of beneficence requires that research should contribute positively to knowledge or lead to practical improvements that benefit individuals or communities. As Iphofen (2017) notes, a study should only be conducted if it offers the potential for meaningful outcomes. In this context, the researcher aimed to generate findings that would

enhance understanding of the impact of pupil transfers on academic performance in public primary schools within Kimilili Sub-County. The study was designed not only to contribute to the academic field but also to inform decision-makers and education stakeholders, potentially guiding the development of policies and strategies that support learners more effectively.

CHAPTER FOUR: RESEARCH FINDINGSAND DISCUSSIONS

4.0Introduction

This chapter presents data analysis, presentation as follows: Response rate, demographic data, effect of social factors on effect of psychological factors on academic performance; effect of self-esteem on academic performance of transferred pupils and the effect of motivation on academic performance of pupils who transferred schools.

4.1Responserate

Response rate refers to the proportion of targeted participants who fully engage with the research by completing and returning questionnaires or participating in interviews. It is calculated by dividing the number of respondents who successfully took part in the study by the total sample size and then multiplying by 100 to obtain the percentage.The research involved a total sample size of 295, comprising of 174 transferred pupils, 109 class teachers of the transferred pupils and 12head teachers for the public schools in Kimilili sub-county. The response rate per the different categories of the participants is as shown in Table 4.1.

Table4. 1: Responserateof participants

Participant	Response	Not respond
Pupils(FGD)	120	54
Class Teachers (Questionnaires)	90	19
Head Teachers(Interviewed)	10	2
Total sample	**220**	**75**

Source: Field Data, 2021

Data analysis in this study was conducted based on the responses obtained from both the administered questionnaires and the interviews conducted by the researcher. Among the respondent groups, transferred pupils recorded a response rate of 69%, while class teachers of these pupils had a higher participation rate at 82%. The head teachers who were targeted for interviews had a response rate of 83%.

The variation in response rates among the groups can be attributed to logistical challenges, particularly the differences in data collection arrangements. Some schools had clearly designated drop-off and pick-up points for the research tools, while others lacked such arrangements, which affected the ability to collect responses uniformly across all locations.

In total, 220 out of 295 participants took part successfully in the study, yielding an overall response rate of 75%. However, 16 participants, representing 14% of the intended sample, did not provide usable data. This included class teachers who failed to return the questionnaires, pupils who were absent from the focus group discussions, and a few head teachers who withdrew from scheduled interviews.

According to Mugenda and Mugenda (2012), a response rate of 50% is considered adequate, 60% is good, and 70% or higher is deemed excellent for data analysis. These findings are further supported by Kothari (2014), who maintains that a response rate above 70% is very good and provides a solid foundation for meaningful analysis. Based on these benchmarks, the 75% response rate achieved in this study was both sufficient and commendable for drawing valid and reliable conclusions.

4.2Demographic Data

The study established demographic characteristics of the respondents. The findings were presented in the following subsections.

4.2.1 Gender of thestudy participants

The study established whether there was gender biasness in the results. The gender distribution of the participants is as indicated in Figure 4.1.

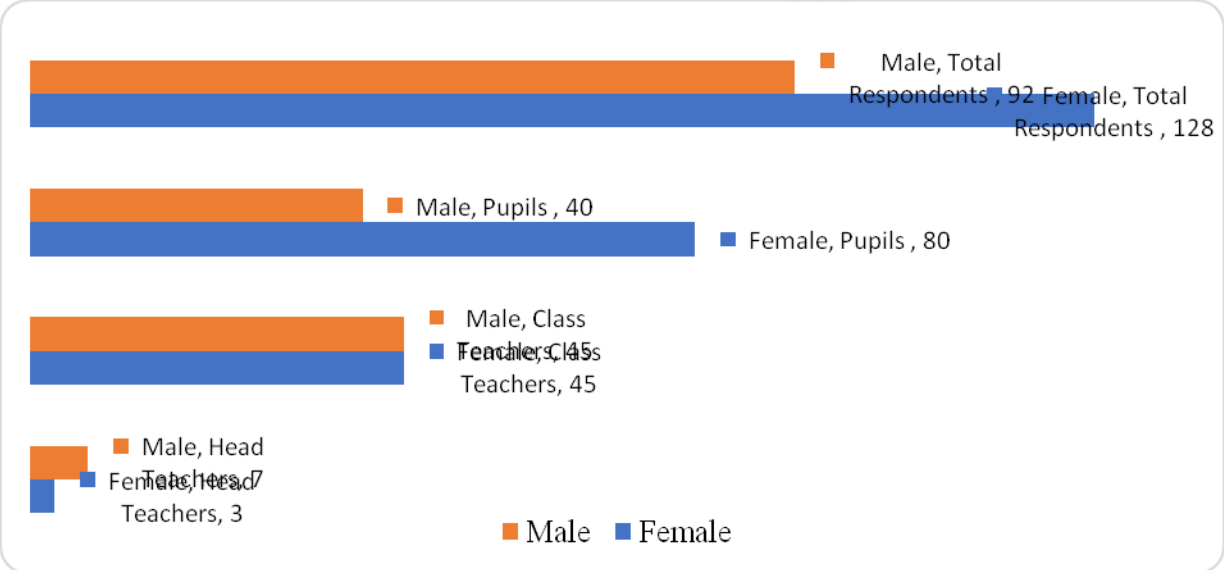


Figure4. 1: Participants' Gender Distribution

Source: Field Data, 2021

From the findings, majority of the study participants were female 128(58%) comprising of 3 head teachers, 45 class teachers and 80 transferred pupils. The male participants were 92(42%) comprising of 7 head teachers, 45 class teachers and 40 transferred pupils. These findings imply that there are more male head teachers in most public primary schools in Kimilili Sub County. There is gender balance among the class teachers while most pupils

who transfer between schools are female. The findings strongly imply that the views expressed in this study are gender- sensitive. They are accurate and unbiased representation of the opinions of both male and female genders.

4.2.2 Academic qualificationsof respondents

The researcher investigated the academic qualifications and teaching experience of the class teachers and head teachers participating in the study.This was useful to ascertain whether the participants from these categories will give meaningful and accurate results.

The distribution of teachers' academic is as indicated in Figure 4.2.

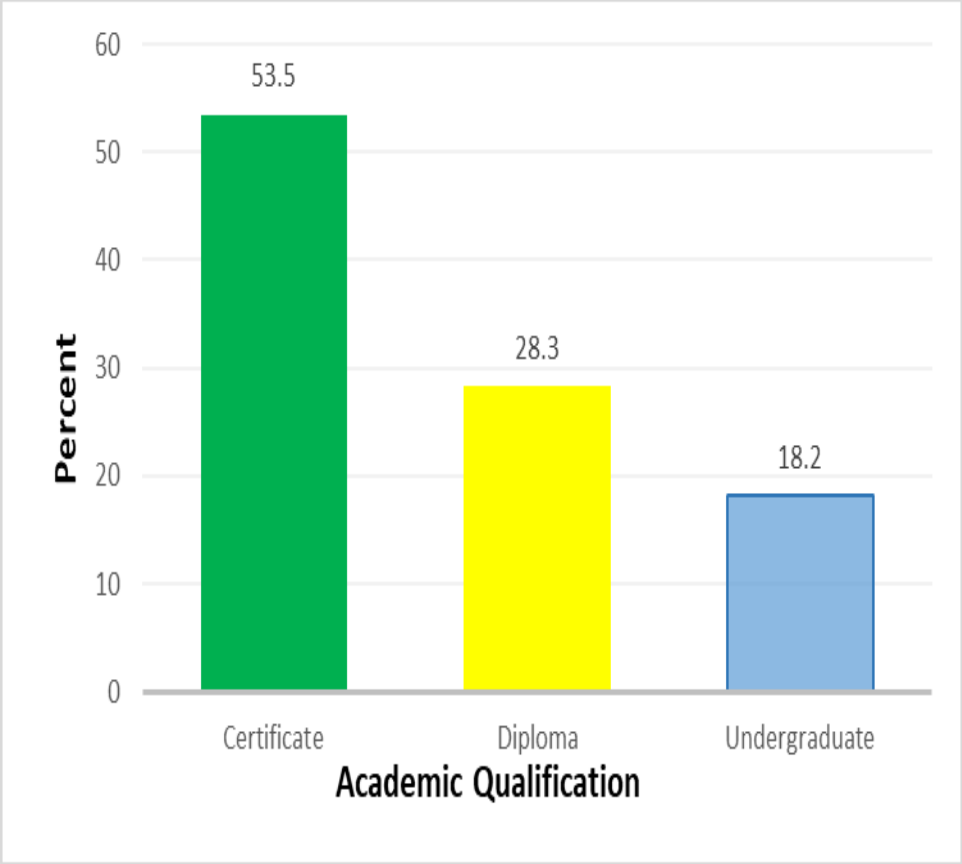


Figure4. 2: Academic qualification of classteachers.

Source: Field Data, 2021

From the findings that there exists a balance in the academic qualifications of the class teachers with the highest qualification being an undergraduate degree. Majority of the class teachers had P1 certificate 53(53.5%), followed by diploma 28(28.3%) then lastly we had degree holders 18(18.2%). From the results, all the class teachers have attained P1 certificate which is the minimum qualification as stipulated by the Ministry of Kenyan Education for one to be allowed to teach primary school pupils. The results on academic qualification of head teachers was as shown in Figure 4.3.

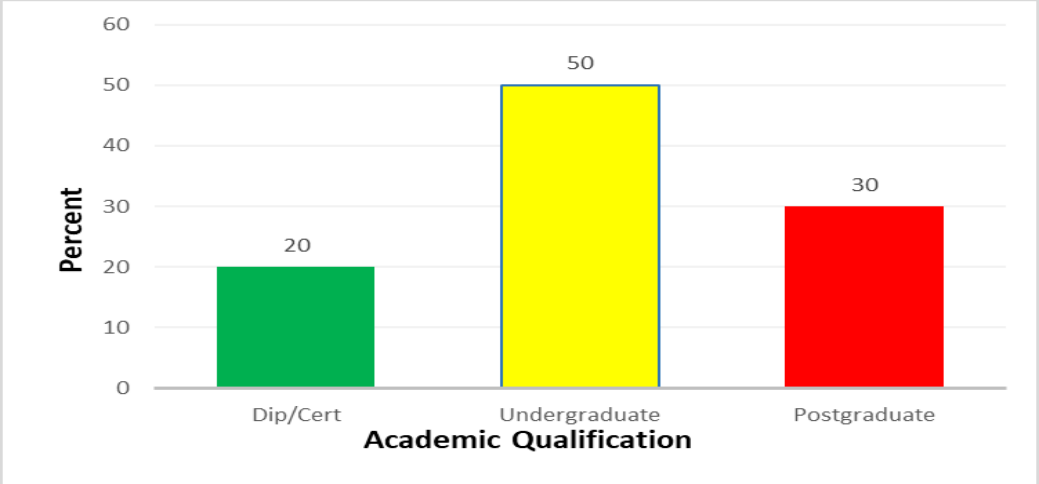


Figure4. 3: Academic qualification of head teachers

Source: Field Data, 2021

As per the Figure 4.3, majority of the head teachers were degree holders 5(50%) followed by Master's Degree 3(30%), diploma and certificate were both 20%. This implies that the head teachers had adequate education background way above the required P1 certificate which is the minimum qualification as stipulated by the Ministry of Kenyan Education for one to be allowed to teach primary school pupils.

4.2.3 Teaching Experience

The study established the teaching experience of class teachers and head teachers of transferred pupils. Summary of teaching experience is as shown on Table 4.2.

Table4. 2: Yearsof Experiencefor ClassTeachers

Years	Frequency	Percent
0-5	10	10.1
6-10	27	27.3
11-15	30	30.3
16-20	23	23.2
Over 20 years	9	9.1
Total	**99**	**100.0**

Source: Field Data, 2021

From the results in Table 4.2, majority of the teachers 89 (89.9%) had over five years of teaching experience while the remaining 10.1% had less than five years. These findings show that many of the class teachers had substantive amount of experience in education delivery. They were relatively mature and sufficiently experienced in their field of occupation. As such, they were in touch with the previous and current trends of pupil transfers and their academic performance, meaning they were able to provide accurate and reliable data on the effects of pupil transfers on academic performance in public primary schools in Kimilili Sub County. The findings on years of experience for head teachers was summarized in Figure 4.4

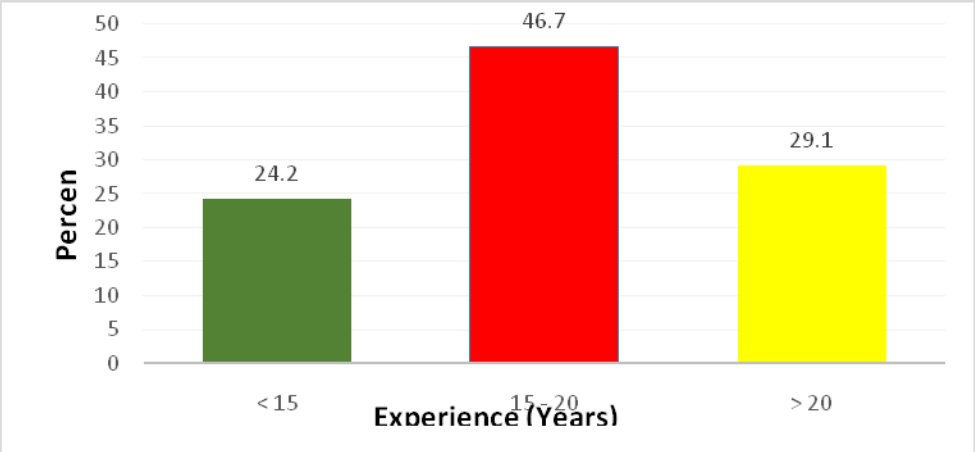


Figure4. 4: Yearsof experiencefor head teachers

Source: Field Data, 2021

The results in Figure 4.4 show that all the head teachers had substantive amount of experience in education management and delivery; majority (46.7 %) had 15 – 20 years, 29.1 % more than 20 years while 24.2 % had more than 15 years. They were relatively mature and sufficiently experienced in their field of occupation. As such, they were in touch with the previous and current trends of pupil transfers and their academic performance, meaning they were able to provide accurate and reliable data on the effects of pupil transfers on academic performance in public primary schools in Kimilili Sub County.

4.2.4 Agedistribution of thetransferred pupils

The researcher investigated the age of the participating transferred pupils so that the research findings can be used to solicit and gather rich insights on the effects of pupil transfers on academic performance in public primary schools across different age brackets. This will provide the users of the research finding an idea to the extent in which the

findings can be generalized to their own local situation especially during policy formulation. The distribution of the transferred pupils who participated in the study is as shown in Figure 4.5.

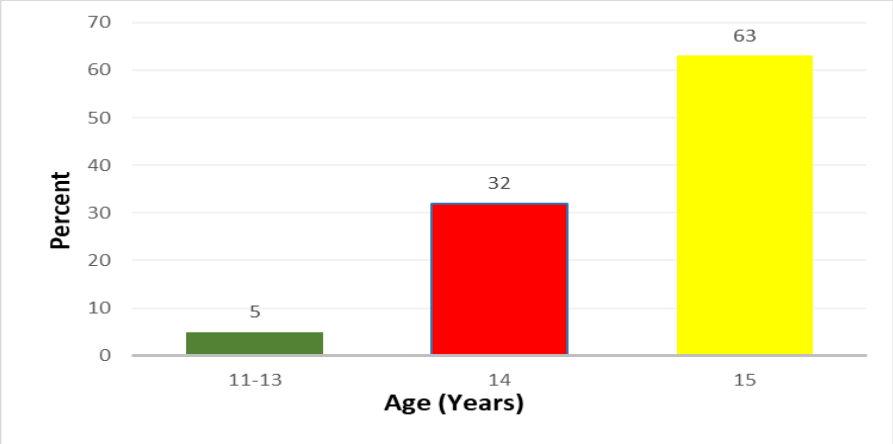


Figure4. 5: Agedistribution of thetransferred pupils

Source: Field Data, 2021

From the results presented in Figure 4.5, 76(63%) of the transferred pupils participating in the research study were of 15 years of age while the other 38(32%) were of age 14 years with the least age bracket being 11-13 years 6(5%). The distribution of the age bracket showed a relatively mature age who could read and write well. This can be attributed to the fact that, most pupils in this age are in their early adolescent stage and are characterized as curious that made them volunteer to be subjects in the study. As such they were able to understand the questions asked and answer the questionnaires on their own, meaning they were able to provide accurate and reliable data from their own lived experience on the effects of pupil transfers on academic performance in public primary schools.

4.2.5 Academic performanceof transferred pupils

Data of the academic performance was obtained from class teachers for pupils who joined the schools by way of transfers.

Table4. 3: Frequency, Percentage, and Mean PerformanceCategory of Pupilsby Term

Performance	Exceeding		Meeting		Approaching		Below		
Term	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*M* Category
Term 1	50	16.2 %	100	32.5 %	66	21.4 %	92	29.9 %	2.35
Term 2	40	13.0 %	80	26.0 %	80	26.0 %	108	35.1 %	2.17
Term 3	70	22.7 %	90	29.2 %	71	23.1 %	77	25.0 %	2.50
Totals	**160**	**17.3 %**	**270**	**29.2 %**	**217**	**23.5 %**	**277**	**30.0 %**	—
Mean *f*	53.3	—	90.0	—	72.3	—	92.3	—	—
Mean *%*	—	17.3 %	—	29.2 %	—	23.5 %	—	30.0 %	—
Average *M* Category	—	—	—	—	—	—	—	—	2.34

Source: Field Data;Note. *N* = 308; *f*= Frequency

Table 4.3 shows academic performance for 308 pupils per term (924 total observations). Performance categories were coded as 4 = Exceeding expectation, 3 = Meeting expectation, 2 = Approaching expectation, and 1 = Below expectation. Totals row shows aggregated frequencies and overall percentages across all three terms; Mean *f* and Mean *%* rows reports the arithmetic average across the three term-level frequencies and percentages, respectively; the Average *M* Category reflects the average of the three term-level mean category scores.

Across the school year, “Below expectations” accounted for the largest share of all observations (277/924; 30.0 %), followed by “Meeting expectations” (270/924; 29.2 %) and “Exceeding expectations” (160/924; 17.3 %). The average mean category score of

2.34 indicates that, on balance, pupil performance hovered just above "Approaching expectations," suggesting modest overall achievement gains but room for further improvement toward consistently meeting or exceeding standards.

4.3Effect of social factorson academic performanceof transferred pupils

The study sought to determine the social factors affecting academic performance of pupils who transferred schools. To capture this objective, the participating teachers and headteachers were first asked to some of the social factors that affect the academic performance of the pupils who have transferred to their schools. The participating class teachers were asked to indicate their level of agreement on how the social factors identified impact the academic performance of the transferred pupils on a scale of 1 to 5, with 1 representing strongly disagree, 2 disagree, 3 neutrals, 4 agree and 5 strongly agree however from their questionnaire, they were also given an opportunity to give further feedback in form of verbatim. Their responses were as shown in Table 4.4.

Views of the participants in the category of class teachers as shown in table 4.4 agree that family structure (88%), parents' socio-economic status (59%), pupil popularity in class (82%), pupil-teacher relationship (80%) and pupil neighborhood (55%) affect their academic performance. For the location of the school both teachers and pupils agree that there is no significant effect on the academic performance of the transferred pupils. These findings underscore that social factors affect the academic performance of the transferred pupils. Therefore, the researcher submits that when explaining the effects of pupil transfers in their academic performance, it is important to investigate some of the highlighted social factors.

Table4. 4: Social factorsaffecting theacademic performanceof transferred pupils

Social Factor	Frequency f	Percentage %
Transferred pupils who travel far from home	126	41
Transferred pupils who are famous in class	65	21
Transferred pupils whose parents are economically well-off	83	27
Transferred pupils with good relationship with their teachers	225	73
Transferred pupils with good relationship with peers	256	83
Pupils with both parents	268	87

Source*:* Field Data, *N=308*

Source: Research data, 2017

From the results, majority of the teachers who participated in the study identified the social factors affecting the transferred pupils their family structure, socio-economic status of their parents, geographical location from home to their new school, pupil- teacher relationship, popularity of the pupil in class and the neighborhood in which they reside. The same scenario was exhibited in the FGD that was carried out in five groups of the pupils. From the group discussion, family structure, school environment, pupil teacher relationship and pupil-pupil relationship were the major factors that affected pupil transfers in public primary schools in Kimilili Sub County. Some of the responses obtained from the headteachers interviewed are reported verbatim hereunder:

> "I can't add much but from my experience dealing with these new pupils, the environment in which they grow into significantly impacts their learning which later translates into their academic performance. New pupils especially from disjointed family structure have issues around discipline and others come to school while withdrawn. You see, the home environment is where the pupil learns the behavior patterns and interpersonal skills. When you dig further, you find that they mostly miss out school, tests and perform poorly" (HT1)

Another head teacher responded:

> "The family structure from which these new transferred pupils shape their personality and who they are. I have sometimes dealt with cases where the pupil is coming from an abusive family where domestic violence is the order of the day. Uh…this pupil will look scared every time I go around classes and look through their window. You will find them sitting in a corner during class break times deep in thought. When you follow them through their general class work performance, you will realize that they perform poorly. Some of them come to school while dirty and when you confront them they will inform you that they had to spend the night outside because they were thrown out by their father. For them coming to school is the only safe haven for their survival." (HT5)

Some of the class teacher participants stated that the socio-economic class of the parents of these pupils impact the pupil's performance either positively and negatively.

> "From my experience, I have seen new pupils who transfer from other schools and come from high social class families, perform well. Their parents are keen to understand how well their children are adopting to the new learning environment. Personally, I have contacts with some parents where we engage further to understand how well I can support their child to transition into the new school environment. As a result, we develop positive pupil-teacher relationship where they ask questions freely without any fear". (HT7)

A response from another class teacher who participated in the research study was as follows:

> "I am not really of the opinion that the parents' social economic class of the transferred pupil has an impact on the academic performance. I have seen transferred pupils from very poor background…. you know the kind that even don't know where their next meal is going to come from, yet they perform excellently academically. I have also dealt with those from the same status and perform very poorly academically. Besides, I have seen those from high social backgrounds and those whose parents are well educated, because of the supportive parental care I have seen them perform excellently. At the same time, those within this category of social class, I have seen those who despite the resources provided by their parents and their conducive home environment, engage themselves in behavioral issues and end up performing poorly academically. For me, academic achievement of the transferred pupils depends on their overall mindset towards learning and achievement." (HT3)

The study further established inferential statistics of social factors and academic performance of transferred pupils. The mean of social factors was correlated with the mean of academic performance of pupils using the Pearson's Correlation Coefficient method and the results are shown in Table 4.5.

Table4. 5: Correlation of social factorson performanceof transferred pupils

Variables	1	2	3	4	5	6
Commuting distance to school (1)	1	-0.234	0.345	-0.316	0.245	-0.345
Fame in class (2)	-0.234	1	0.435	0.653	0.543	0.531
Parents' socioeconomic status (3)	0.345	0.435	1	0.374	0.643	0.632
Teacher-student relationship (4)	-0.316	0.653	0.374	1	0.542	0.753
Parental status (5)	0.245	0.543	0.643	0.542	1	0.618
Academic performance (6)	-0.345	0.531	0.632	0.753	0.618	1

Source: Field Data, 2021

According to the results shown in Table 4.5, the study yielded correlations coefficients for commuting distance to school r = - 0.345, fame in class r = 0.531, parents' socioeconomic status r = 0.632, teacher-student relationship r= 0.753 and parental status r = 0.618. The interpretation of these finding is summarized in table 4.6.

Table4. 6: Interpretation of correlation between social factorsand performance

Variables	Correlation Coefficient (r)	ResultsInterpretation
Commuting distance to school	-0.345	Weak negative significant relationship
Fame in class	0.531	Strong positive significant relationship
Parents' socioeconomic status	0.632	Strong positive significant relationship
Teacher-pupil relationship	0.753	Strong positive significant relationship
Family structure	0.618	Strong positive significant relationship

Source: Field Data, 2021

The findings on the first research objective reveals that allsocial factors focused on in this study had a significant relationship with academic performance of transferred pupils in Kimilili Sub-County except the commuting distance that recorded a negative weak relationship. Table 4.7 shows a summary of the relationship between of social factors and performance of transferred pupils.

Table4. 7: Correlation of social factorsand academic performanceof pupils

		1	2
Social Factors (1)	Pearson Correlation	1	0.671*
	Sig. (2-tailed)		0.000
	N	99	99
Academic Performance (2)	Pearson Correlation	0.671*	1
	Sig. (2-tailed)	0.000	
	N	99	99

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

Source: Field Data, 2021

Cumulatively, social factors had a statistically significant positive correlation (r= 0.671, p=0.000) with academic performance of transferred pupils implying that when social

factors of transferred pupils are favorable, their academic performance will be good and the converse is true.

This study conducted in Kimilili Sub-County revealed that various social factors significantly influence the academic performance of transferred pupils. Among these factors, the commuting distance to school showed a weak negative correlation with academic achievement. This finding is in line with several studies conducted in other regions, which have consistently shown that long distances between home and school adversely impact learners' academic performance. For instance, a study conducted in Bungoma North Sub-County in Kenya revealed that students who travel long distances often arrive at school tired and less focused, which hampers their ability to perform well academically (Wangoywa, Simotwo, & Kirwok, 2021). Similarly, research conducted in Migori Sub-County affirmed that commuting distances negatively affect both individual student performance and overall school mean scores (Odumbe et al., 2015).

Furthermore, international perspectives support these findings. UNESCO (2023) reported that long commutes expose children to security risks, physical exhaustion, and psychological stress, all of which negatively affect school attendance and academic engagement. These challenges are especially critical for transferred pupils, who may already be adjusting to new school environments.

In contrast, other social factors, such as family structure, socio-economic status, and the nature of peer and teacher-student relationships, demonstrated a significant positive relationship with academic performance in the study. Pupils from stable family structures,

particularly those living with both parents, tend to receive better emotional and academic support, which enhances their school performance (Nekesa, 2023). Additionally, socio-economic status plays a vital role; students from better-off families are more likely to have access to learning resources, conducive study environments, and parental support (Goodenow & Grady, 1993).

Positive teacher-student relationships and peer interactions also contribute significantly to academic success. When students feel accepted and supported by their teachers and peers, their sense of belonging improves, leading to increased motivation and academic engagement. Goodenow and Grady (1993) found that students' perception of being valued and respected within the school community strongly influences their academic motivation and outcomes. This aligns with the notion that a supportive social environment in school can foster a sense of belonging, which is crucial for the academic success of transferred pupils.

In conclusion, the findings from Kimilili Sub-County are consistent with existing literature, emphasizing that social factors—including family dynamics, peer relationships, teacher support, and commuting distance—play a critical role in the academic performance of transferred pupils. Policymakers and educators must consider these factors when designing interventions aimed at improving the academic outcomes of students who transfer between schools.

4.4Effect of psychological factorson academic performanceof transferred pupils

The second objective of this study was to determine the influence of psychological factors on academic performance of transferred pupils. The results from the study were

categorized based on identified psychological dimensions that can be used to predict the academic performance of the transferred pupils with regards to their interest towards learning, attitude, motivation, self-concept, test anxiety, locus of control, understanding and thinking. The psychological factors were then computed for compilation and analysis using SPSS program. Summary of descriptive statistics is as shown in Table 4.8, where SD=Strongly Disagree, (1), D=Disagree (2), N= Neutral (3), A=Agree (4) and SA=Strongly Agree (5).

Table4. 8: Descriptivestatisticsof psychological factors

Statements	Frequency f	Mean	Standard Deviation
Transferred pupils with interest in learning	214	4.6823	0.16067
Transferred pupil with positive attitudes to learning	271	4.1345	0.5377
Transferred pupils with a positive self-concept.	267	4.1921	0.4322
Transferred pupils who are assertive	254	3.9142	0.0931
Transferred pupils who have test anxiety	65	3.3123	0.0811
Transferred pupils developed locus of control	279	4.5411	0.9832
Transferred pupils who have confidence	282	4.0124	0.7412
Composite mean and standard deviation		**3.8984**	**0.4327**

Source: *Field Data,* ***2021; N=****308*

The data from this study highlight key psychological characteristics of transferred pupils, particularly their interest in learning, self-concept, attitudes, and confidence, which are central to academic success during transitions. The high mean score for interest in learning (M = 4.6823) suggests that transferred pupils are generally intrinsically motivated, which aligns with research indicating that motivation plays a significant role in academic achievement, especially during transitions (Baker & White, 2021). Similarly, positive

attitudes to learning (M = 4.1345) and a strong self-concept (M = 4.1921) reflect that these students are likely to approach academic challenges with optimism and resilience, as supported by studies on the protective role of self-concept during school transitions (McGinnity et al., 2019). Moreover, confidence (M = 4.0124) and a locus of control (M = 4.5411) suggest that these pupils feel empowered in their academic capabilities, which is known to enhance perseverance and self-regulation (Siegler et al., 2020).

Despite these positive traits, test anxiety (M = 3.3123) remains a challenge for some transferred pupils. Research shows that test anxiety can significantly impair academic performance, especially in new academic settings where students might feel additional pressure (Pekrun et al., 2020). Assertiveness (M = 3.9142) also emerges as an area for potential improvement, as excessive assertiveness can negatively affect peer relationships and group dynamics (Harris & Tregaskis, 2021). These findings suggest that while transferred pupils generally display strong motivational and psychological traits, additional support may be needed to address issues such as anxiety and the balance between assertiveness and collaboration.

The results therefore imply psychological factors affect academic performance of transferred pupils in Kimilili Sub County. Head teachers who were interviewed reported in affirmation to question on psychological factors that affect pupils who had transferred schools. One of the head teachers responded that:

> "Transferring a pupil who is intellectually sound does not have any difficulty in adjusting their academic performance. They will freely interact with others in their class and can do it very well. Irrespective of the background of a child, pupils who are ready to learn normally adjust faster in any environment" (HT2).

The findings were supported by focused group discussion by transferred pupils that was conducted. It was observed that pupils who were outgoing were performing better in their academics as compared to those who were not. The study further established the relationship between psychological factors and academic performance using the Pearsons' Correlation Coefficient method and the findings are summarized in Table 4.9

Table4. 9: Correlation of psychological factorsand academic performance

Psychological Variable	1	2	3	4	5	6	7	8	9
Interest in learning (1)	1	0.244	0.204	0.76	0.55	-0.102	0.098	0.116	0.654
Attitude(2)	0.244	1	0.211	0.328	0.272	0.156	0.072	0.119	0.673
Motivation (3)	0.204	0.211	1	0.401	-0.14	-0.44	-0.115	0.060	0.78
Self-concept (4)	0.76	0.328	0.401	1	0.400	0.163	0.167	0.106	0.765
Test anxiety (5)	0.55	0.272	-0.14	0.400	1	0.212	0.183	0.200	0.707
Locus of control(6)	-0.102	0.156	-0.44	0.163	0.212	1	0.187	0.212	0.766
Understanding(7)	0.098	0.072	-0.115	0.167	0.183	0.187	1	0.656	0.351
Thinking(8)	0.112	0.119	0.060	0.106	0.200	0.212	0.656	1	0.674
Performance(9)	0.654	0.673	0.78	0.765	0.707	0.766	0.351	0.674	1

Significant at Alpha=.05 level of significance

Source: Field Data, 2021

Table 4.9 shows that the correlation coefficients of the assessed psychological factors are at significant level of 0.05. The results as indicated in the table above shows that there is a linear relationship of the transferred pupil academic performance when they posses' interest at learning, during thinking, attitude, self-concept, anxiety during tests, locus of control and understanding. There is negative correlation between locus of control and the pupil's academic performance when thinking meaning an increase of locus control results to a declined academic performance.

Further, Table 4.10shows the correlation as follows: interest in learning (r = .654), attitude (r = .673), self-concept (r = .765), test anxiety (r = .707), locus of control (r = .766), understanding (r =.351) and thinking (r = .674) respectively at 0.05 significance level. The interpretation of the correlation of psychological factors and academic performance is summarized in Table 4.10.

Table4. 10: Interpretation of correlation between psychological factorsand performance

Psychological Variable	Correlation	ResultsInterpretation
Interest in learning	r = .654	Strong positive, strongly significant relationship
Attitude	r = .673	Strong positive, strongly significant relationship
Motivation	r = .780	Strong positive, strongly significant relationship
Self-concept	r = .765	Strong positive, strongly significant relationship
Test anxiety	r = .707	Strong positive, strongly significant relationship
Locus of control	r = .766	Strong positive, strongly significant relationship
Understanding	r =.351	Moderate positive, strongly significant relationship
Thinking	r = .674	Strong positive, strongly significant relationship

Source: Field Data, 2021

The correlation coefficients as summarized in table 4.9 shows that psychological factors had strong and significant relationships with academic performance of transferred pupils except for understanding which had a moderate but significant relationship. These findings were supported by focused group discussions by transferred pupils. Observations revealed that pupils who were outgoing were performing better in their academics as compared to those who were not. An overall summary of findings on the second research objective is thus presented in table 4.11

Table4. 11: Correlation summary of psychological factorsand performanceof pupils

		1	2
Psychological factors (1)	Pearson Correlation	1	0.714**
	Sig. (2-tailed)		0.000
	N	99	99
Academic Performance (2)	Pearson Correlation	0.714**	1
	Sig. (2-tailed)	0.000	
	N	99	99

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

Source: Field Data, 2021

The results show that psychological factors had a statistically significant positive correlation (r= 0.714, p=0.000 < 0.05) with academic performance of transferred pupils in Kimilili Sub County. The results imply that when the psychological factors of transferred pupils are favorable, their academic performance will be good and vice versa.

The results of this study show a strong and statistically significant positive correlation (r = 0.714, p = 0.000) between psychological factors and academic performance of transferred pupils in Kimilili Sub County. This finding aligns with existing literature that emphasizes the role of psychological traits such as motivation, self-concept, and emotional well-being in enhancing academic achievement. According to Pekrun et al. (2020), students with a positive self-concept and motivation are more likely to engage in learning activities, persist through challenges, and ultimately perform better academically. This was echoed by Ferguson, Jackson, and Lewis (2020), who found that positive attitudes and emotional resilience, key psychological factors, significantly contribute to students' ability to succeed in academic settings. Furthermore, studies have demonstrated that when pupils' psychological needs are met, they are more likely to thrive academically (Gao et al., 2021).

The observation that outgoing pupils performed better academically suggests that certain social behaviors, such as assertiveness and peer interaction, are linked to academic success. Research by Harris and Tregaskis (2021) supports this, highlighting the role of assertiveness and social engagement in promoting positive academic outcomes. In particular, pupils who actively participate in class and collaborate with peers tend to perform better, as social support networks are crucial for academic success. The moderate but significant relationship between understanding and academic performance further suggests that cognitive factors, while important, may be enhanced by the psychological characteristics of students. In line with this, Sammons et al. (2021) argue that while cognitive abilities are central to academic success, psychological factors like self-efficacy and emotional regulation are crucial in helping students apply their knowledge effectively in academic settings.

4.5Effect of motivation on academic performanceof transferred pupils

To assess the relationship between motivation and academic performance of the pupils who transferred schools, the means and standard deviations of motivation components were computed and combined using the SPSS program. Table 4.12 shows the results of the coefficient alphas and descriptive statistics of each motivational belief content.

Table4. 12: Motivation variablesaffecting academic performance

Variable	Frequency	Mean	Standard Deviation
Intrinsic goal orientation	253	5.40	1.15
Extrinsic goal orientation	271	5.81	1.42
Control of learning beliefs	248	5.23	1.00
Self-efficacy towards learning	266	5.75	1.03

Anxiety during tests	260	5.71	1.12

Source: *Field Data, 2021;* **N**=*308*

Results from Table 4.12 indicate that extrinsic goal orientation yielded the highest mean (M = 5.81 and SD =1.42) while control of learning beliefs with had the least (Mean = 5.23 and SD =1) among transferred pupils. This means that the academic performance of the transferred pupils in the Sub County is subject to obtaining approval from their peers, teachers and parents as a sign of self-worth.

To determine the relationship between motivation and academic performance of the transferred pupils, the variables of motivation (insights and algorithms) were computed and combined using the SPSS computer programme. The Pearson Correlation Coefficient yielded the results as shown in Table 4.13.

Table4. 13: Correlation between motivation and academic performanceof pupils

Variables	1	2	3	4	5	6
Intrinsic goal orientation (1)	1.000	0.197	0.101	0.261	0.312	0.200
Extrinsic goal orientation (2)	0.197	1.000	0.203	0.119	0.129	−0.190
Control of learning beliefs (3)	0.101	0.203	1.000	0.056	0.025	0.052
Self-efficacy towards learning (4)	0.261	0.119	0.056	1.000	0.217	0.118
Anxiety during tests (5)	0.312	0.129	0.025	0.217	1.000	−0.095
Academic performance (6)	0.200	−0.190	0.052	0.118	−0.095	1.000

Source: Field Data, 2021

Table 4.13 shows that intrinsic goal orientation, control of learning beliefs and self - efficacy have significant positive relationships with academic performance. On the other hand, extrinsic goal orientation and test anxiety have negative significant relationships

with academic performance of transferred pupils. The cumulative effect of motivation on academic performance of transferred pupils is presented in Table 4.14.

Table4. 14: Correlation summary of motivation and academic performance

		1	2
Psychological factors (1)	Pearson Correlation	1	0.423**
	Sig. (2-tailed)		0.000
	N	99	99
Academic Performance (2)	Pearson Correlation	0.423**	1
	Sig. (2-tailed)	0.000	
	N	99	99

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

Source: Field Data, 2021

The findings from Table 4.14 suggest that motivation has a statistically significant positive correlation ($r = 0.423$, $p = 0.000$) with the academic performance of transferred pupils in Kimilili Sub County. This result reinforces the importance of motivation as a key predictor of academic success, especially for students adjusting to new school environments. Recent research consistently supports this relationship, with studies demonstrating that motivated students are more likely to engage in their learning, persist through academic challenges, and achieve higher performance outcomes (Baker & White, 2021; Linnenbrink & Pintrich, 2020). Motivation, particularly intrinsic motivation, has been shown to improve not only academic engagement but also students' ability to cope with the social and emotional stresses that can accompany transitions, such as changing schools or adapting to new curricula (Ryan & Deci, 2000). In line with this, the positive correlation found in this study implies that when transferred pupils are more motivated,

they are likely to perform better academically, validating the importance of fostering motivation in educational interventions.

The observation that outgoing pupils performed better academically compared to those who were less socially engaged further underscores the role of motivation in academic success. Recent studies have found that social behaviors, such as assertiveness and proactive engagement with peers, are often linked to higher levels of motivation and better academic performance (Harris & Tregaskis, 2021). Outgoing pupils tend to demonstrate greater motivation due to their increased social interactions, which can provide emotional support and create a positive feedback loop, enhancing their academic efforts (Gao et al., 2021). This is consistent with research by Ferguson et al. (2020), who highlighted that students with higher levels of motivation are not only more engaged in class but also more likely to seek help and form supportive peer relationships, which can further boost their academic outcomes. Thus, the findings suggest that motivation, both intrinsic and extrinsic, plays a crucial role in the academic success of transferred pupils, and fostering motivation should be a central focus of educational strategies aimed at improving student outcomes.

4.6 Effect of self-esteem on academic performanceof transferred pupils

The fourth objective was to establish the effect of self-esteem on the academic performance of transferred pupils. To assess self-esteem, the pupils' levels were measured using Rosenberg's Self-Esteem Scale, which is a 4-point Likert scale where responses range from 1 (strongly disagree) to 4 (strongly agree). Items 2, 5, 6, 8, and 9 on the scale are reverse scored. To determine the self-esteem levels of the pupils, the total score for all

ten items was calculated based on their responses, with higher scores reflecting higher self-esteem. The results were then analyzed and presented in Table 4.15.

The transferred pupils rated their self-esteem accordingly and the results in Table 4.15 shows the results. The summation of percentages for pupils who agreed and strongly agreed reveal that 73% felt unstable and likely to fail, 70% disliked themselves, 67% felt that at times they were not good, 54% were not proud of themselves, while 49% occasionally felt to be useless. Similarly, 69% of the pupils felt to be of comparable value to other pupils, 664% had positive attitude about themselves, 62% were satisfied with themselves, 61% could do things like other pupils, and, 56% felt that they had some good qualities.

Table4. 15: Self-esteem percentagesfor transferred pupils

Self-esteem measurement	**SD**		**D**		**A**		**SA**	
	f	**%**	f	**%**	f	**%**	f	**%**
I feel worthy, at least on an equal level with others.	38	21	18	10	69	38	54	31
I feel that I have a number of good qualities.	7	4	25	14	95	52	7	4
I am able to do things as well as most other pupils.	31	17	40	22	116	54	13	7
On the whole, I am satisfied with myself.	25	14	46	25	78	43	35	19
I take a positive attitude toward myself.	40	22	25	14	11	6	106	58
I feel I do not have much to be proud of.	60	33	24	13	5	3	93	51
All in all, I am inclined to feel that I am a failure.	36	20	13	7	76	42	71	31
I wish I could have more respect for myself.	22	12	33	18	96	53	31	17
I certainly feel useless at times.	9	5	84	46	89	49	0	0
At times I think I am no good at all.	47	26	13	7	29	16	93	51

***Source: Field Data, 2021*N=182**

To establish if there exists any relationship between self-esteem and academic performance, class teachers were asked to indicate their level of agreement to a set of questions. The results were then coded, computed and analyzed using the SPSS as shown in Table 4.16.

Table4. 16: Effect of self-esteem on academicperformanceof transferred pupils

Self-esteem measurement	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	f	%	f	%	f	%	f	%	f	%
Pupils with high self-esteem show creativity in academic performance (1)	3	3	4	4	7	8	30	33	46	51
Pupils with high self-esteem have a motivation towards learning (2)	2	2	8	9	18	20	24	27	38	42
Pupils with high self-esteem observe social skills in the classroom during teaching and learning process (3)	10	11	6	7	14	16	18	20	42	47
Pupils with high self-esteem show a positive attitude towards their classmates and teachers (4)	6	7	9	10	19	21	20	22	36	40
Pupils with high self-esteem undertake class tasks without hesitation (5)	11	12	5	6	17	19	30	33	27	30
Pupils with high self-esteem perform excellently academically (6)	0	0	3	3	13	14	24	27	50	56

Source: Field Data, 2021 N=90

Table 4.16 shows that class teachers agreed that high self-esteem among transferred pupils make them: creative in academic performance (84%); excellently perform academically

(83%); motivated towards learning (69%); undertake class tasks without hesitation (63%); social in the classroom (67%) and, develop positive attitude towards their classmates and teachers (62%) respectively.

The research findings as presented in Table 4.16imply that there is a relationship between self-esteem among transferred pupils and their academic performance. They also indicate self-esteem among transferred pupils determines their attitude towards their classmates, teachers and their level of confidence towards undertaking of class tasks. The findings also reveal that high self-esteem invokes creativity among the transferred pupils and motivates them towards learning while improving their social skills when being taught and throughout their learning process.

To determine the relationship between self-esteem and academic performance of the transferred pupils, the Pearson Correlation Coefficient of self-esteem and academic performance for transferred pupils determined using the SPSS computer programme and the results are presented in Table 4.17.

Table4. 17: Correlation analysisof self-esteem and academic performance

		1	2
Self-esteem (1)	Pearson Correlation	1	0.529*
	Sig. (2-tailed)		0.000
	N	99	99
Academic Performance (2)	Pearson Correlation	0.529*	1
	Sig. (2-tailed)	0.000	
	N	99	99

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

Source: Field Data, 2021

The results show that self-esteem had a statistically significant positive correlation (r=

0.529, p=0.000 < 0.05) with academic performance of transferred pupils in Kimilili Sub County. The results imply that when the self-esteem of transferred pupils are favorable, their academic performance will be good and vice versa. These findings were supported by those from the class teachers.

he results of this study reveal a statistically significant positive correlation ($r = 0.529$, $p = 0.000$) between self-esteem and the academic performance of transferred pupils in Kimilili Sub County. This indicates that pupils with higher self-esteem tend to perform better academically, suggesting that psychological factors such as self-worth play a crucial role in academic success. Research consistently supports the idea that self-esteem influences academic outcomes, as students with high self-esteem are more likely to engage in their studies, take on challenges, and persevere through academic difficulties (Schneider & Schmitt, 2020). According to Tóth-Király et al. (2020), self-esteem is a key component of academic motivation and achievement, with students who feel competent and valued in the academic environment demonstrating greater resilience and academic success. Therefore, the positive correlation found in this study reinforces the importance of fostering self-esteem in students, particularly those undergoing transitions, to enhance their academic performance.

The support from class teachers further reinforces these findings, as teachers' perceptions of students' self-esteem often align with observable academic outcomes. Teachers who recognize high self-esteem in their students tend to see higher academic engagement and better performance (Tóth-Király et al., 2020). Teachers play a significant role in shaping students' self-esteem by providing encouragement, positive feedback, and opportunities

for success. In this context, the study's results suggest that interventions aimed at boosting self-esteem—such as enhancing students' belief in their abilities and promoting a positive academic environment—could be an effective strategy for improving academic performance. Additionally, the link between self-esteem and academic performance aligns with Bandura's (1997) concept of self-efficacy, which asserts that students with higher self-esteem are more confident in their academic abilities and more likely to set and achieve academic goals.

CHAPTER FIVE

SUMMARY, CONCLUSIONSAND RECOMMENDATIONS

5.0 Introduction

The chapter summarizes the study findings according to research objectives. It further presents the study conclusions and recommendations based on the research findings. Suggestions for further research are presented as the last section in this chapter.

5.1 Summary of theStudy

This study established the effect of social factors, psychological factors, motivation and self-esteem on academic performance of pupils who transferred schools in Kimilili sub-county. The findings show that social factors such as teacher-student relationships, family, structure, parents' socioeconomic status, and the pupils' popularity in class strongly affect academic performance while school locations from pupils' homes have a weak and negative relationship with academic performance.

The findings also reveal that psychological factors like interest in learning, attitude, self-concept, anxiety, locus of control, and thinking strongly affected academic performance. However, the 'understanding 'factor moderately affected academic performance of transferred pupils.Some of the motivation variables (intrinsic goal orientation, control of learning beliefs) had strong positive effects on academic performance while others (extrinsic goal orientation, test anxiety, self-efficacy) had weak effect. Transferred pupils also had both high and low self-esteem. The results show that pupils with high self-esteem performed better academically compared to those with low self-esteem.

5.2 Conclusionsof theStudy

The conclusions drawn from this study are situated within the context of existing literature related to the research objectives and the findings from the participants. The study has demonstrated that transferred pupils face a range of challenges—social, psychological, motivational, and self-esteem-related—that significantly impact their academic performance.

The study's results emphasize the importance of positive relationships between transferred pupils and their peers and teachers. When these students experience strong social connections within their school environment, they are better equipped to cope with the challenges that come with transitioning to a new academic setting. Such relationships provide the emotional support needed to foster a sense of belonging and comfort, which is crucial for academic success. Positive interactions with peers and teachers contribute to an improved school experience and can mitigate some of the stress associated with school transitions.

Another significant factor highlighted in the findings is the role of a well-functioning school guidance and counseling program. When transferred pupils have access to professional support, they are more likely to overcome psychological and emotional hurdles that may hinder their academic progress. Guidance counselors can help students navigate the challenges of adapting to a new school environment by providing coping strategies, emotional support, and personalized academic guidance. This support can also address the psychological factors, such as stress and anxiety, that often arise during transitions.

Family support also plays a critical role in the academic success of transferred pupils. The findings suggest that when families are actively involved and provide encouragement, emotional backing, and practical assistance, students are better positioned to thrive academically. Strong family support helps foster a positive self-concept and motivation, which are essential for academic achievement. The partnership between home and school creates a supportive network that helps pupils manage the difficulties of transitioning to a new school.

This study fills several important gaps in existing research, particularly regarding the academic performance of transferred pupils. It enhances understanding of how psychological, social, motivational, and self-esteem challenges specifically impact transferred pupils, which has been underexplored. The study also highlights the significant role of peer and teacher relationships, the effectiveness of school guidance and counseling programs, and the importance of family support in helping students navigate the transition to a new school environment. By addressing these areas, the study contributes to expanding the literature on how these factors collectively influence academic success for transferred pupils.

5.3 Recommendationsfrom theStudy

Based on the findings of this study, the following recommendations for policy and further research:

5.3.1 Policy recommendations

The following three policy recommendations will suffice:

1. **Strengthen School Guidanceand Counseling Programs:**Policymakers should prioritize the enhancement of school guidance and counseling services, particularly for transferred pupils. Schools should have dedicated counselors who specialize in supporting students undergoing transitions, helping them manage the social, emotional, and academic challenges they face. Effective counseling programs can play a crucial role in boosting students' resilience and academic performance by providing them with the tools and strategies needed to navigate new environments.

2. **PromotePeer Mentoring and Social Integration Programs:**Schools should implement peer mentoring programs that pair transferred pupils with more established students to help ease their social integration. Research has shown that positive peer relationships are crucial for academic success and emotional well-being, especially during transitions. Policies should encourage the development of formal structures for peer support, fostering an environment where transferred students feel connected, supported, and motivated to succeed academically.

3. **IncreaseFamily Engagement during Transitions:**Policies should encourage schools to actively involve families in the transition process by providing them with resources, guidance, and regular communication. Engaging families can help ensure that students receive the emotional and practical support they need at home. Schools could offer workshops or informational sessions to help parents understand the challenges their children face during transitions and how they can best support their children’s academic and emotional needs.

By focusing on these policy and research recommendations, schools and educational systems can better support transferred pupils, ensuring that they overcome the challenges associated with school transitions and thrive academically.

5.3.2 Recommendation for further research

The following three further research studies are recommended:

1. **Longitudinal Studieson theImpact of Transition Support Programs:** Future research should examine the long-term effects of transition support programs (e.g., counseling, peer mentoring, family involvement) on transferred pupils' academic performance, social integration, and emotional well-being. Longitudinal studies could provide deeper insights into how these programs contribute to sustained academic success over time and whether the benefits extend beyond the immediate transition period.

2. **InvestigatetheRoleof Teacher Training in Supporting Transferred Pupils:** Further research should focus on how teacher training can be tailored to support the unique needs of transferred pupils. Understanding how teachers can be better equipped to identify and address the social, emotional, and academic challenges faced by transferred students could lead to more effective classroom strategies and a more inclusive educational environment.

3. **ExploretheInfluenceof Peer Relationshipson Academic Success:** Research should further explore the specific ways in which peer relationships affect the academic performance of transferred pupils. Investigating factors such

as the quality of friendships, involvement in group activities, and peer mentoring could provide valuable insights into how schools can foster supportive social environments that enhance students' academic outcomes.

The most relevant policy recommendations include strengthening school guidance and counseling programs, promoting peer mentoring and social integration, and increasing family engagement, while the key research recommendations focus on conducting longitudinal studies on transition support programs, investigating teacher training for transferred pupils, and exploring the role of peer relationships in academic success.

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APPENDICES

APPENDIX I: QUESTIONNAIREFOR CLASSTEACHERS

This questionnaire is intended to help in an assessment of the effects of transfers on pupil's progress and academic performance in Kimilili sub-country-Bungoma County. All information given will be used for academic research work purpose only and will be treated with confidentiality. Your co-operation is highly appreciated. You may not sign in your name or that of your school. You are kindly requested to tick (√) the appropriate response.

SECTION A: DEMOGRAPHIC INFORMATION

1. Gender?

   Male ☐ Female ☐

2. Highest professional qualification?

   PhD ☐ M.Ed. ☐ B.Ed. ☐ Diploma ☐ Any other specify ☐

3. For how long have you been a class teacher in the current school?

0-5yrs ☐ 6-10yrs ☐11-15yrs ☐ 16-20 yrs ☐ Over 20 yrs ☐

SECTION B: SOCIAL FACTORSAFFECTING ACADEMIC PERFORMANCEOF PUPILSWHO TRANSFERRED SCHOOLS

Show the numbers of transferred pupils according to the criteria in the following table

	Statements	No of Pupils
1	Transferred pupils travelling far from home	
2	Transferred pupils who are famous in class	
3	Transferred pupils whose parents are well-off economically	
4	Transferred pupils with good relationship with their teachers	
5	Transferred pupils with good relationship with their fellow pupils	

6	Pupils wit bot parents	

Why? (Give details of your experience dealing with transferred pupils on the specific social factors that affect their academic performance.)
……
……
……
……
……
……..

SECTION C: PSYCHOLOGICAL FACTORSTHAT AFFECT ACADEMIC PERFORMANCEOF PUPILSWHO TRANSFERRED SCHOOLS

Show the number of transferred pupils that a best described by the following statements.

	Statements	**Frequency**
1	Transferred pupils with interest in learning	
2	Transferred pupil with positive attitudes to learning	
3	Transferred pupils with a positive self -concept	
4	Transferred pupils who are assertive	
5	Transferred pupils who have test anxiety	
6	Transferred pupils who have developed locus of control	
7	Transferred pupils who have confidence	

SECTION D: RELATIONSHIP BETWEEN MOTIVATION AND ACADEMIC PERFORMANCEOF PUPILSWHO TRANSFERRED SCHOOLS

Show your level of agreement to the following statements that are encountered by pupils while learning in the new school by ticking as appropriately

1=Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

	Statements	1	2	3	4	5
1	When transferred pupils are promised a reward and are always validated by their teachers and parents perform better academically.					
2	Transferred pupils who are always curious and inquisitive perform better academically					
3	Transferred pupils who have confidence towards learning perform better academically					
4	Pupils who are disciplined, honest, hardworking have self-control perform better academically.					
5	Pupils who are very anxious most of the time during exams perform poorly academically					

SECTION E: RELATIONSHIP BETWEEN SELF-ESTEEM AND ACADEMIC PERFORMANCEOF PUPILSWHO TRANSFERRED SCHOOLS

Show your level of agreement to the following statements that are encountered by pupils while learning in the new school by ticking as appropriately

1=Strongly Disagree 2= Disagree 3= Agree 4= Strongly Agree

Self-esteem questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Pupils with high self-esteem show creativity in academic performance?					

Pupils with high self-esteem have a motivation towards learning?					
Pupils with high self-esteem observe social skills in the classroom during teaching and learning process					
Pupils with high self-esteem show a positive attitude towards their classmates and teachers?					
Pupils with high self-esteem when given a class task do undertake without hesitation?					
Pupils with high self-esteem perform excellently academically?					

SECTION F: ACADEMIC PERFORMANCE

Show your level of academic performance for transferred pupils according to the following scale: (4) Exceeding Expectations (EE); (3) Meeting Expectations; (2) Approaching Expectations; (1) Below Expectations (BE) respectively.

	Term one	Term two	Term three
Number of transferred pupils			
Average performance of transferred pupils			

Thank you.

APPENDIX II: INTERVIEW SCHEDULEFOR HEAD TEACHERS

EFFECTS OF PUPIL TRANSFER ON ACADEMIC PERFROMANCE IN PUBLIC PRIMARY SCHOOLS IN KIMILILI SUBCOUNTY

INTERVIEW SCHEDULE

Questions

i. What do you understand with the concept pupil transfer?

ii. What are the characteristics of the pupils you admit in your school?

iii. Are you able to identify the social factors that affect the academic performance of transferred pupil in your school? Explain your answer.

iv. What are some of the psychological factors that affect the academic performance of transferred pupils? Elaborate.

v. From your experience dealing with transferred pupils can you say there exists a relationship between motivation and academic performance of transferred pupils? Please elaborate

vi. From your experience dealing with transferred pupils can you say there exists a relationship between self-esteem and academic performance of transferred pupils? Please elaborate

APPENDIX III: STRUCTURED FOCUSED GROUP DISCUSSION FOR PUPILS

Structured FGD Guide

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF PUPILS

1. Record gender of the pupils
2. Record Age bracket of the Pupils

SECTION B: SOCIAL FACTORS AFFECTING ACADEMIC PERFORMANCE OF PUPILS WHO TRANSFERRED SCHOOLS

1. Transferred pupils who travel far from home to school perform poorly academically.
2. Transferred pupils who are famous in class perform better academically.
3. Transferred pupils whose parents are well socio-economically perform better academically
4. Transferred pupils who have good relationship with their teachers and peers perform better academically.
5. Pupils who come from joint family structure where they have both parents support perform better academically.

SECTION C: PSYCHOLOGICAL FACTORS THAT AFFECT ACADEMIC PERFORMANCE OF PUPILS WHO TRANSFERRED SCHOOLS

1. Transferred pupils with good cognitive intellectual ability perform better academically
2. Transferred pupil who are happy and interact freely with teachers and their peers perform better academically.
3. Transferred pupils who are logical thinkers perform better academically
4. Transferred pupils who are more assertive perform poorly academically
5. Transferred pupils who are self-driven perform poorly in class
6. Transferred pupils who have control about how they feel and their life experiences in the new school perform better academically

7. Transferred pupils who are always nervous during tests and when addressing the class perform poorly academically

SECTION D: RELATIONSHIP BETWEEN MOTIVATION AND ACADEMIC PERFORMANCE OF PUPILS WHO TRANSFERRED SCHOOLS

1. When transferred pupils are promised a reward and are always validated by their teachers and parents perform better academically.
2. Transferred pupils who are always curious and inquisitive perform better academically
3. Transferred pupils who have confidence towards learning perform better academically
4. Pupils who are disciplined, honest, hardworking have self-control perform better academically.
5. Pupils who are very anxious most of the time during exams perform poorly academically

SECTION E: RELATIONSHIP BETWEEN SELF-ESTEEM AND ACADEMIC PERFORMANCE OF PUPILS WHO TRANSFERRED SCHOOLS

In the following table, tick the box that best describes your level of agreement with the statement: 1 is strongly disagree, 2 disagree, 3 agree and 4 strongly agree.

Self-esteem measurement	**SD**	**D**	**A**	**SA**
I feel worthy, at least on an equal level with others.				
I feel that I have a number of good qualities.				
I am able to do things as well as most other people.				
On the whole, I am satisfied with myself.				
I take a positive attitude toward myself.				
I feel I do not have much to be proud of.				

All in all, I am inclined to feel that I am a failure.				
I wish I could have more respect for myself.				
I certainly feel useless at times.				
At times I think I am no good at all.				

APPENDIX IV: INTRODUCTION LETTER

Mount Kenya University

KAKAMEGA CAMPUS

OFFICE OF COORDINATOR SCHOOL POSTGRADUATE STUDIES

P.o Box 553-50[illegible]

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Cell: 0706[illegible]

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Ref: MKU08/SPGS/003/VOL 1_2012 Date:.....

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: AUTHORIZATION/COOPERATION TO COLLECT RESEARCH DATA

I wish to introduce to you the above named student who wishes to collect research data for his/her Master's Thesis.

The bearer Mr./Ms: ..... is a bonafide student at MOUNT KENYA UNIVERSITY studying ..... at KAKAMEGA CAMPUS.

I further wish to assure you that the information collected will be used solely for academic research purposes. The data collected will be disseminated and disposed in a professional manner to ensure your privacy and security. The Ethics Committee at Mount Kenya University has cleared the student to do research in this area.

Please feel free to verify this information with MOUNT KENYA UNIVERSITY- KAKAMEGA CAMPUS by phone, mail or other means available.

Thank you.

Mount Kenya University
KAKAMEGA CAMPUS
School of Post Graduate Studies

Prof. Charles Oriaro (Ph.D)
Ass. Dean Sch. Of Postgraduate Studies
Kakamega Campus
CO/rm

Scaling the Heights of Educ[illegible]

APPENDIX V: RESEARCH PERMIT

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/16/86845/10159**

Date: **12th April, 2016**

Perus Magoma Ombego
Mount Kenya University
P.O. Box 342-01000
THIKA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Effects of pupils transfer on academic performance in public primary schools in Kimilili Sub-County, Bungoma County-Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Bungoma County** for the period ending **8th April, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Bungoma County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Bungoma County.

The County Director of Education
Bungoma County.

APPENDIX VI: TURNITIN REPORT

PERUS M. O MBEGO- THESIS MAY 2025.doc

by Research Link

Submission date: 01-Jul-2025 10:56PM (UTC+0900)
Submission ID: 2633382747
File name: PERUS_M._O_MBEGO-_THESIS_MAY_2025.doc (4.36M)
Word count: 25060
Character count: 163271

03/07/2025

Dr. Jane Anunda
4/07/2025

PERUS M. O MBEGO- THESIS MAY 2025.doc

ORIGINALITY REPORT

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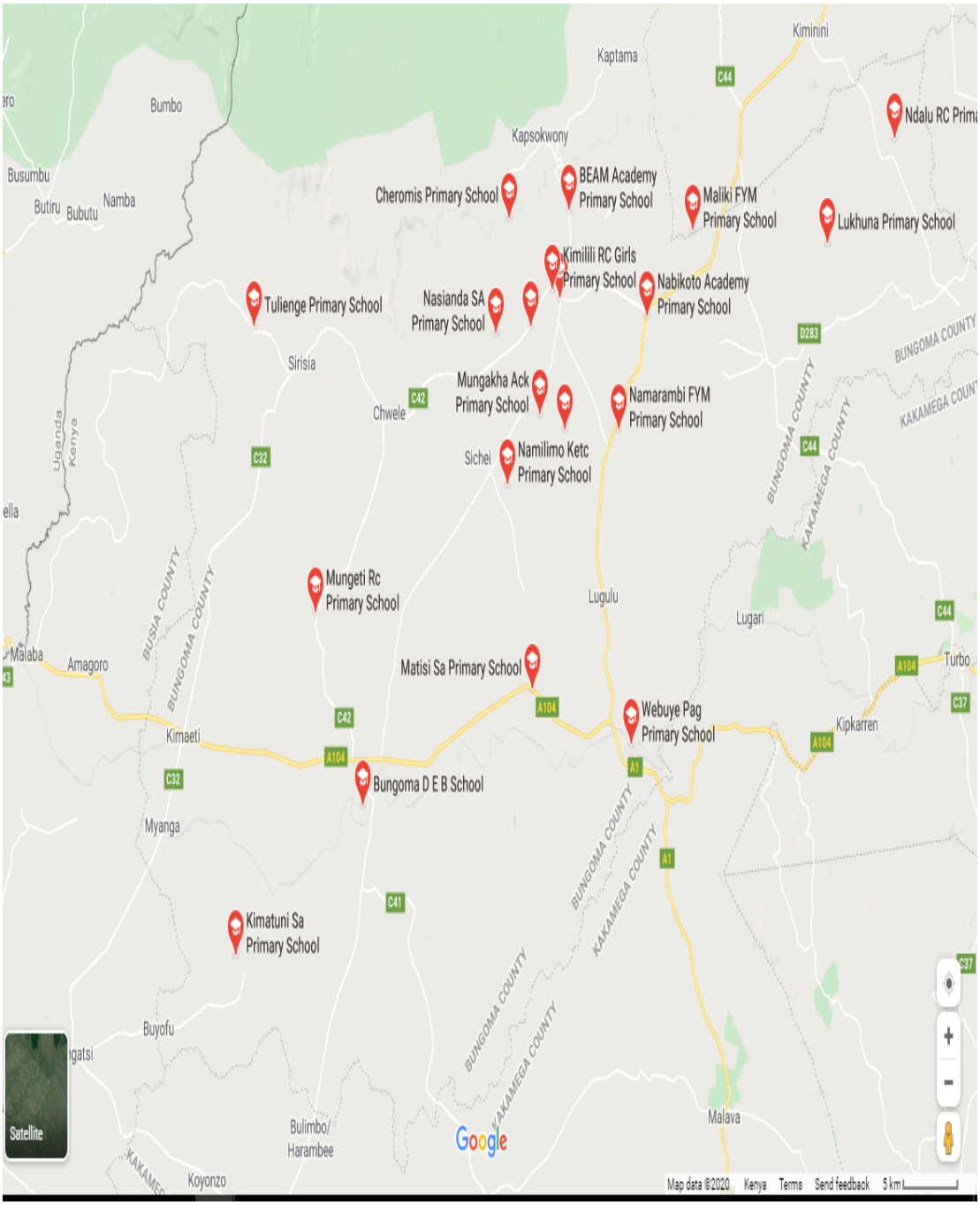
Exclude matches Off

03/07/2025

Dr. Jane Anunda
4/07/2025

APPENDIX VII: SKETCH MAP OF THESTUDY LOCALE



Study area

APPENDIX VIII: LIST OF PUBLIC PRIMARY SCHOOLSIN KIMILILI

Zone	S/No	School Name
KIMILILI CENTRAL	1	MATILI FYM
	2	KIMILILI D.E.B
	3	BITUYU FYM
	4	LWANDA SA
	5	KIMILILI R.C. GIRLS
	6	KIMILILI R.C. BOYS
	7	CHELEKEI BAHAI
	8	BUKO R.C
	9	KAMASIELO FYM
	10	KAMBINI CC
	11	SIKHENDU FYM
	12	MATILI R.C
	13	MAKHONGE FYM
	14	MAENI FYM
	15	SANGO BAPTIST
	16	NASIOYA SA
	17	SULEIMAN MURUNGA MCCK
	18	ALLAN BRADLE KAMUSINGA
	19	NAMAWANGA D.E.B
	20	KHAMULATI D.E.B
	21	N'GOLI
KIMILILI EAST	22	KAMUKUYWA ERSF
	23	SOSIO SA
	24	KAMUSINDE FYM
	25	LUBOKHA SA
	26	NAKALIRA R.C
	27	KAMUKUYWA A.C
	28	MATISI FYM
	29	LURARE BAPTIST
KIMILILI WEST	30	LUTONYI ERSF
	31	SIUNA SA
	32	KAMUSINGA A.C
	33	CHEBUKWABI FYM
	34	NASIANDA SA
	35	KITAYI R.C
	36	ST. JOHNS MIRURI R.C