Original Research Article

FACTORS INFLUENCING PUPIL TRANSITION FROM PRIMARY TO SECONDARY SCHOOL IN HULUGHO SUB-COUNTY, KENYA.

ABSTRACT

The study investigated influencing transition of pupils from primary to secondary schools in Hulugho sub-county in Kenya. The study which used quantitative approach and adopt positivist paradigm and employed correlational research design. The target population was the 87 stakeholders (primary school head teachers, principals, primary school teachers, secondary school teachers, primary school PTA chairpersons and secondary school PTA chairpersons) of schools in Hulugho Sub County. A sample population of 71 respondents was obtained and selected using stratified proportionate random sampling. Data was collected using questionnaires and interview schedules. Data from questionnaires was analysed using descriptive statistics and Pearson r' while that from interview guide was analysed using verbatim. Quantitative data was analysed with assistance of Statistical Package for Social Sciences (SPSS) software version 25. The study found that; teaching capacity has significant influence (p-value < 0.01; r = 0.551). support programs has a significant influence (p-value < 0.01; r = 0.656), physical facilities has significant influence (p-value < 0.01; r = 0..667) and family background has significant influence (p-value < 0.01; r = 0.613) on pupil transition from primary to secondary school in Hulugho sub-county. The recommends that the primary school in Hulugho sub-county should ensure that. they provide and maintain the required teacher-student ratio teacher are assigned manageable workload while at the same recruiting and nurturing very qualified teachers, they re-engineer (how) their support program structures, building and managing school physical facilities and to facilitate a seamless transition from primary to secondary education.

Keywords: Family background, Physical facilities, Primary school, Secondary school, Support programs, Teaching capacity, Transition

1. INTRODUCTION

In that Education is regarded by United Nations Convention on the Rights of the Child as a basic human right for all individuals (UNESCO, 2018) and importantly seen as a critical socioeconomic foundation for any country seeking to grow, every country has embraced formal education (Karuru, 2017). This has postioned education at the level of being among the most essential social foundations for imparting information and skills, as well as instilling values, instincts, and cultivating the proper attitude and habits throughout life (Kaula, 2015). Accordingly, quality education is become the most valuable element of production (Kirimi & Waiyego, 2016). Empirical research reveals that providing a country's people with a high-quality basic education is critical to achieving quick and sustainable socioeconomic growth, as well as the eradication of poverty, ignorance, and illnesses ((Otieno & Ochieng , 2020; Mwikya (2019, Zia-ul-Islam, Khan & Khan, 2016; Mutiso, Onyango, & Nyagol, 2015). In this respect, the transition of from one level of education to the next is the most important aspect of educational growth, and it is often recognized as a good indicator of balanced or unbalanced educational development between two levels (Okul, Sika1i & Olel, 2019). In every country's overall growth, the transition from primary to secondary education is critical. Secondary education, as opposed to primary schooling, which is more fundamental, has a significant influence on one's life since it produces an educated labor force and guarantees a higher job and compensation (Lewin, 2007). As a result, efforts are being made throughout the world to promote educational access, with various nations displaying disparities in educational access. Transitioning from one level of schooling to another, particularly from primary to secondary school, is more difficult. These tendencies, on the other hand, have shifted throughout time, depending on each country's commitment to education. While Korea nearly completed a 100 percent transfer from primary to secondary education in the 1990s (National Center on Education and the Economy [NCCE], 2021) in Africa, around 21% of primary school-aged children denied access to higher education; rendering Sub-Saharan Africa as having the greatest rate of educational exclusion among all other areas of the globe (UNESCO, 2018).

In Kenya, due to inadequate academic standards at the school level, school-leavers are often unprepared for the demands of post primary education (Lombard, 2020). Therefore, the education policy makers are continuously focusing on ensuring Education for All (EFA) by implementing several interventions (Orodho, 2013). More specifically, the Government of Kenya (GoK) is actively promoting; access, retention of equitable, accessible, quality and relevant education to all initiating several programs. The Kenyan government has launched the National Education Management Information System in order to provide egalitarian, all-inclusive, and high-quality education and training. As opposed to previous interventions (including; Mobile schools, Low Cost Boarding (LCB) schools,

School Feeding Programs, Sedentary schools for mobile populations, Scholarship for Girls, Open and Distance Learning through ReceiversI, this is a perceptible scheme and initiative that seeks to expand opportunities for education for nomadic children in the marginalized Arid and Semi-Arid Land (ASAL), including Hulugho sub County; ,s (National Council for Nomadic Education in Kenya [NACONEK]) (Ministry of Education [MoE], 2009). However, due to constraints such as bad public attitudes, a lack of/limited infrastructure, and poor implementation, the programs have yet to show major effects in ASAL regions (MOE, 2014). The result was a rise in the number of students in primary schools with an insufficient number of instructors in addtion to increased number of primary school national examination candidates in need of secondary education; presenting a hurdle. Secondary boarding schools were likewise sponsored. Despite these efforts, access to education remains a difficulty due to geographical differences (Chimombo, 2009). The Kenyan government became aware of the regional discrepancies and, as a result, launched an intensive push in 2019 to secure 100% attendance from primary to secondary school. The government has launched a door-to-door drive in the year 2020 to guarantee that all students who took the KCPE are enrolled in numerous secondary institutions. Despite government measures, some areas, such as Hulugho sub county in Garissa county, continue to have low transition rates from primary to secondary school, which is why the goal of this study is to identify the various factors that influence pupils' progression from primary to secondary school in Hulugho sub county, Garissa county, Kenya..

1.2 Statement of the Problem

Despite the Kenyan government's implementation of a 100% transition to secondary schools initiative through the Ministry of Education, a considerable proportion of primary school pupils in some regions are still unable to progress to secondary school education, a situation that persists in the Hulugho sub-county (Viluti, 2018; Andrew & Orodho, 2014). In Hulugho sub-county, Garissa County, Kenya, the transition rate from primary to secondary school has remained deplorably low. According to Okul, Sika1i and Olel (2019), the transition of students from primary to secondary school is poor, with an average of 60.71 percent of students transferring to secondary school and the remaining 39.29 percent dropping out. As a result, not many pupils from the Hulugho sub-county are able to pursue higher education, as evidenced by the fact that only roughly 15% of them are accepted into Kenyan colleges (Limo, 2012). This threatens to obstruct education's leveling benefits, as many people are still missing out on secondary education owing to failed transitions from primary to secondary school. These impediments are particularly damaging to the poor and vulnerable in these areas. According empirical literature and county; most school lack sufficient teaching resources and enough qualified to provide adequate academic requirements to enable the pupils attain sufficient grade for processing to secondary schools (Ondieki & Orodho, 2015). More so, the school and the parents are not providing sufficient support programs to pupils while the pupils are also facing inadequate and appropriate physical facilities (Otieno and Ochieng, 2020). According to Kimutai and Cheboi's (2020) family-related barriers such as parental education level, parental employment reduces transition rates, where low transition to secondary schools is most common among families with low educational levels, such as those whose parents are casual laborers or peasant farmers, and those whose parents are unconcerned with their children's education family background. Despite a large body of literature on the transition to higher education, there is little information on the factors that influence child transition from primary to secondary school in Kenya's Hulugho sub-county. Moreover, in the Hulugho sub-county, Kenya lacks enough and accurate recorded knowledge on the link between academic assistance, teaching capacity, support programs, physical facilities and family background, as well as pupils transition from primary to secondary school. This has deprived the Hulugho sub-county in Kenya of vital information that would have aided in the transfer of pupils from primary to secondary school. As a result, there is a desire for empirically recorded research on transition and access to secondary school education, which is the purpose of this study. The researcher developed the many elements that impact the transition from primary to secondary school in Hulugho sub-county against this backdrop. Hulugho sub-county in Kenya has been refused as a result of this.

1.3 Purpose of the Study

The purpose of the study was to assess factors influencing pupil transition from primary to secondary school in Hulugho sub-county, Kenya.

1.4` Research Objectives

i. To assess influence of teaching capacity on pupil transition from primary to secondary school in Hulugho sub-county.
ii. To assess influence of support programs on pupil transition from primary to secondary school in Hulugho sub-county.
iii. To assess influence of physical facilities on pupil transition from primary to secondary school in Hulugho sub-county.

iv. To assess influence of family background on pupil transition from primary to secondary school in Hulugho sub-county.

1.4 Research Hypotheses

The study sought to test the hypotheses;

H_{01}: There is significant influence of teaching capacity on pupil transition from primary to secondary school in Hulugho sub-county

H_{02}: There is significant influence of support programs on pupil transition from primary to secondary school in Hulugho sub-county

H_{03}: There is significant influence of physical facilities on pupil transition from primary to secondary school in Hulugho sub-county

H_{04}: There is significant influence of family background on pupil transition from primary to secondary school in Hulugho sub-county

2. LITERATURE REVIEW

2.1 Theoretical Framework

The study identified the underpinning theories as the Classical Liberal Theory of Equal Opportunity and human capital theory..

2.1.1 Classical Liberal Theory of Equal Opportunity

The current study reviewed the Classical Liberal Theory of Equal Opportunity, which asserts that social mobility will be promoted by equal opportunity for education (Omae, 2012). According to this theory, educational systems should be designed with a view to removing barriers of any nature; which enable them to social promotion (Morrison, 2002). This theory calls for further going through education at different levels from primary to secondary levels to which access would be determined on the basis of an individual's merit and not on social backgrounds. According to this theory, educational opportunities should be availed to all such that accessing it to be according to one's desire and motivation and not a few individuals are allowed to receive it. Thus, education system should be designed so as to remove barriers of any nature including economic, gender and geographic. These barriers may prevent bright students from different backgrounds from taking advantages of inborn talents. The theory demands for further going through education of primary and secondary level to which access would be determined on the basis of individual's merit and not social backgrounds. Every school-going child should be given through education, social status which he or she is entitled to in regard to the inherited aptitude (Morrison, 2002). The Classical Liberal Theory was relevant for this study because it emphasizes on the need for removing barriers to educational opportunities through factors such as teaching capacity, support programs, and physical facilities. Although each learner has his/ her own capacity, their capacities can be developed through educational opportunities that are offered. Equitable distribution of educational resources and facilities enhances pupil's good performance and this eventually serves as an incentive for transition from one educational level to another (Ondieki & Orodho, 2015). The home-based factors such as parent support affect pupil performance and transition from one level to another.

2.1.2 Human Capital theory

This rsearch is supported by the human capital theory, which states that investment in education enables one to climb the social-economic ladder through enhanced income capacity (Santos, 2009). Human capital theorists want to see schools produce students with the knowledge and skills (competencies) relevant to the workplace, greater curriculum differentiation and course specialisation, standardisation of curriculum content (Bronchi, 2003; Fergalind & Saha, 1997). These policies fit with the broader agenda of economic rationalists to establish a deregulated labour market combined with further rationalisation of the public and private sectors, strong anti-union policies, lower wage rates and more casual work. The theory is useful to the current study in that it highlights that education systems should be designed in away that all learners, especially at primary and secondary level are in access to schooling. Providing education for all at these levels, a country attains higher social rate of returns as compared to university education. The above theories were found to be relevant to the proposed study because socio-economic factors owing to high poverty prevalence among most households, traditions, geographical locations and parental level of education have influenced PE a trend that can be reversed. Olaniyan and Okemakinde (2008) introduced the notion that people invest in education to increase their stock of human capabilities which can be formed by combining innate abilities with investment in human beings.

2.2 Empirical Review

Several research publications on academic assistance, teacher capacity, support programs, and physical facilities impact academic transition were reviewed

2.2.1 Academic Support and Pupil Transition in Schools

Lombard's study (2020) found that a mix of academic elements such as personal qualities, academic skills, academic assistance, career counseling intervention, hard effort, and tenacity account for the effective transition from high school to higher education to a great extent while research by Mwikya (2019) showed thatthe cost of education has a significant influence on the rate of transfer of pupils from primary to secondary schools in Machakos sub-county (Zia-ul-Islam et al., 2016; Mathia, 2015). While Rumberger and Lim (2008) identify academic achievement as having indirect influence on school completion, Odhiambo and Shinali (2015) found co-curricular activitiest has the greatest impact on transition rates from primary to secondary school (Fry, 2003; Tomasevski, 2005).

2.2.2 Teaching Capacity and Pupil Transition in Schools

In their research, Otieno and Ochieng (2020) found that massive teaching staff recruitment effort assisted alleviate the shortfall as the research by van Rens et al. (2018) showed that teachers who prepare pupil for transition, may be able to build techniques based on firsthand data if they examine teaching and learning through the eyes of youngsters. According to the findings of Odhiambo and Shinali's (2015) study, the factors that have the greatest impact on transition rates from primary to secondary school in this category include a lack of teacher assistance for slow learners and a poor interaction between teachers and students. This was discovered that both parents and teachers pressured students to repeat classes, with the pressure coming mostly from professors who required higher marks in order for the students to continue. As a result, the students chose to drop out of school

2.2.3 Support Programs and Pupil Transition in Schools

The qualitative research by Lombard (2020) indentified three elements with the biggest effect on pupil transition from high school to higher education as; study techniques, teaching and learning language (including reading abilities), and skills. According to Otieno and Ochieng (2020), to deal with the large number of students, most schools turned existing facilities like as dining halls, staff rooms, clinics, labs, stores, libraries, and unused buildings into classrooms and dormitories, according to an interview with respondents. Other schools purchased tents to serve as classrooms or libraries in order to relieve classroom congestion. In handling the expanding number of pupils, some were obliged to build temporary buildings out of iron sheets. According to Zia-ul-lslam, Khan, and Khan (2016), participants in sports and co-curricular activities generally achieve better grades than non-participants. However, only a small percentage of participants in the current study's focus group interviews stated that those activities could have aided their transition to higher education. Christenson and Anderson (2002) found that when the school and classroom environments are friendly and helpful to improve student progress.

2.2.4 Physical Facilities and Pupil Transition in School

According to the findings of Kimutai and Cheboi's (2020) study, there are family-related barriers that reduce transition rates, such as parental education level, parental employment, and parental participation. In families with high educational levels, when both parents are professionals and actively involved in their children's education, there is a significant shift. Low transition to secondary schools is most common among families with low educational levels, such as those whose parents are casual laborers or peasant farmers, and those whose parents are unconcerned with their children's education. Otieno and Ochieng's (2020) research found that student support programs are crucial for ensuring that students rapidly settle in and focus on their studies. Coffey (2013) indicates that attention should be paid to facilitate the formation of interpersonal relationships between children in the new school. According to Hanewald (2013), there is widespread agreement in the research that well-designed and implemented transition initiatives may help pupils. Coffey (2013) found that it is important to focus on facilitating the creation of interpersonal bonds amongst children in the new school. Odhiambo and Shinali (2015) discovered that school-related factors have a direct impact on the transition rate to high school since they are performed effectively; therefore, if schools enhance their situation, their performance will increase, and therefore the rate at which learners access high school will improve.

2.2.5 Family Background and Pupil Transition in School

As Kimutai and Cheboi (2020) found thatfamily background influences how smoothly students transition from primary to secondary schools in both developed and developing nations, Agutu, Sika, and Dawo (2020) found that the home environment of the students had a significant impact on the rates of transition from primary to secondary schools and Tabwara and Maina (2019) study findings offered statistical proof that parental involvement and educational quality in public day secondary schools have a positive and significant relationship. Li and Qiu's (2018) research revealed that a child's family background has a significant influence on their academic performance. Children's learning habits and academic performance may be cultivated by parents' parenting styles and support for their children's education. Additionally, we discover that, when compared to rural students, urban students' academic performance is more strongly influenced by the socioeconomic status of their families. These findings have significant ramifications for how to increase educational equity in modern China and lessen the gap between

students from different social classes in terms of their academic performance. Monaghan's (2016) study finds statistically significant evidence of fathers' impact on pupils' academic success.

3. RESEARCH METHODOLOGY

3.1 Research Paradigm

To address the issue regarding the connections among measured variables with the goal of understanding, predicting, and regulating phenomena, a boht qualitative and quantitatipupil child transition from primary to secondary school (Creswell, 2014). The analysis used both positivist and interpretivsit paradigm, which holds that scientific knowledge is made up of facts and that they must adhere to what is observed and measured.

3.2 Research Design

The study used a correlational research approach, which is used to analyze correlations between two or more variables in order to develop predictions (Kabir, 2016). The current study analyzing factors impacting child transition from primary to secondary school in Hulugho sub-county, Kenya, influenced the adoption of correlational research design. Since this is a relationship study, correlational research design is the most appropriate research design to use.

3.5 Target Population

In this study, the target population included 87 key stakeholders of schools in Hulugho Sub County. These include; six (6) primary school principals, 2 secondary school principals, 39 primary school teachers, seventeen secondary (17) school teachers, 19 primary school PTA chairpersons, and four (4) secondary school PTA chairpersons (United Nations Educational, Scientific and Cultural Organization [UNSECO]., 2018) from Hulugho Sub County.

3.4 Sampling Procedure

Purposive sampling was used by the researcher to pick a suitable sample from the target population. Primary school principals, primary school teachers, secondary school teachers, primary school PTA chairpersons, and secondary school PTA chairpersons) of schools in Hulugho Sub County were among the responders. When the population exceeds 10,000 elements, Mugenda and Mugenda (2008) propose 384 elements as the sample size; otherwise, Mugenda and Mugenda's formula was used to guide the sample size determination. The Mugenda and Mugenda formula was employed since the projected population was less than 10,000.

$$nf = \frac{n}{1 + \frac{n}{N}}$$

Where;

nf= sample size for the population is less than 10,000,

n = desired sample when the population is more than 10,000,

N= estimate of the population size.

Thus

$$nf = \frac{384}{1 + \frac{384}{87}}$$

= 70.93 = 71

Thus, the sample size was 71 respondents

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Table 1 shows the sample size for each category.

Table 1:Analysis by Sample Size

Category	Target Population	Sample Size
Primary school head teachers	6	$n1 = \frac{6(71)}{87} = 4.897 = 5$
Secondary school two principals	2	$n1 = \frac{21(71)}{87} = 1.632 = 2$
Primary school teachers	39	$n1 = \frac{39(71)}{87} = 31.828 = 32$
Secondary school teachers of schools	17	$n1 = \frac{17(71)}{87} = 13.874 = 13$
Primary school PTA chairpersons	19	$n1 = \frac{19(71)}{87} = 15.5057 = 16$
Secondary school PTA chairpersons	4	$n1 = \frac{4(71)}{87} = 3.263 = 3$
Total	87	71

Source: Researcher Own Computation (2022)

In this study, stratified proportional sampling was the most appropriate method for choosing respondents. The stratified proportional method was chosen to ensure that the various strata were represented equally. The classification of the target population were; primary school head teachers, secondary school two principals, primary school teachers, secondary school teachers of schools, primary school PTA chairpersons, and secondary school PTA chairpersons. The research then calculated the number of persons needed from each category in a proportional manner; using proportionate sampling (Palinkas, et al., 2015). For each category, the needed number of persons was calculated by multiplying the number of people in that group by the sample size divided by the target population. Table 3 shows the sample size for each category

3.5 Research Instruments

While the questionnaire was administered to the school headteachers, principals and teachers, the interviews were conducted for the PTA chairpersons. The data was collected from head teachers using questionnaires with closed and open-ended questions to ensure consistency in getting independent view of the respondent. The questionnaire was meticulously crafted and consisted of questions put on a number of forms in a certain order. The fundamental structure, the order of questions, and the wording and terminology of the questions was the major aspects of the questionnaire. Interviews were prioritised since they enabled the investigator to gather more in-depth data, are more adaptable though since they give the researcher the chance to reshape questions, make it simple to collect personally identifiable information, allow measurements to be managed more efficaciously, and allow mitigating misapprehensions about questions also because interview's language can be adjusted to the interviewee's aptitude or educational level (Kothari, 2012). Additionally, interviews offer the opportunity to get additional details about the respondent's personality and environment; the chance to catch the informant off guard and so secure the most spontaneous replies; and the interviewer's freedom to overcome any opposition that may arise. The investigation used personal interviews, which prompted the interviewer to speak to the PTA chairpersons face-to-face while posing questions.;

3.64 Data Analysis

The acquired data using questionnaire was analyzed using Pearson's r, while data gathered through interviews was analyzed using verbatim. Tables were used to display the outcomes of the analysis.

4. RESULTS AND DISCUSSIONS

The research sought data among the sampled 71 respondents in Hulugho sub-county (among primary school head teachers, principals, primary school teachers, secondary school teachers, primary school PTA) from whom 53 (74.65 percent) responded.

4.1 Demographic Information

As majority of of 1692(80.86%) showed that they were male as 40(19.14%) specified they were female. While 46(86.79%) of the respondents were male, 7(13.21%) showed that they were female; a show of flawed gender diversity in the education sector in in Hulugho sub-county (Baten et al.,2021). Among these, 31(58.49%) were aged between 21 and 30 years, 10(18.87%) were under 21 years, 7(13.21%) were between 31 and 40years while 4(7.55%) were betwen 41 and 50 years and 1(1.89%) were over 50 years. As 20(38.46%) had college diploma,\15(28.85%) were university undergraduates, 12(2308%)were PIs and 5(9.62%) had other qualifications such as secondary school leavers and certificate holders. While 29(547.72%) of them had been in teaching profession for not more than five (5) years, 18(33.96%) had worked in the in teaching profession for between six(6) and ten years as 5(9.43%) for between 11 and 15 years and 1(1.89%) for over 25 years. In these results, it was shown that 37(69.80%) had worked in their current school for less than 5 years, 14(26.42%) for between 6 and 10 years and 2(3.77%) for between 11 and 15 years.

4.2 Analysis, Presentation anf Interpreation of Results

As guided by the research hypothesis, this research adopted a mixed approach that is quantitative and quantitative analysis. The research sought to test the premise that the formulated hypothesis achieved the objectives presented in the study using data collected form questionnaire and the interviews. The questionnaire was administered to administered to the school headteachers, principals and teachers while interviews were conducted among the PTA chairpersons These hypotheses were tested using Pearson's Product Moment (PPM) correlation analysis at 0.05 significance level and at 51 (53-2) degrees of freedom (df). Accordingly, the findings were presented based on the research hypothesis.

4.2.1 Influence of Teaching Capacity on Pupil Transition from Primary to Secondary School in Hulugho Sub-County

The study tested the first hypothesis which was stated

H_{01}: There is no significant influence of teaching capacity on pupil transition from primary to secondary school in Hulugho sub-county.

The Pearson's Product Moment (PPM) was used for the correlation analysis, with the findings given in Table 2 at the 0.05 level of significance being the outcomes..

Table 2*:Pearson's Correlation Analysis of the Relationship between the Parents' participation in decision-making and Pupil transition from primary to secondary school in Hulugho sub-county*

Correlations

		Pupil transition from primary to secondary school	Teaching Capacity
Pupil transition from primary to secondary school	Pearson Correlation	1	.656**
	Sig. (2-tailed)		.000
	N	53	53
Teaching Capacity	Pearson Correlation	.656**	1
	Sig. (2-tailed)	.000	
	N	53	53

P<0.01; df= 51; r = 0.656; critical $r_{[0.05,51]}$ = 0.228; α=0.05

Source: Research data (2022)

More so, instituted on Table 2, it was shown that under the Pearson correlation at the 0.05 significance level, teaching capacity had a low significant association (r = 0.656, p<0.01) with pupil transition from primary to secondary school. The p-values (p =.000) for the relationship were less than 0.05 (that is p-value < 0.05), which implies that there was a significant relationship between teaching capacity and students' transition from primary to secondary school in Hulugho sub-county. This means that hypothesis one was rejected

The interviews results showed that teaching capacity had a significant impact on the transfer from primary to secondary school, with most indicators of teaching capacity having a significant impact on this shift. These findings reflect the findings of Odhiambo and Shinali's (2015) study, which found that a lack of teacher assistance for slow learners had the greatest impact on transfer rates from primary to secondary school. While the number of standard eight teaching staff and the teacher-student ratio had a moderate influence on transition from primary to secondary school in Hulugho sub-county, all other indicators such as the number of standard eight students, teachers' workload, highest qualifications of standard eight teachers, and teaching staff with highest qualifications had a significant impact..Otieno and Ochieng (2020) found there were few strategies to promote secondary school teacher recruitment, retention, and retraining that have achieved spectacular, positive influence. In a massive recruiting campaign, schools employed instructors. Various schools employed teachers based on their requirements. Some schools enlisted the help of volunteer instructors, particularly those who had completed their training but had not yet found work, while others absorbed the services of recently retired teachers. So most mof the teachers were not qualified and this lowered the education level and pooer exam performance. both parents and instructors pressured students to repeat classes, with the pressure coming mostly from professors who required higher marks in order for the students to continue. As a result, the students chose to drop out of school.

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4.2.2 Influence of Support Programs on the Pupil Transition from Primary to Secondary School in Hulugho Sub-County

Using data collected using questionnaire was administered to administered to the school headteachers, principals and teachers, this research tested the hypothesis two for relationship between support programs on the students' pupil transition from primary to secondary school in Hulugho sub-county

H_{02}: There is no significant relationship between support programs and students' Pupil transition from primary to secondary school in Hulugho sub-county

The results in Table 3 were obtained.

Table 3: *Pearson's Correlation Analysis of the Relationship between the Support programs and Students' Pupil transition from primary to secondary school in Hulugho sub-county*

Correlations

		Pupil transition from primary to secondary school	Support programs
Pupil transition from primary to secondary school	Pearson Correlation	1	.667**
	Sig. (2-tailed)		.000
	N	53	53
Support programs	Pearson Correlation	.667**	1
	Sig. (2-tailed)	.000	

N	53	53

P< 0.01,; df= 51; r = 0.667; critical $r_{[0.05,51]}$ = 0.228; α=0.05

Source: Research data (2022)

Informed by Table 3; the critical-$r_{[0.05,51]}$ = 0.228. The results in table 3 show that $r_{[0.05,51]}$ = 0.667 and critical-$r_{[0.05,51]}$ = 0.226. Since $|r_{[0.05,51]}|$ > critical-$r_{[0.05,51]}$ then the null hypothesis is rejected, considering that |r| > critical-r (Decision rule: If $| r_{Obtained} | \geq r_{Critical}$, then reject null hypothesis). So, the null hypothesis in rejected. As such, there is sufficient evidence to conclude that there is significant relationship between the support programs and pupil transition from primary to secondary school in Hulugho sub-county. Also, Table 3 shows that, under the Pearson correlation at the 0.05 significance level, support programs had significant association (r = 0.667, p =.000) with pupil transition from primary to secondary school. The p-value (p =.000) for the relationship was less than 0.05 (that is p-value < 0.05). This evidence suggests that there was indeed a link between support programs and pupil transition from primary to secondary school in Hulugho sub-county. Based on this, hypothesis two was rejected

The respondents indicated that support programs had high positive effective on pupil transition from primary to secondary school in Hulugho sub-county was shown to have been high as confirmed by the study findings. In the Hulugho sub-county, the study discovered that assistance programs had a significant impact on child transfer from primary to secondary school. The following factors affected the transition from primary to secondary school: guidance and counseling, material assistance, parental involvement in giving personal skills, and academic abilities such as learning, advice, and advising. The transition from primary to secondary school was modestly impacted by parental participation in academic concerns, parental advising and mentorship, and financial support to alleviate learning expenditures. These findings corroborate those of van Renset (2018), who found that family support is connected to post-transition accomplishment. Both the school and the home should work together to develop and maintain an atmosphere that reinforces and renews children's academic drive. According to Otieno and Ochieng's (2020) study, student assistance programs are crucial for ensuring that students rapidly settle in and concentrate on their studies. According to the findings, learners value guidance and counselling programs as well as moral and emotional assistance. It also demonstrated that providing pupils with mentorship encourages them to be responsible. More so, Christenson and Anderson (2002) found that attitude is formed by experiences in the environment. They found that when the school and classroom environments are friendly and helpful, pupils learn more. They claim that combining an academic focus with a humanistic perspective improves student progress. Children who have been neglected, mistreated, exploited, and are among the last to get a basic education labor in hazardous environments, live in overcrowded and unclean circumstances, and lack access to health care

4.2.3 Influence of Physical Facilities on Pupil Transition from Primary to Secondary School in Hulugho Sub-County

Using data collected using questionnaire was administered to administered to the school headteachers, principals and teachers, this research tested hypothesis on relationship between physical facilities and the Pupil transition from primary to secondary school in Hulugho sub-county;

H_{03}: There is no significant influence of physical facilities on pupil transition from primary to secondary school in Hulugho sub-county

The exercise led to yielding the outcomes that Table 4 present.

Table 4: *Pearson's Correlation Analysis of the Relationship between the physical facilities and Pupil Transition from Primary to Secondary School*

Correlations

		Pupil transition from primary to secondary school	physical Facilities
Pupil transition from primary to secondary school	Pearson Correlation	1	.551**
	Sig. (2-tailed)		.000
	N	53	53
Physical Facilities	Pearson Correlation	.551**	1
	Sig. (2-tailed)	.000	
	N	53	53

P< 0.001; df= 51; r = 0.551; critical $r_{[0.05,51]}$ = 0.228; α=0.05

Source: Research data (2022)

Based on Table 4, the critical-$r_{[0.05,51]}$ = 0.228. The results in table 4 show that $r_{[0.05,51]}$ = 0.551 and critical-$r_{[0.05,51]}$ = 0.226. Since $|r_{[0.05,51]}|$ > critical-$r_{[0.05,51]}$ then the null hypothesis is rejected, considering that |r| > critical-r (Decision rule: If $|\ r_{Obtained}\ | \geq r_{Critical}$, then reject null hypothesis). So, the null hypothesis in rejected. As such, there is sufficient evidence to conclude that there is significant relationship between the physical facilities and pupil transition from primary to secondary school in Hulugho sub-county.Also, guided by Table 4, now under the Pearson correlation at the 0.05 significance level, physical facilities had significant association (r = 0.551, p =.000) with pupil transition from primary to secondary school. The p-value (p =.000) for the relationship was less than 0.05 (that is p-value < 0.05), which implies that there was a significant relationship between physical facilities and the students' Pupil transition from primary to secondary school in Hulugho sub-county. This led to rejection of hypothesis three.

Results obtained from the interviewees showed that the respondents indicate that provision of physical facilities had a significant impact on pupil transition from primary to secondary school in Hulugho sub-county; this was influenced by the availability of learning resources (text books and reference materials), classrooms and faculties, and the availability of games and sports. In Hulugho sub-county, the availability of a laboratory and equipment had a minor impact on the transition from primary to secondary school. In line with this study, Zia-ul-lslam, Khan, and Khan (2016) suggested that engagement in sports and co-curricular activities leads to better grades than non-participants in general, and that these activities may have aided their transfer to higher education. Odhiambo and Shinali (2015) found that school-related factors have a direct impact on the transition rate to high school because they are linked to performance; therefore, if schools improve their state, their performance will improve, and thus the rate at which learners' access high school will improve. Furthermore. Otieno and Ochieng's (2020) found that student support programs are crucial for ensuring that students rapidly settle in and focus on their studies. The severe conditions that several of the pupils reported to school were revealed during interviews. Most schools have developed systems to ease the transition process. Their emphasis is often on administrative and organizational procedures, in contrast with children and their parents who are especially concerned with personal and social issues. Head teachers frequently pay little attention to peer relationships or the importance of friendship during the transition process. The sensitivity of secondary school teachers to the children's psychosocial transfer and their awareness of the importance of social relations may well play a significant role in helping children. In addtion, Coffey (2013) indicates that attention should be paid to facilitate the formation of interpersonal relationships between children in the new school. School climate and school attachment as perceived by children themselves is correlated with misbehavior and aggressiveness.

4.2.4 Influence of Family Background on Pupil Transition from Primary to Secondary School in Hulugho Sub-County

Using data collected using questionnaire was administered to administered to the school headteachers, principals and teachers, this research tested hypothesis on relationship between family background and the Pupil transition from primary to secondary school in Hulugho sub-county;

H_{03}: There is no significant influence of family background on pupil transition from primary to secondary school in Hulugho sub-county

The exercise led to yielding the outcomes that Table 5 present.

Table 5: *Pearson's Correlation Analysis of The Relationship Between the Family Background and Pupil Transition from Primary to Secondary School*

Correlations

		Pupil transition from primary to secondary school	Family Background
Pupil transition from primary to secondary school	Pearson Correlation	1	.613**
	Sig. (2-tailed)		.000
	N	53	53
Family Background	Pearson Correlation	.613**	1
	Sig. (2-tailed)	.000	
	N	53	53

P< 0.01; df= 51; r = 0.551; ; critical $r_{[0.05,51]}$ = 0.228; α=0.05

Source: Research data (2022)

Grounded on Table 5, the critical-$r_{[0.05,51]}$ = 0.228. The results in table 5 show that $r_{[0.05,51]}$ = 0.613 and critical-$r_{[0.05,51]}$ = 0.226. Since $|r_{[0.05,51]}|$ > critical-$r_{[0.05,51]}$ then the null hypothesis is rejected, considering that |r| > critical-r (Decision rule: If $|\ r_{Obtained}\ | \geq r_{Critical}$, then reject null hypothesis). So, the null hypothesis in rejected. As such, there is

sufficient evidence to conclude that there is significant relationship between the family background and pupil transition from primary to secondary school in Hulugho sub-county. More so, Table 5 show that under the Pearson correlation at the 0.05 significance level, family background had a low significant association ($r = 0.551$, $p = .000$) with pupil transition from primary to secondary school. The p-value ($p = .000$) for the relationship was less than 0.05 (that is p-value < 0.05), which implies that there was a significant relationship between family background and the students' Pupil transition from primary to secondary school in Hulugho sub-county. This led to rejection of hypothesis four.

Results obtained from the interviewees showed that the respondents indicate that family background had a significant impact on pupil transition from primary to secondary school in Hulugho sub-county; this was influenced by the academic qualifications of the parent or guardian, the occupation of the parents or guardian, the family income level of the family. In line with this study, Tabwara and Maina (2019) which found that parental education level, parental income level, and family background all affect transition. When the majority of families are below the poverty line and spend the majority of their income on necessities like food and clothing, it can be difficult to find the money to pay for education. According to Tabwara and Maina (2019) , low transition rate is influenced by the parental income level, parental literacy level, and family background. Furthermore Agutu et al. (2020) found that the home environment of the students had a significant impact on the rates of transition from primary to secondary schools. The results demonstrate that parents with high socioeconomic status are able to buy their pupils books and toys to support them in their various at-home learning activities. Parents with high incomes can provide their pupils with the benefits that money can buy.

Again, Kimutai and Cheboi (2020) added that parents with higher levels of education gave their kids both moral and financial support and thier jobs affected how much money they could spend on their kids' education, and that parental involvement was a significant factor in how well their pupils did in school. In families with high levels of education, where the parents are professionals and actively involved in their children's education, there is a high rate of transition. Low levels of education, parents who work irregular hours or are small-scale farmers, and families who place less value on their children's education are all associated with low transition to secondary education. More so, Li and Qiu (2018) revealed that a child's family background has a significant influence on their academic performance. Children's learning habits and academic performance may be cultivated by parents' parenting styles and support for their children's education. Additionally, when compared to rural students, urban students' academic performance is more strongly influenced by the socioeconomic status of their families. Thuba (2018) found a partially moderating relationship between parental involvement and educational quality in public day secondary schools due to the characteristics of mothers (level of education and occupation). The findings led to the deduction that increasing parents' involvement in education enhances academic performance, college and university readiness, and school attendance. The study also found that parental academic socialization and involvement at home have a significant impact on educational quality when considered together with other predictors of educational quality in public day secondary schools. Additionally, it was found that all parents can contribute to their children's education, regardless of their level of education and line of work, in order to raise the standard of instruction in public day secondary schools. According to Monaghan (2016) mothers who complete undergraduate degrees have higher chance of having children who finish high school and college. The study finds statistically significant evidence of fathers' impact on kids' academic success. However, that effect is only mitigated when mothers also achieve a significant level of education. As a result, it is possible to assert that mothers' academic success has the most significant impact on students' outcomes.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The study concludes that in Hulugho sub-county, teaching capacity has a significant influence on v pupil transition from primary to secondary school. According to the finding's, teaching capacity is critical for guaranteeing a sufficient number of standard eight teaching staff, keeping the requisite standard eight teacher-student ratio, and having the right standard eight population. Teachers' workloads should also be flexible, and these educators should have advanced academic qualifications to help students move from primary to secondary school in the Hulugho sub-county.

The study shows that in the Hulugho sub-county, support programs have significant influence on pupil transition from primary to secondary school. Guidance and counseling, material help, personal skills through parent engagement, academic skills such as learning, advice, mentorship, financial support to offset learning expenditures, and parent involvement in students' academic problems are all part of the transition through support programs.

The research shows that physical facilities in Hulugho sub-county have significant influence on pupil transition from primary to secondary school. Provision of learning resources (text books and reference materials), availability of

classrooms and faculties, sufficiency of games and sports, and presence of laboratory and equipment are all physical facilities required to improve pupil transition from primary to secondary school in Hulugho sub-county.

The study concludes that in the Hulugho sub-county, family background has significant influence on pupil transition from primary to secondary school. This is where transition is influenced by the highest academic qualifications of the parent/guardian, Occupation of the parent/guardian, family income level and family size.

5.2 Recommendations

Based on the findings and driven by the objectives, the study presented policy suggestions. The report suggests that primary schools in the Hulugho sub-county review their teaching capacity policies to ensure that they allow for the recruitment and retention of the required number of standard eight teaching staff while maintaining the required teacher-student ratio and a manageable standard eight population. In addition, the school should guarantee that instructors are given acceptable workloads while also recruiting and cultivating highly skilled teachers.

The research also suggests that primary schools in the Hulugho sub-county re-engineer existing support program structures, including strengthening guiding and counselling roles, increasing material assistance, and allowing room for parent engagement in delivering personal and academic skills. The school systems should also provide advising and mentoring training to their employees and parents, as well as establish a kitty to cover educational costs. Both parents and instructors, as well as sponsors and volunteers, should be included in the financial support fund.

The study suggests that primary school parents in Hulugho sub-county be involved in the construction and management of school physical infrastructure. There should be agreement on how to supply learning resources, as well as how to expand and manage classrooms and faculty. In addition to supplying laboratories and equipment, these institutions should expand plans for offering games and sports facilities.

Finally, to facilitate a seamless transition from primary to secondary education, the county government of Garissa and important stakeholders should develop programs aimed at lowering poverty levels within the Hulugho sub-county.

5.3 Suggestions for Further Research

The research depended on participants' main data, which consisted only of their opinions. Other research should be done to validate the conclusions in this study utilizing quantitative data acquired from secondary sources, according to this study. The research was conducted in only one of Garissa County's five sub-counties. As a result, analogous research in other Garissa County sub counties is required in order to generalize the study findings across the county.

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