

**FACTORS INFLUENCING TRANSITION RATE OF LEARNERS FROM  
PRIMARY TO SECONDARY SCHOOLS IN RANGWE DIVISION OF  
HOMA BAY DISTRICT, KENYA**

**Ogolla Joshia Okuogo**

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award of Degree of Masters of Education in Educational Planning.**

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## **DECLARATION**

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

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**Ogolla Joshia Okuogo**

**E55/62502/2010**

This research project has been presented for registration with our approval as university supervisors.

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**Dr. Andrew Riechi**

**Senior Lecturer**

**Department of Educational Administration and Planning**

**University of Nairobi**

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**Dr Rose Obae**

**Lecturer**

**Department of Educational Administration and Planning**

**University of Nairobi**

## **DEDICATION**

I dedicate this project to my wife Syprose Anyang , our two sons Fredrick Otieno Junior and Barrack Odhiambo; two daughters, Sophy Achieng' and Pheny Awuor, my loving parents Doris and Habakuk Ogolla and to my brother Elekia Onyach.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>BED</b>	Bachelor of Education
<b>DEO</b>	District Education Officer.
<b>EFA</b>	Education For All
<b>EPPSE</b>	Effective Pre-School, Primary and Secondary Education.
<b>FPE</b>	Free Primary Education
<b>FSE</b>	Free Secondary Education
<b>GER</b>	Gross Enrolment Rate
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>KNEC</b>	Kenya National Examinations Council
<b>MOEST</b>	Ministry of Education, Science and Technology.
<b>NARC</b>	National Rainbow Coalition
<b>NER</b>	Net Enrolment Rate.
<b>UIS</b>	UNESCO Institute of Statistics.
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization.
<b>UNICEF</b>	United Nations International Children's Fund.
<b>UPE</b>	Universal Primary Education

## ABSTRACT

The purpose of this study was to establish factors influencing transition rates from public primary schools to secondary schools in Rangwe Division, Homa Bay District. Specifically, the study was set to establish how costs of education affect transition rates from public primary schools to secondary schools; how economic activities of the parents influence the transition rates from public primary schools to secondary schools; how the pupils' family background influence the transition rate from public primary to secondary schools as well as finding out the influence of social cultural practices in the community on the transition rate from public primary to secondary schools. The study was promoted by the fact that transition in Homa Bay District is low compared to the neighbouring districts. There were also lack of researchers who had carried out a similar study in Rangwe Division, Homa Bay District. The study employed a descriptive survey research design where the target population consisted of all the 100 head teachers of the public primary schools in Rangwe Division, Homa Bay district and 2119 pupils comprising the standard eight classes in the public primary schools in the division and the district education officer Homa Bay District. The stratified random sampling method was used to pick 30% of the public primary schools with 34 head teachers and 639 learners selected. Qualitative data obtained from personal interviews and open-ended questions were analyzed qualitatively through content analysis and organized into themes and patterns corresponding to the research questions. Descriptive statistics such as frequency distribution, means and percentages were run on all quantitative data. The study concludes that, transition from primary school to secondary schools is highly determined by the cost of education, economic activities of the parents, learners' family background as well as the social cultural factors. The cost of education is reflected in the amount incurred to settle the student in school including school fees and levies as well as personal expenses. Given that the Kenyan education system insists on a free and compulsory primary education as well as a subsidized secondary education, this study recommends that the government should instigate effective machineries to ensure that no learner is blocked from transiting to secondary school because of fees and other levies.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. Background to the Study**

Education is one of the basic tenets of the society. Education is any act of experience that has a formation effect on the mind, character, or physical ability of an individual. It is the process by which society transmits knowledge, skills and values from one generation to another. It is the valuable thing that society can bequeath its membership. It helps fight ignorance and the acquisition of knowledge creating a better citizenry in terms of prospects in life (Fanuel, 2011). A country's education system in terms of quality has a direct correlation with the country's social, economic and political health. It thus makes education an issue of national importance owing to the premium everyone attaches to it. Knowledge and skills provided by an education system should be relevant to the needs of the individual and of the nation. These two elements should be measured in positive observable behavior (Amstrong & Allan, 2009).

The right to education was created and recognized by all jurisdictions. Article 2 of the first protocol to the European convention of human rights obliges all signatory parties to guarantee the right to education. The United Nations International covenant on economic, social and cultural rights guarantees every other citizen in the world a right to education. Under the education for all (EFA) programmes driven by UNESCO, many Countries have committed to having universal

environment in primary education by the year 2015 and this has made it compulsory for children to receive primary education in many countries, (Karlusky, 2010).

Education transition rates can be defined as the percentage of learners advancing from one level of schooling to the next. It is calculated as the percentage of upcoming year divided by the number of learners in senior class in the preceding year (Hueblar, 2011).

The worldwide education transition rates from primary school to secondary school level indicate that eighty five percent (85%) of learners who get to the last grade in primary school get to attend secondary school. The two regions with the lowest education transition rate are West and Central Africa (fifty two percent) The statistics indicate that transition rates are highest in industrialized countries (ninety eight percent) and Eastern Europe (ninety six percent) (UNESCO, 2011).

Africa has the challenges of low education transition rate from the primary level to secondary school level. This can be attributed to a myriad of factors chiefly among them being over-reliance of donor support programme for the education system. The very lack of innovative programmes by African governments and not building on sustainable programmes in many projects bring in the aspect of over-reliance on donor support leading to a situation of crumbling of the programmes on the delay of funding or the withdrawal of the same leaving the learners missing



out on the education programmes and in many cases not transiting to the next level (Muga, 2011).

A great challenge to African governments is that of financing of the education programmes. The governments operate with huge budgetary deficits which always need to be plugged by way of donors infusing budgetary and development support. This leaves the challenge of financing the education programmes especially for the post-primary education programmes to the household and the communities. The challenge leaves the households in a precarious situation whereby they have to do a delicate balancing of act of deciding on whether to pay for education of the learners or meet the daily needs of survival and sustenance taking into accounts that most of Africa's population lives in less than a dollar per day (Matayos, 2010).

The Kenyan situation paints a grim picture on the education transition rates from primary to secondary school. Every year after the release of the Kenya Certificate of Primary Education details alarming numbers of learners missing out in terms of progression to the next level. This can be attributed to the lack of infrastructural capacity owing to the lower numbers of secondary schools in comparison to the primary schools. This causes many learners to miss out the opportunity to progress to the higher level (Ntarangwi, 2010).

According to GOK (2010), the provision of resources for the purpose of financing of education for the government of Kenya. The aspect of rationalization of resources for the purpose of financing and planning of education for an efficient education system is a challenge to the government. This calls for the involvement of all stakeholders; the state and non-state actors in the quest to putting up the facilities and mobilization of resources to see to it that the secondary school education is realized. This leaves the responsibility of footing a major part of secondary school education bill to the households and the community. It ultimately exposes the learners from disadvantaged homes to the risk of falling out driven by the element of the associated costs.

The family background of the learners plays a big role in the determination of education transition levels. The family network and family composition determines whether the child will have attachment to learning and education. This is attributed to the aspect of households attaching higher economic activities which have immediate returns like the provision of short term labour at a cost compared to the investment in Education for the future. Situations of family compositions as well detail the phenomenon in the event of having the parents who have been to school, they will insist on the learner achieving the academic pursuits but in the case of having those who have not been to school, they may not see the importance of taking the learners for the next levels of schooling (Juma, 2010).

The economic activities of parents determine whether they have capacity to meet their obligations in terms of financing the secondary school education of the learners. In the areas of high agricultural potentials, we have high education transition levels from primary to secondary school levels owing to the very aspect of parents affording to pay for the same. This leaves the learners from the disadvantaged background in the situation of disadvantage and the risk of losing out in advancement in the academics (Obwagi, 2010).

Situation of high unemployment rate among college and university graduates creates perception of inadequacies and the impression of low quality and value to education giving rise of apathy and anti-social behavior. This gives rise to the situation of many learners opting out of the schooling system at a tender age for activities that they deem productive and assuring them of immediate economic gains. It gives rise to the proliferation of street gangs in the slums outlawed social groups and social activities like touting and small-scale business at the expense of education. It ultimately leads to lowering the transition rate from primary to secondary school levels (Weya, 2011).

According to GOK (2011), the government has a policy of ensuring the presence of universal primary school education achievement by the year 2015. The plan has set targets, goals and has a comprehensive work program to achieve the same. Increase in primary school enrolment rates and the ensuring of transition from

primary to secondary levels. The only undoing of the same is lack of clearly matching the same with the requisite policy in terms of enhancement of the institutional capacities by way of infrastructure development in terms of building of secondary schools, looking at the education systems and the very essence of having two academic systems of learning in the country. The 8.4.4 system of education and the G.C.E system. This has led to the perception of “class” issue in society and to some extent, discontent with the local systems of learning and education.

Homa Bay District is highly endowed with rich agricultural potential and economic activities like fishing on Lake Victoria. The rate of transition from public primary school to secondary schools does not reflect the potential that the district has in comparison to other neighboring districts. The records from the provincial education office, (Ministry of Education) paint a picture, which shows a dismal transition compared to that of the neighbouring districts.

**Table 1.3: Transition rates of Homa Bay and the neighbouring Districts**

<b>District</b>	<b>Boys</b>	<b>Girls</b>
Homa Bay	54%	51%
Rachuonyo North	68%	67%
Suba	69%	66%
Rachuonyo South	74.20%	75%

**Source: PDE’s Office Kisumu (2012)**

There is lower transition rates from public primary schools to secondary schools in Homa Bay District compared to her neighbours. Rangwe Division is one of the divisions of Homa Bay district with a transition rate of 47.4% compared to the Asego division, which has a transition rate of 55%. It therefore calls for a research to identify the actual causative factors.

## **1.2. Statement of the Problem**

The government outlined targets in the Sessional paper No. 1 of 2005 on quality education to improve the primary to secondary transition rate which stood at 46% and to increase it to 70%. In 2006, it had increased to 59.60%. In the year 2011 the transition rate reached 72.5%. There are a lot of donors support programmes all geared towards the actualization of basic education programmes and secondary school education (GOK, 2010). The expenditure is geared towards the development of the country and economic growth. Despite all these, the transition rates of Rangwe Division, Homa Bay District have been lower than those of other neighbouring districts in the province. This is despite the fact that the area is considered a high agricultural potential area and fishing region thus more privileged than arid and marginal districts. There have been no researchers who have carried out the research on transition rate of learners from primary to secondary in Rangwe Division, Homa-bay District. Therefore, my study sought to fill this gap.

**Table 1.4: Primary to Secondary Transition Rate in Homa-Bay District, 2007-2011**

<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Enrolment as %</b>
2007	1854	1312	3166	-
2008	2109	1607	3716	51.56
2009	2203	1551	3754	49.70
2010	2414	1887	4353	53.59
2011	2472	1923	4462	63.00

*Source: DEO's Office Homa-Bay (2011)*

The introduction of subsidized secondary education notwithstanding, the transition rates have still not had a remarkable improvement in the district as reflected in the background. This calls for research to find out the factors affecting the rates of transition from public primary to secondary schools in Rangwe Division, Homa Bay District.

### **1.3. Purpose of the Study**

The purpose of the study was to establish the factors influencing transition rates from public primary school to secondary school in Rangwe Division, Homa Bay District.

#### **1.4. Objectives of the Study**

The specific objectives of the study were as follows:

- i. To establish how costs of education affect transition rates from public primary schools to secondary schools.
- ii. To determine how economic activities of the parents influence the transition rates from public primary schools to secondary schools
- iii. To explore how the pupils' family background influence the transition rate from public primary to secondary schools.
- iv. To establish the influence of social cultural practices in the community on the transition rate from public primary to secondary schools.

#### **1.5. Research Questions**

The following research questions guided the study:

- i. To what extent do the cost of education influence pupils transition rates from primary to secondary schools?
- ii. How do the economic activities of the pupil's parents influence the transition rate from primary secondary schools?
- iii. To what extent does the family background of the pupils influence the transition rates from primary to secondary schools?
- iv. How do the community's social cultural practices influence the transition rates from primary schools to secondary schools?

### **1.6. Significance of the study**

The study may be of great value to the community by way of seeking intervention measure which may lead to improved transition rates. The result of the study may be used to avoid early termination of education as the country focuses on achieving Kenya vision 2030, having a globally competitive quality education, training and sustainable development. The study will enlighten the teachers, parents and other stakeholders on their role in enhancing the learners' education beyond the primary cycle. Other nations would get a point of reference in the document for proper planning to ensure smooth transition from basic to higher levels of education. Ministry of education, and county government could use the recommendations for future planning giving consideration to the transition agenda as they draw plans for basic education.

### **1.7. Limitations of the study**

Some respondents considered some aspects of the study as intrusive especially the issues of economic activities and the financial aspects of families and households. The researcher sought to reassure the target respondents that the study was strictly for academic purposes and their identity would be treated in very strict confidence. They also got an assurance of accessing the final document once the research is over all to win their confidence. Access to secondary education was a limiting factor to the study. This was driven by the fact that studies on transition



rates from public primary schools to secondary schools in the context of my current study had not been done by many scholars before.

### **1.8. Delimitations of the Study**

The study was limited to Homa Bay district with a target population of two thousand two hundred and twenty (2220). The findings therefore might not give a true picture of the situation in other areas, which do not have circumstances similar to those in Homa Bay District.

### **1.9. Assumptions of the study**

The study was based on the following assumptions:

- i. Respondents would honestly give true information required without biasness.
- ii. All secondary schools in the area give equal chances to all pupils completing their primary school to join secondary school.

### **1.10. Definition of Significant Terms**

**Access** refers to the children's ability to reach and gain maximum use of school facilities in their learning process.

**Donor** refers to institution, individual or group giving support in form of kind or material.

**Legislation** refers to process of enacting laws by act of parliament.

**Public school** refers to government funded-schools with surrounding community being the catchment area.

**Transition rate** refers to percentage learners proceeding to the next level in relation to the preceding year.

**Wastage** refers to a situation of having learners who are in a position to move to a higher level of learning.

### **1.11. Organization of the study**

The study was organized into five chapters, chapter one contains the introduction, the purpose of the study, the objectives of the study, limitations of the study, delimitations of the study, definition of significant terms and organization of the study.

Chapter two contains the literature review, factors influencing transition rate, a summary of the gap to be filled, theoretical framework and conceptual framework.

Chapter three includes the research methodology, which contain research design, target population, sample size and sampling procedures, research instruments, validity and reliability of the instruments data collection procedures and data analysis techniques. Chapter four comprises of data analysis and interpretation of research findings. Chapter five contains the summary, conclusions, recommendations and further suggestions.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

The purpose of this study was to establish the factors influencing transition rates from public primary schools to secondary schools in Rangwe Division, Homa Bay District. This section reviews the existing literature on the factors contributing to transition rates from public primary schools to secondary schools. It draws on previous works carried out by other researchers and it relates it to the present study. It focuses on the costs of education, economic activities of the parent's, family background of the learners, social cultural factors and physical facilities of the school and the government policies. It also has the summary of the gaps to be filled, the theoretical framework and conceptual framework.

#### **2.2. Influence of costs of education on transition rate**

Financing of education programme is a global challenges to governments the world over (Mutiga, 2010). This has caused the education programmes in the country to be expensive to the parents and the general community taking into account that the government community subsidy programmes only cover tuition in secondary schools and the parents are at times called to supplement the government efforts to meet the shortfalls in financing at the primary levels.

According to GOK (2009) after the implementation of the free primary education in the year 2003, the number of primary school pupils increase by 18% from

6,063,000 pupils to 7,160,000 pupils in 2003. This precipitated a crisis for the schools in that parents were totally reluctant to support school activities because of the notion that education is free and the grants from the governments are not sufficient and at times not distributed when the schools need funds. This has caused parents the agony of enrolling pupils in the schools, which meet their aspirations especially the private ones at an additional cost to them owing to the factor of seeking quality education for their children.

The major challenge of implementation of free primary education with an aim of attaining the universal primary goal by the year 2015 is that of financing. The situation of access to the primary education seems far in access to educational opportunities but it reveals that the child is not assured of quality because the rapid rise in number makes teaching and learning difficult (Sawamusra, 2010). The government on the other hand depends mainly on aid from external agencies that it terms as developing partners. It leaves a question of whether the universalization of free primary education is sustainable by the very virtue of being overly aid dependent.

The connection between the primary education to secondary education in terms of transition is a pain to many parents and the community. This is because primary schools are very committed to ensuring the transition and the schooling system is motivated by an examination system bent on the scoring of high grades in the primary school leaving examination. This leads to the production of very good

results at the primary school examinations but causes pain to parents who cannot afford the secondary school education which is not free (Omuga, 2010).

According to Weya (2010) transition from primary to secondary school is gauged by the enrolment to secondary school. There is a direct correlation between family incomes and the enrolment rates in secondary schools. This brings out the factor of social inequalities in that however, bright the child's is in primary school, they cannot be assured of progression to secondary school in the absence of a bursary or well wishers chipping in if the parents of the concerned child is not able.

According to GOK (2011) improvement of transition rates from primary to secondary schools is a crucial issue for the government. The government has set a transition rate of seventy-five percent from primary school to secondary school but the actual national transition rate is as low as forty five percent (45%) (2009-2010) statistics with an admission rate of sixty percent but a decline of the position owing to lack of capacity to meet the financial cost implications on the part of the parents. According to the findings, I feel the cost of education greatly influence transition of learners from primary to secondary in Rangwe Division Homa-bay District since most parent leave below the poverty line.

### **2.3. Influence of economic activities of the parents on transition rate**

School enrolment rates for secondary education are directly related to family income hence the poorer a child's household, the less likely the child is to attend secondary school (UNICEF, 2007). According to GOK (2011) Parents often bear the burden of school fees for secondary education. Education has the capacity to help alleviate the poverty situation by way of catalyzing wealth creation activities due to the advancement in technology and increase in the literacy levels in the society. These calls for empowerment of some parents with an aim of helping them realize their obligation of educating the children for the benefit of the citizenry.

The structural adjustment programmes and debt servicing programmes by government have had far-reaching effects on households. This has had the net effect of the erosion of spending power due to the shrinking of household's disposable incomes and the limited opportunities for earning and livelihoods. This causes many households the pain and suffering of toiling for daily sustenance and meeting of the basic requirements in life. Parents are forced to forgo the secondary education for their children especially so in the rural areas because they want them to be in regular work to earn an income and contribute to the sustenance of the family. There is evidence of reduced enthusiasm to proceed to secondary school in the rural areas because many consider it normal to stop learning and keep the household by way of earning a living (Mfumira, 2009).

There is a direct correlation between a community's economic activities and the level of education. Areas of high agricultural potential and high business and allied economic activities have a similar proportionate growth in the academic qualifications owing to the capacity of their parents and guardians to pay for it (Waiganjo, 2009). This brings out the social inequalities for advancement in life. The same impacts on the transition rates from primary to secondary school level by the very aspects of the cost involved. According to the findings, economic activities of the parents affect transition rate of learners from primary to secondary in Rangwe Division Homa-bay District.

#### **2.4. The influence of the family background of pupils on transition rates**

Whether parents are educated or illiterate affects demand for education in the household. According to Onyango (2000) better educated parents appreciate the value of education more than illiterate ones and normally assist their children to progress with education both morally and materially. A UNICEF report as in Onyango (2000) found out that in sub-Saharan countries and two Indian states, children of educated women are more likely to go to school hence the more schooling the women have received, the more probable that their children will also benefit from education.

Family networks and their compositions play a very big role on the transition rates from primary to secondary education. One can only live and flourish with the social class in which he involves himself with, Mbui (2010). The same applies

to the matter of education and academic activities. If the child is inspired to go to school at home, they will have the urge to do it but if no one gives them the inspiration, or reflects them at that, they may end up dropping out of the schooling system.

According to Martins (2010) the family background has a great bearing on the parent development of a child's academic pursuits. It shows that the involvement of parents in the academic activities of the pupil and the extra-curricular activities as well greatly shaped their destinies in terms of achievement in academics. The learners always have a role model to look up to for the purpose of emulation and a figure to exercise authority and control in cases whereby it is required. This ensures learners excel and progress in terms of academic advancement to the highest levels possible. In Rangwe Division Homa-bay District, family background of the learners greatly affect their transition from primary to secondary school, since majority of the learners who go to secondary school their parents are literates.

## **2.5. Influence of social cultural factors on transition rates**

Most parents in Africa still have traditional beliefs of preferring a particular sex to education. High education priority is given to a boy child as compared to girl child (Nyawara, 2007). Anderson, as quoted by Chimombo (2005) observed that females have less access to education sector than males hence parents decide that



schooling is not relevant for the economic roles of their female children who will move to their husband's families when they marry and that gains in productivity or income due to education will accrue to the families of their sons in law rather than to them (World Bank, 1995).

The erosion of school and moral values has given rise to major society challenges. This is in the name of the increase of teenage pregnancies and young families. This has increased the dropout rates of the concerned girls and given rise to low transition rates from primary to secondary school once they get into early motherhood (Wagacha, 2009). The same affects the community by way of having semiliterate individuals who have not actualized their dreams in terms of academic prospects and a waste of resources expended in the quests to bequeath them an education.

The gender inequalities have been a challenge in the girl child education in our country. It says there has not been specific allocation in terms of budgetary provisions in the gender unit in the ministry of education and the social cultural practices alienate the girl child from the mainstream systems in terms of access to opportunities at the community level. It attributed to the emphasis of educating boys at the expenses of girls and the viewing of girls as an investment for the generation of wealth when marriage time comes. This has contributed significantly to the low transition rates of the girl child from primary to secondary

school level of learning (Muga, 2009). These social factors will be investigated to ascertain if they affect transition rate of learners from primary to secondary schools in Homa Bay District. I agree with the findings that social cultural such as early marriage, unwanted pregnancies and gender disparity greatly affects transition rate of learners from primary to secondary in Rangwe Division Homa-bay District. This is because most of the class 8 learners are male.

## **2.6. Summary of Literature Reviewed**

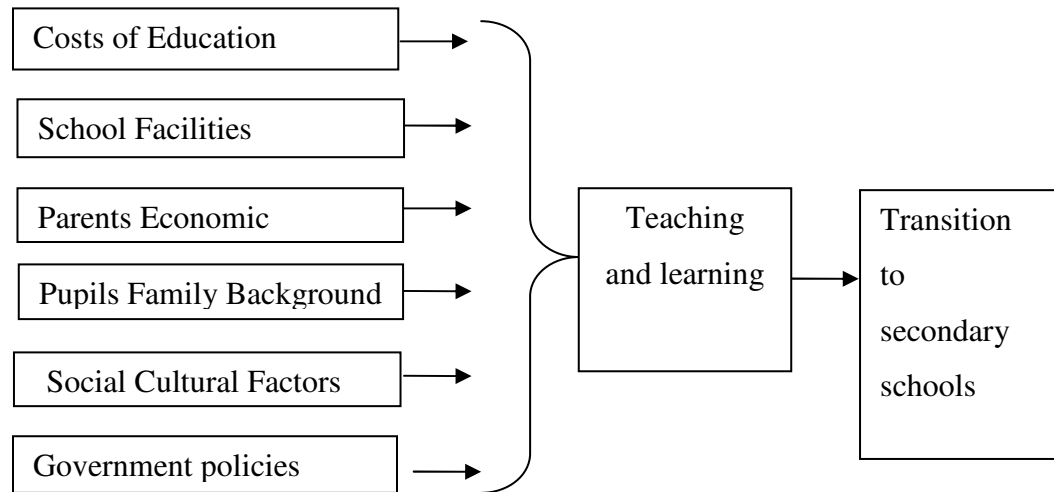
The literature review in this chapter has shown factors, which may influence the transition rates from public primary schools to secondary schools in Rangwe Division, Homa Bay District. The research aspires to fill in the gaps and come up with ways, which can be employed to ensure improved transition rates from public primary to secondary schools. It has looked at how the elements of costs, the economic activities of the learners parents the family background of the pupils and social cultural factors can influence the transition rates.

## **2.7. Theoretical Framework**

The study was guided by the production function theory proposed by Mace (1979) production functions describes the relationship between output and input and is technically an economic relationship explaining the maximum amount of output capable of being produced by each and every set of specified input. Education in the context of this theory is viewed as a productive activity that combines various

inputs of capital and labour to transform one set of input into another. For primary school the major goal is not only to ensure that pupils complete primary school but also to ensure that those pupils join secondary to continue with learning. The inputs includes staff, materials and building, while the output is a graduate of any given education level. In this context, the pupils that come out of any level of education system being studied remain the only physical embodiments of output. Thus, it emerges that the school plays a major role in determining retention and attribution dropout level and consequently the number of graduates proceeding to the next education level. Theory was relevant to the study in that one of the main objectives of primary school is to prepare pupils for secondary schooling. It is whether pupils who graduate from a given primary school are absorbed in secondary school that we can say that primary school accomplished its objectives.

## 2.8. Conceptual Framework



**Figure 2.1: Factors contributing to transitions rates from public primary schools to secondary schools**

*Source: Researcher 2013*

The variables of costs, pupil's family background, parent's economic activities and social cultural factors influence the transition rates from primary schools to secondary schools. In the events of families affording to pay the secondary school education the learners will proceed to secondary school and this is greatly influenced by the family background, parents economic activities and to an extent the social cultural practices in the community, presence of physical facilities in the name of schools to accommodate the lessons determine numbers of learners who can be absorbed to the next level of schooling and the output in terms of achieving attainment of education by the affected learners in the way of transition from public primary school to secondary schools.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

The purpose of this study was to establish factors influencing transition rates from public primary schools to secondary schools in Rangwe Division, Homa Bay District. This section describes the research design, target population, data collection instruments and procedures, reliability and validity of instruments used as well as Data processing and presentation methods.

#### **3.2. Research Design**

The study employed a descriptive survey research design to find out the factors contributing to transition rates from public primary schools to secondary school level in Rangwe Division in Homa Bay District. According to Orodho (2005) a descriptive survey is a method of collecting information by way of interviewing or the administering of a questionnaire from a selected sample. It is mostly used to collect information about people's attitudes, opinions, habits or any variety of social issues. This design is deemed appropriate for the study because the researcher will collect, analyze and report information's as it exists on the field without the manipulation of the variables under study.

### 3.3. Target Population

All people under consideration in any field of inquiry constitute a universe or targeted population (Kombo, 2006). The target population of this study consisted of all the 100 head teachers of the public primary schools in Rangwe Division, Homa Bay district and 2119 pupils comprising the standard eight classes in the public primary schools in the division and the district education officer Homa Bay District.

**Table 3.3: Target population**

<b>Zone</b>	<b>No. of schools</b>	<b>No of primary school Head Teachers</b>	<b>No. of learners</b>
East Kochia	15	15	268
West Kochia	17	17	364
Ndiru	18	18	312
Nyawita	17	17	317
Rangwe	18	18	613
Randung'	15	15	345
<b>Total</b>	<b>100</b>	<b>100</b>	<b>2119</b>

*Source: DEO's office Homa Bay (2011).*

### 3.4. Sample size and Sampling Procedures

The stratified random sampling method was used for data collection purpose. The education zones in the division served as the stratum. (Kombo, 2006) argued that

a representative of 10% and above is enough for providing the required information. The researcher sampled six zones in Rangwe Division and picked 30% of the public primary schools in each stratum and had a representation of the head teachers picked by way of simple random sampling method. The researcher equally picked 30% of the learners in standard eight in every education zone. The sample was considered representative and the standard eight are deemed appropriate for the study by virtue of the fact that they represent all class eight as the researcher equally sought out the district Education officer who is deemed a key informant for the study. The researcher thus had a sample size of six hundred and seventy four respondents.

**Table 3.4: Sample size**

<b>Zone</b>	<b>No. of schools</b>	<b>No. of pri. School headteachers</b>	<b>30% of population</b>	<b>No. of learners</b>	<b>Sample</b>
East Kochia	15	15	5	286	81
West Kochia	17	17	6	264	80
Ndiru	18	18	6	312	94
Nyawita	17	17	6	317	96
Rangwe	18	18	6	613	184
Randung'	15	15	5	345	104
<b>Total</b>	<b>100</b>	<b>100</b>	<b>34</b>	<b>2119</b>	<b>639</b>

*Source: DEO's office Homa Bay (2011).*

### **3.5. Research Instruments**

The researcher used questionnaires and interview schedule as the instrument for the study. The study had two sets of questionnaires, which were used to collect data from primary school head teachers and learners in standard eight. The questionnaires are deemed suitable in that they have a large group of respondents they have the benefit of self administerability, anonymity and the standardization of question for the purpose of easing the data analysis procedure (Orodho, 2005). The questionnaires had both closed and open-ended questions. The study equally used the interview schedule for the purpose of having a structured interview with the district education officer. He is considered a key informant and a resource person of high value to the study.

### **3.6. Validity of Research Instruments.**

Validity is the degree to which a test measures what it purports to be measuring. In this reference, the supervisor's appraisal of the instrument was sought. A pilot study was carried out to appraise the questionnaires, soundness of the items in the instruments and to estimate the time scheduled to tackle the items. Adjustments were made where necessary with relevant consultations.

#### **3.6.1. Reliability of Research Instruments**

To establish the reliability of the research instruments, the test-retest method was used. The respondents were issued with questionnaires for them to fill and the



same questionnaires were given to the same respondents within a two week's interval. The two sets of questionnaires were compared to see consistency in answering the questions. The correlations coefficient was computed using Pearson's product co-relation coefficient.

$$r = \frac{\sum xy - \frac{\sum x \sum y}{N}}{\sqrt{\left(\sum x^2 - \frac{(\sum x)^2}{N}\right) \left(\sum y^2 - \frac{(\sum y)^2}{N}\right)}}$$

Where r = person correlation co-efficient

X = result from the first test

Y= results from the second test

N = number of observations

Indicate the level of reliability that you found!

The correlation obtained was 0.735 for Head teachers' questionnaire and 0.712 for leaner's' questionnaire. These represented the reliability confident of only half the tests. Since reliability is related to the strength of the tests, a correction must have been done so as to obtain the reliability of the whole tests. This was done using the Spearman Browns Prophecy formula indicated below.

Re =  $\frac{2r}{1+r}$  Where Re =correlation coefficient of the entire test

r=correlation coefficient obtained after correlating scores of even numbered statements with scores of the odd numbered statements. This gave correlation of

Re= $\frac{2 \times 0.735}{1+0.735}=0.84$  and Re= $\frac{2 \times 0.712}{1+0.712}=0.83$  for Head teachers'

questionnaire and learners questionnaire respectively. These were considered good to work with since the closer the value is 1.00 the stronger the congruence of the measurement.

### **3.7. Data Collection Procedures**

After getting introductory letter from the university and permit from the National Council of Science and Technology, the researcher visited the Homa Bay DEO's office and requested for an introductory letter to the target respondents. The researcher then visited the sampled public primary schools and briefed the head teachers on the purpose and objective of the study. The questionnaires were then administered to the target respondents. The questionnaires were collected immediately after they had been filled to ensure a high return rate.

### **3.8. Data Analysis Techniques**

The completed questionnaires from the field were first sorted out for completeness and accuracy. Those which are incomplete were considered spoilt. Qualitative data obtained from personal interviews and open-ended questions were analyzed qualitatively through content analysis and organized into themes and patterns corresponding to the research questions. This helped the researcher to detect and establish various categories in the data which are distinct from each other. Themes and categories were generated using codes assigned manually by the researcher. Quantitative data such as statistical information on enrolment,

examination performance and repetition were analyzed by the help of statistical packages for social sciences (SPSS). SPSS package is able to handle a large amount of data and given its wide spectrum in the array of statistical procedure which are purposefully designed for social sciences; it is deemed efficient for the task. Descriptive statistics such as frequency distribution, means and percentages were run on all quantitative data. The information obtained was evaluated to see its usefulness in answering the research questions. In order to establish whether there is a relationship between the independent variables, correlation analysis was used.

## **CHAPTER FOUR**

### **DATA ANALYSIS, DISCUSSIONS AND INTERPRETATION**

#### **4.1. Introduction**

The purpose of this study was to establish factors influencing transitions rates from public primary schools to secondary schools in Rangwe division Homa Bay District. This chapter presents data analysis, findings, presentation and interpretation of findings. The purpose of the study was to establish the factors influencing transition rates from public primary school to secondary school in Rangwe Division, Homa Bay District. The data was analyzed using descriptive statistics where frequencies, percentages and mean as well as standard deviation guided the researcher to interpret the data. The chapter is presented according to the research objectives including the questionnaire return rate; demographic information; influence of costs of education on transition rates; influence of economic activities of the parents on transition rates; influence of pupils' family background on the transition rate and the influence of social cultural practices in the community on the transition rate from public primary to secondary schools. Other sections included challenges faced in transition of pupils from public primary to secondary schools and suggestions to improve the transition rate.

#### 4.2. Questionnaire return rate

Target respondents were the head teachers, learners and the District Education Officer. A return rate of 91.2 percent was realized for headteachers and 97.3 percent for learners and 100.0 percent for the DEOs. Details are presented in Table 4.1

**Table 4.1: Questionnaire return rate**

Target respondents	Sample size	Responses	Return rate (%)
Headteachers	34	31	91.2
Learners	639	622	97.3
DEO	1	1	100.0

This implies that return rate was good for all the targeted respondents since it was more than 80% (that is, return rate for all instruments was close 100 percent). A questionnaire return rate of 80 percent and above is absolutely satisfactory, while 60 percent – 80 percent return rate is quite satisfactory. A return rate below 60% is ‘barely acceptable’.

#### 4.3. Demographic information

This section presents the distribution of headteachers and learners by their gender and age bracket; head teachers’ highest academic and professional qualification; their teaching experience and length of time they have worked at their current

station as well as the number of K.C.P.E. candidates against the number that joined secondary school as presented in Table 4.2 through 4.10.

The head teachers were asked to indicate their gender. Their findings are in Table 4.2

**Table 4.2: Distribution of head teachers by their gender**

	<b>Frequency</b>	<b>Percent</b>
Male	19	61.3
Female	12	38.7
<b>Total</b>	<b>31</b>	<b>100.0</b>

Findings indicate that majority (61.3) of head teachers in Rangwe division are male with only 38.7% being female. This shows that there is gender disparity in responsibility in Rangwe division Homa Bay District.

The researcher sought to establish the gender of class eight learners and the responses are shown in Table 4.3

**Table 4.3: Distribution of learners by their gender**

	<b>Frequency</b>	<b>Percent</b>
Male	357	57.4
Female	265	42.6
<b>Total</b>	<b>622</b>	<b>100.0</b>

As indicated in table 4.3, majority (57.4%) of class 8 learners in Rangwe division are male with 42.6% being female. This shows that majority of class eight candidates are male. This reveals that there is gender disparity in the schools where boys are favoured at the expense of girl child. They were also asked to indicate their age bracket. Their Response are in Table 4.4

**Table 4.4: Distribution of head teachers by their age bracket**

	<b>Frequency</b>	<b>Percent</b>
20 – 30 years	2	6.5
31 – 40 years	6	19.4
41 – 50 years	19	61.3
Over 50 years	4	12.9
<b>Total</b>	<b>31</b>	<b>100.0</b>

Findings in Table 4.4 indicate that, 61.3% of headteachers are aged between 41 and 50 years while only 6.5% are 30 years and below. This implies that a vast majority of head teachers in Rangwe division are aged over 40 years. Age of head teachers is important because it would indicate the level of experience in teaching that translates into the level of responsibility in molding pupils into the right social cultural environment.

The researcher also sought to verify the age of the learners. The information was gathered through the questionnaire and the responses are shown in Table 4.5

**Table 4.5: Distribution of learners by their age bracket**

	<b>Frequency</b>	<b>Percent</b>
Less than 12 years	49	7.9
12 – 14 years	407	65.4
15 – 16 years	148	23.8
Over 16 years	18	2.9
<b>Total</b>	<b>622</b>	<b>100.0</b>

Regarding distribution of learners by their age bracket, majority (65.4%) of learners are aged between 12 and 14 years. Only 7.9% are over 16 years while 7.9% are less than 12 years. This shows that the majority of learners were at the right school going age and quite a few are to the extreme.

The head teachers were further asked to indicate their highest professional qualifications. Their responses are presented in Table 4.6

**Table 4.6: Head teachers' highest academic qualification**

	<b>Frequency</b>	<b>Percent</b>
DIP	17	54.8
BED	13	41.9
MED	1	3.2
<b>Total</b>	<b>31</b>	<b>100.0</b>



Findings indicate that, 54.8% of head teachers have Diploma in Education while 41.9% have a Bachelor Degree in education as their highest education. This implies that an overwhelming majority of head teachers in Rangwe division are diploma holders. One headteacher had masters in education. The fact that most of the head teachers are diploma holders is attributed to the fact that it is the minimum requirement for one to be appointed a head teacher.

The head teachers were asked to indicate their teaching experience. Their response are shown in Table 4.7

**Table 4.7: Distribution of head teachers by their teaching experience**

	<b>Frequency</b>	<b>Percent</b>
1 -5 years	2	6.5
6 - 10years	5	16.1
11-20 years	10	32.3
Over 20 years	14	45.2
<b>Total</b>	<b>31</b>	<b>100.0</b>

Concerning distribution of head teachers by their teaching experience, findings indicated that 45% of head teachers in Rangwe division have been in teaching for over 20 years while 32.3% have 11-20 years teaching experience. Only 6.5% had experience of below 5 years in teaching field. This shows that most of the

headteacher have a lot of experience since they have served for a longer period of time.

The researcher sought to establish the duration headteachers had stayed in their current station. The questionnaire responses are revealed in Table 4.8

**Table 4.8: Length of time head teachers have worked at their current station**

	<b>Frequency</b>	<b>Percent</b>
1 -5 years	12	38.7
6 - 10years	4	12.9
11-20 years	9	29.0
Over 20 years	6	19.4
<b>Total</b>	<b>31</b>	<b>100.0</b>

Table 4.8 indicates the head teachers’ response on their length of time they have worked at their current station. From the findings, 38.7% have been in their current station for 1 – 5 years with 19.4% having over 20 years. This implies that majority of head teachers in Rangwe division have been in their current stations for at most 10 years. This means that failure to transfer headteachers might influence transition either negatively or positively.

The researcher sought to establish the number of candidates who had joined secondary schools from 2008 to 2011. The responses are revealed in Table 4.9

**Table 4.9: K.C.P.E. candidates against the number that joined secondary school**

Year	KCPE Candidates	Number joining secondary	
	Number	Frequency	Percent
2008	1769	986	55.7
2009	2121	1045	49.3
2010	1909	938	49.1
2011	2086	989	47.4

Findings in Table 4.9 shows that, the transition rate from primary schools to secondary schools have been declining over years with 2008 recording the highest (55.7%) and year 2011 being worst among the 4 years considered. The dismal transition rate could be explained by the high costs of education, poor parents' economic activities, learners' family background as well as social cultural factors as explained in 4.4, 4.5, 4.6 and 4.7.

#### **4.4. Influence of cost of education on transition rate from primary to secondary schools**

This section presents the headteachers response on whether they enquire on the cost in terms of fees paid by learners from their schools proceeding to high school; the average cost of putting a learner through secondary school in a year;

their response on whether average cost of putting a learner through secondary school in an year affects the number of learners who access secondary school education going by financial ability of the parent affect and whether they encountered situations of parents unable to pay for their children’s secondary school education. The section also addresses the pupils’ response on whether they know any initiative by the community to take care of a parent’s inability to pay for their children secondary school education; their perception on the cost of paying school fees for secondary school; learners had members of their family or friend fail to proceed to secondary school because of the costs involved as well as their awareness on any programmes and initiatives to cater for the fees or individuals whose families are in a position to raise the school fees.

The researcher sought to establish effects paid learners on transition rate. The responses are in Table 4.10

**Table 4.10: Headteachers response on effect of fees paid by learners on transition rate.**

	<b>Frequency</b>	<b>Percent</b>
Often	8	25.8
Rarely	11	35.5
Not at all	12	38.7
<b>Total</b>	<b>31</b>	<b>100.0</b>

From the findings, 38.7% of the primary school head teachers in Rangwe division do not at all enquire on the cost in terms of fees paid by learners from their schools proceeding to high school while 35.5% rarely do that. Only 25.8% often enquire on the cost in terms of fees paid by learners from their schools. Out of the headteachers who responded that they do not enquire at all, majority of them argued that some of the parents think that they have some assistance while some of them argued that it is the parents who should enquire about the fees from them. Out of those who responded that they enquire, majority of them argued that they enquire for those pupils who have passed highly while some argued that they are interested in the progress of the learner's. This shows that enquiring about the schools fees can influence transition from primary to secondary as parents can prepare in advance for the cost involve.

The headteachers were asked to indicate the average cost of putting a learner through secondary school in a year. The responses are in Table 4.11

**Table 4.11: Headteachers response on the average cost of putting a learner through secondary school in a year**

<b>Kenya Shillings</b>	<b>Frequency</b>	<b>Percent</b>
10,000 and below	1	3.2
11,000 – 20,000	5	16.1
21,000 – 30,000	10	32.3
31,000 – 40,000	2	6.5
Over 40,000	13	41.9
<b>Total</b>	<b>31</b>	<b>100.0</b>

Regarding the headteachers response on the average cost of putting a learner through secondary school in a year, 41.9% of head teachers said the cost is over Kshs 40,000 with only 3.2% saying that the cost is less than Kshs 10,000. This implies that the average cost of putting a learner through secondary school in a year is high. Majority of headteachers who responded that the average cost of putting a learner through secondary school in a year is over Kshs 40,000 considered national schools while those who responded between Kshs 21,000-30,000 considered county schools. Those who responded between Kshs 11,000-20,000 considered day schools while one headteacher who responded that the fees is Kshs 10,000 and below considered the CDF schools.

The findings revealed that the average cost of putting a learner through secondary education in a year is high. According to GOK (2011), improvement of transition rates from primary to secondary schools is a crucial issue for the government. There is lack of capacity to meet the financial cost implications on the part of the parents due to the fact that most parents live below the poverty line. Despite the government paying Kshs 10,265 as free day secondary education fee, secondary schools still charge some levies such as development funds, lunch fund, books levied and they buy uniforms. This lower transition rate from primary to secondary.

The researcher sought to verify how the cost of education affect access secondary education. Their responses are shown in Table 4.12

**Table 4.12: Head teachers response on how the cost of education affect access to secondary education**

	<b>Frequency</b>	<b>Percent</b>
Very much	26	83.9
Fairly	4	12.9
Not at all	1	3.2
<b>Total</b>	<b>31</b>	<b>100.0</b>

The findings revealed that the average cost of putting a learner through secondary school in an year very much affects the number of learners who access secondary school education going by financial ability of the parent affect as pointed out by 83.9%. This shows that majority of the parents who live below the poverty line cannot meet the average cost of putting a learner through education and this leads to low transition rate.

The head teachers were asked if they had encountered situation of parents unable to pay for their children’s secondary school education. Their responses are revealed in Table 4.13

**Table 4.13: Head teachers encountered situations of parents unable to pay for their children’s secondary school education**

	<b>Frequency</b>	<b>Percent</b>
Often	28	90.3
Rarely	2	6.5
Not at all	1	3.2
<b>Total</b>	<b>31</b>	<b>100.0</b>

From the findings, 90.3% of head teachers encountered situations of parents unable to pay for their children’s secondary school education with only 3.2% of the head teachers never encountering such a situation. Majority of the parents who cannot pay for their children’s fees expect the government to fully pay for their children’s fees while others are discouraged by other cost. This forces the pupils to repeat class eight leading to low transition rate. Only a few parents can afford to pay for their children with ease due to the fact that they are employed and others are engaged in big business.

The researcher sought to establish if there is any initiative by the community to take care of the parents inability to pay for their children secondary education. Their responses are revealed in Table 4.14.



**Table 4.14: Initiative by the community to take care of a parent’s inability to pay for their children secondary school education**

	<b>Frequency</b>	<b>Percent</b>
Yes	12	38.7
No	19	61.3
<b>Total</b>	<b>31</b>	<b>100.0</b>

The findings indicated that the majority (61.3%) of the head teachers are not aware of any initiative by the community to take care of a parent’s inability to pay for their children secondary school education. The twelve headteachers who said yes considered parents who raise funds and some funding from the NGOs such as Catholic relief agency who pay fees for the orphans and vulnerable children. These organizations pay fees only for candidates who score three hundred and fifty marks and above. This only favours only very bright learners but majority of the learners are average. The headteacher who said no considered the fact that most parents in community are already over burdened by high cost of living. This leads to low transition rate as opposed to the government effort to increase transition rate.

The researcher sought to establish the cost of school fees from the learners. Their responses are indicated in Table 4.15.

**Table 4.15: How learners perceive the cost of paying school fees for secondary school**

	<b>Frequency</b>	<b>Percent</b>
Very expensive	360	57.9
Expensive	176	28.3
Fairly cheap	86	13.8
<b>Total</b>	<b>622</b>	<b>100.0</b>

From the findings, 57.9% of the learners in Rangwe division perceive the cost of paying school fees for secondary school as very expensive with only 13.8% viewing it as fairly cheap. Most parents are poor and their children cannot access good schools even if they pass. They are forced to go to day schools or repeat forfeiting their chances to children from rich families. The learners who viewed it as fairly cheap come from well off families. This lowers the transition rate from primary to secondary school.

The learners were asked if members of their families, or friends fail to proceed to secondary schools because of the costs involved. Their responses are in table 4.16

**Table 4.16: Learners had members of their family or friends fail to proceed to secondary school because of the costs involved**

	<b>Frequency</b>	<b>Percent</b>
Often	482	77.5
Rarely	99	15.9
Not at all	41	6.6
<b>Total</b>	<b>622</b>	<b>100.0</b>

From table 4.16, majority (77.5%) of the learners had members of their family or friends fail to proceed to secondary school because of the costs involved. Only 6.6% of learners did not have members of their family or friends fail to proceed to secondary school because of the costs involved. The members of their families or friends failed to proceed to secondary school because of the poverty and parents have other learners in secondary schools. This leads to dropout or forced repetition. This lowers government effort to increase transition rate.

The learners were asked if they were aware of any programmes and initiative to cater for individuals who cannot raise fees. Their responses are indicated in Table 4.17

**Table 4.17: Learners are aware of any programmes and initiatives to cater for the fees or individuals whose families are in a position to raise the school fees**

	<b>Frequency</b>	<b>Percent</b>
Very much	278	44.7
Fairly	57	9.2
Not at all	287	46.1
<b>Total</b>	<b>622</b>	<b>100.0</b>

As indicated in Table 4.17, 46.1% of the learners are not at all aware of any programmes and initiatives to cater for the fees or individuals whose families are in a position to raise the school. Other headteachers (44.7%), nonetheless expressed that they are very much aware of programmes and initiatives to cater for the fees or individuals whose families are in a position to raise the school fees. The learners who responded that they were very much aware of any programmes and initiatives considered NGOs like Equity Bank, Cooperative bank and Catholic relief agency which sponsor bright learners from poor family background. However, these bright learners from poor family background are few. Those who responded that they were fairly aware of the programmes were from poor family background but argued that the pass mark was too high for them to attain. Those who said that they were not at all aware of the programmes argued that due to the poor performance in their schools in KCPE, they were always not informed and

hence could not get the information. Due to the financial constraints in the households, the cost of education directly influences the transition rate from primary to secondary school.

#### **4.5. Influence of parents economic activities on transition from primary to secondary schools**

This section presents head teachers' response on whether institution enquires about the mode the parents of the learners in their respective schools earn a living and whether there is a relationship between parents' mode of earning a living and their ability to finance their children's education in secondary school. Also addressed in this section is the learners' response on the source of earn-a-living for the learners' parents and whether the source of the household income affects the ability of the parents to pay the school fees.

The researcher sought to establish whether headteachers institutions enquire about the mode the learners families earn a living. Their responses are indicated in Table 4.18

**Table 4.18: Head teacher’s institution enquires about the mode the parents of the learners in their respective schools earn a living**

	<b>Frequency</b>	<b>Percent</b>
Very much	6	19.4
Fairly	10	32.3
Not at all	15	48.4
<b>Total</b>	<b>31</b>	<b>100.0</b>

The findings revealed that 48.4% of the head teachers, public primary schools in Rangwe division do not enquire about the mode the parents of the learners in their respective schools earn a living. However, 19.4% of the school do follow up on the mode the parents of the learners in their respective schools earn a living. This information is presented in Table 4.18. The headteachers who enquire about the mode the parents earn a living argued that they did so because they were concerned with the performance of the learners. Those who responded that they did not at all enquire argued that parents were suspicious if they enquired and therefore they did not enquire. This affects the transition the parents can be sensitized as well. Source of earning a living directly influenced transition rate because if a household has a good source of income, they will be able to pay school fees.

The researcher sought to establish the source of earning a living for the learners parents. The responses are indicated in Table 4.19

**Table 4.19: Source of earning a living for the learners’ parents**

	<b>Frequency</b>	<b>Percent</b>
Employment in business activities	390	62.7
Commercial farming	56	9.0
Quarrying	120	19.3
Others sources	56	9.0
<b>Total</b>	<b>622</b>	<b>100.0</b>

Regarding the source of earning a living for the parents, majority (62.7%) of learners disclosed that their parents are mostly employed in business activities with 19.3% being involved in quarrying. This implies that, most parents in Rangwe division are employed in businesses and farming as presented in Table 4.19. Majority of learners who responded that their parents are employed in the business activities argued that the parents are able to pay fees with ease. Those whose parents are involved in commercial farming are at times affected by environmental factors like drought and floods. Other sources involved fishing which at times is affected by water hyacinth. The source of earning a living directly influences transition rate.

The researcher sought to verify if there is relationship between parents mode of earning a living and their ability to finance their childrens education. Their responses are shown in Table 4.20.

**Table 4.20: Head teachers’ response on whether there is a relationship between parents’ mode of earning a living and their ability to finance their children’s education in secondary school**

	<b>Frequency</b>	<b>Percent</b>
Yes	30	96.8
No	1	3.2
<b>Total</b>	<b>31</b>	<b>100.0</b>

An overwhelming majority (96.8%) of headteachers expressed that, there is a great relationship between parents’ mode of earning a living and their ability to finance their children’s education in secondary school. This is because parents who earn good money have the ability to pay the school fees and take their children to good schools.

The learners were asked to state if the source of the households income affects the ability of the parents pay the school fees. Their responses are shown in Table 4.21



**Table 4.21: Learners’ response on whether the source of the household income affects the ability of the parents to pay the school fees**

	<b>Frequency</b>	<b>Percent</b>
Very much	356	57.2
Fairly	77	12.4
Not at all	189	30.4
<b>Total</b>	<b>622</b>	<b>100.0</b>

As supported by 57.2% of the learners, the source of the household income very much affects the ability of the parents to pay the school fees. Only 30.4% of the learners had a different view by noting that, the source of the household income does not at all affect the ability of the parents to pay the school fees. This information is presented in Table 4.21. Those who responded that it very much affects argued that fees is paid in cash while those who responded that it does not at all affect argued that one can pay fees even by taking firewood or working in the school. They also argued that if you have bright students, he/she will learn in secondary school.

#### **4.6. Influence of learners’ family background on transition from primary to secondary schools**

This section presents head teachers response on whether parents and guardians in their respective school have keen interest on the learner’s performance, the activities that learner’ parents do engage on, learners’ response on whether their

parent/guardian pays attention to their academic activities as well as whether receive encouragement from home for them to study hard and proceed to secondary school.

The researcher sought to investigate parents and guardians in their respective schools have keen interest on the learners performance. The headteachers responses are shown on Table 4.22

**Table 4.22: Headteachers response on whether parents and guardians in their respective school have keen interest on the learner’s performance**

	<b>Frequency</b>	<b>Percent</b>
Very much	16	51.6
Fairly	5	16.1
Not at all	10	32.3
<b>Total</b>	<b>31</b>	<b>100.0</b>

From the findings, 51.6% of head teachers have observed parents and guardians in their respective school having keen interest on the learner’s performance while 32.3% are not at all keen as presented in Table 4.22. Parents who usually have keen interest in their children’s performance motivate those children to read hand and this encourage them to read and proceed to secondary school.

The researcher sought to investigate the activities that the learners' parents to engaging on. The response are shown in Table 4.23.

**Table 4.23 Activities that learner' parents do engage on**

Activity	Frequency			Percent		
	Not at	Fairly	Very	Not at	Fairly	Very
	all		much	all		much
a) Visiting the learners in the school	12	9	10	38.7	29.0	32.3
b) Checking on the performance of the learner	15	10	6	48.4	32.3	19.4
c) Encourage the learners to work hard	8	12	11	25.8	38.7	35.5
d) Provide learning accessories	1	10	20	3.2	32.3	64.5
e) Interacting with the teachers	5	11	15	16.1	35.5	48.4

Regarding the activities that learner' parents do engage on in order to improve their children's performance, 64.5% do provide learning accessories, 48.4% often interact with the teachers while 35.5% encourage the learners to work hard. Others (32.3%) visit the learners in the school with only 19.4% checking on the

performance of the learner. This implies that, while most parents/guardians do provide learning accessories to their learner, few do check the performance of the learner. Learner's response were based on the parents level of education. Whether parents are educated or illiterate affects demand for education in the household. According to Onyango (2000), better-educated parents appreciate the value of education more than illiterate ones and normally assist their children to proper in education both morally and materially. The UNESCO findings considers the parents level of education as a solid factors that might affect the transition rate of pupils from class eight to form one. The majority of learners who responded that their parents/guardians had keen interest in their performance argued that their parents had good level of education. This will influence transition rate.

The learners were asked to indicate whether their parents/guardians pay attention to their academic activities. Their responses are shown in Table 4.24.

**Table 4.24. Learners' response on whether their parent/guardian pays attention to their academic activities**

	<b>Frequency</b>	<b>Percent</b>
Very much	357	57.4
Fairly	120	19.3
Not at all	145	23.3
<b>Total</b>	<b>622</b>	<b>100.0</b>

From the findings, 57.4% of the learners disclosed that, their parent/guardian pays attention to their academic activities with only 23.3% not concerned at all. This implies that learners in Rangwe division perceive their parents to be very much concerned on their academics contrary to what the head teachers had observed. Parents/guardians' concern on their children's academic is imperative for transition from primary school to secondary schools for encouragement that translates to better performance in KCPE. Whether the parents/guardian pays attention to the academic activities of the learners will directly influence the transition rate. If the parent pays attention, the learners will be encouraged and motivated that the parents has interest in his academic activities.

The researcher sought to establish if learners receive encouragement from home for them to study hard and proceed to secondary school. Their responses are shown in Table 4.25.

**Table 4.25: Learners receive encouragement from home for them to study hard and proceed to secondary school**

	<b>Frequency</b>	<b>Percent</b>
Often	27	87.1
Rarely	3	9.7
Not at all	1	3.2
<b>Total</b>	<b>31</b>	<b>100.0</b>

A vast majority (87.1) of learners receive encouragement from home for them to study hard and proceed to secondary school. Only 3.2% of learners do not receive such encouragement. Encouragement from home is important for learners to transit from primary to secondary school because it is at this stage that they face great peer influence that may drive them out of their academic course. Encouragement from home will change the learner's attitude and this will influence them to study hard and join secondary school.

#### **4.7. Influence of social cultural factors on transition from primary to secondary schools**

This section presents headteachers response on whether some social cultural factors hindered the process of learners from their institution to transit from primary to secondary school level; whether their institution have a system of engaging old students who have excelled to act as role models for the other learners to excite their passion for academic activities and whether old students as role model had any effect on the learners as regard their passion for academics. The section also presents the Learners' response on whether there are models in their family and community; whether there were members of their family or friend who had not gone to secondary school because of any of the stated social cultural factors and whether learners' response on whether the role models in their family and community do encourage them to study and achieve academic success.

The researcher sought to establish whether social cultural factors hindered the process of learners transition to secondary school. Their responses are revealed in Table 4.26.

**Table 4.26: Headteachers response on whether social cultural factors hindered the process of learners to transit from primary to secondary school**

Factor	Frequency			Percent		
	Not at all	Fairly	Very much	Not at all	Fairly	Very much
Teenage pregnancies	13	11	7	41.9	35.5	22.6
Gender discrimination	16	6	9	51.6	19.4	29.0
Short – term of economic activities	6	3	22	19.4	9.7	71.0
Apathy for education	5	11	15	16.1	35.5	48.4

From the findings, short-term of economic activities and apathy for education are the most prevalent social cultural factors hindering the process of learners transition from primary to secondary school as given by mean of 71.0% and 48.4% respectively. Most of the learners do not transit to secondary school owing to gender discrimination as most parents favour boys. Teenage pregnancies is also a factor as most cannot proceed to secondary school due to early pregnancies. Others also got short term employment so that they can take care of their brothers and sister who were left orphan due to HIV/AIDS scourge.

The researcher sought to verify from learners whether there were members of the family of friends who had not gone to secondary school because of the social cultural factors. Their responses are shown in Table 4.27.

**Table 4.27: Learners’ response on whether there were members of their family or friend who had not gone to secondary school because of any of the stated social cultural factors**

Activity	Frequency			Percent		
	Not at all	Fairly	Very much	Not at all	Fairly	Very much
a) Teenage pregnancies	301	200	121	48.4	32.2	19.5
b) Gender discrimination	435	97	90	69.9	15.6	14.5
c) Getting short – term employment	122	123	377	19.6	19.8	60.6

Regarding learners’ response on whether there were members of their family or friend who had not gone to secondary school because of any of the stated social cultural factors, it was noted that getting short – term employment was the most prevalent factor with 60.6% majority response from the learners. The least prevalent factor was the gender discrimination (14.5%) as presented in Table 4.27.

The headteachers were asked if they invited role models in schools. Their responses are shown in Table 4.28.



**Table 4.28: Headteachers response on role models for learners to excite the learner’s passion for academic activities**

	<b>Frequency</b>	<b>Percent</b>
Very much	27	87.1
Fairly	3	9.7
Not at all	1	3.2
<b>Total</b>	<b>31</b>	<b>100.0</b>

On headteachers’ response regarding whether their institution have a system of engaging old students who have excelled to act as role models for the other learners to excite their passion for academic activities, 87.1% said that the system is much there in their respective institutions with only 3.2% disclosing that they do not have such a system. Role models always encourage and motivate the learners to study hard and proceed to secondary school. This influenced transition from primary to secondary schools.

The headteacher were asked whether old students as role models had any effect on the learners as regards their passion of academics. Their responses are shown in Table 4.29.

**Table 4.29: Headteachers' response on whether old students as role model had any effect on the learners as regard their passion for academics**

	<b>Frequency</b>	<b>Percent</b>
To a great extent	29	93.5
To a fair extent	1	3.2
Not at all	1	3.2
<b>Total</b>	<b>31</b>	<b>100.0</b>

The study indicates that, a vast majority (93.5%) of the public primary schools in Rangwe division have experienced a tremendous effect on the learners as regard their passion for academics through the old students as role model. Table 4.29 presents the information. The role models always inspire pupil's top study hard and be like them. Role models inspired girls very much and always promise to ne like them. Ole models influences transition raise because one cam only talk of success after completing secondary and proceed to university.

The researcher sought to establish from learners whether there are models in their families and community whom they can emulate/ admire. Their responses are shown in Table 4.30.

**Table 4.30: Learners’ response on whether there are models in their family and community who they can admire and emulate on the basis of their academic achievements**

	<b>Frequency</b>	<b>Percent</b>
Yes	291	46.8
No	331	53.2
<b>Total</b>	<b>622</b>	<b>100.0</b>

On learners’ response on whether there are models in their family and community who they can admire and emulate on the basis of their academic achievements, 53.2% of the learners said yes while others (46.8) said no. This is as presented in Table 4.30. The majority of who said there were role models in their families said they were inspired and guided by these role models at home. Majority of those who said they had no role models at home responded that they were emulating role models from their neighborhood. This encourages them to further their education thereby improving transition from primary to secondary school.

The learners were asked whether the role model in their family and community do encourage them to study and achieve academic success. Their responses are shown in Table 4.31.

**Table 4.31: Learners’ response on whether the role models in their family and community do encourage them to study and achieve academic success**

	<b>Frequency</b>	<b>Percent</b>
Yes	513	82.5
No	109	17.5
<b>Total</b>	<b>622</b>	<b>100.0</b>

Concerning whether learners’ the role models in learners’ family and community do encourage them to study and achieve academic success, 82.5% said yes while the remaining 17.5% said no. this implies the role models in learners family and community are important in encouraging them to study and achieve academic success. This encouragement always influence transition rate and this will boost the government effort to raise the transition rate.

#### **4.8. Qualitative findings**

The researcher also interviewed the DEO for Homa Bay District who disclosed that he had been serving in the district as DEO for one year. The respondent noted that, there has been a major improvement in mean score for KCPE results from 252 marks in 2011 to 258 in 2012 though the school fees for secondary school is still high despite the subsidy by the government. This is because the other components of school levies were retrospectively introduced making the fee even more unaffordable to parents than before and eventually lowering the transition

rate to secondary schools. The DEO expressed that there have not been any initiative by the community to check the situation of learners failing to proceed to secondary schools since they are already overburdened.

It was revealed that, since most of the parents in Homa Bay are engaged in fishing, trade and small-scale farming to earn a living, they have been unable to raise enough money for the school fees. The respondent also disclosed that, even though most schools in the district have endeavored to introduce a modality to ensure the interaction of school administration, learners and parents, the system has not been effective in improving the transition rate to secondary schools from primary schools.

As one of the mitigating factors, more secondary schools need to be created as well as improve learners and parents' perception on the importance of secondary education.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Introduction**

This chapter presents the summary of the study; findings of the study; conclusions; recommendations as well as suggestions for further studies

#### **5.2. Summary of the study**

The purpose of this study was to establish factors influencing transition rates from public primary schools to secondary schools in Rangwe Division, Homa Bay District. Specifically, the study was set to establish how costs of education affect transition rates from public primary schools to secondary schools; how economic activities of the parents influence the transition rates from public primary schools to secondary schools; how the pupils' family background influence the transition rate from public primary to secondary schools as well as finding out the influence of social cultural practices in the community on the transition rate from public primary to secondary schools.

The study employed a descriptive survey research design where the target population consisted of all the 100 head teachers of the public primary schools in Rangwe Division, Homa Bay district and 2119 pupils comprising the standard eight classes in the public primary schools in the division and the district education officer Homa Bay District. The stratified random sampling method was

used to pick 30% of the public primary schools with 34 head teachers and 639 learners selected.

The researcher used questionnaires and interview schedule as the instrument for the study. The study had two sets of questionnaires, which were used to collect data from primary school head teachers and learners in standard eight. After getting introductory letter from the university and permit from the National Council of Science and Technology, the researcher visited the Homa Bay DEO's office and request for an introductory letter to the target respondents. The completed questionnaires from the field were first sorted out for completeness and accuracy. Those which are incomplete were considered spoilt. Qualitative data obtained from personal interviews and open-ended questions were analyzed qualitatively through content analysis and organized into themes and patterns corresponding to the research questions. Descriptive statistics such as frequency distribution, means and percentages were run on all quantitative data.

### **5.3. Findings of the study**

From the findings, most of the primary school head teachers in Rangwe division do not at all enquire on the cost in terms of fees paid by learners from their schools proceeding to high school while a few rarely do that. Regarding the headteachers response on the average cost of putting a learner through secondary school in a year, majority of head teachers said the cost is over Kshs 40,000 with

only very few saying that the cost is less than Kshs 10,000. From the findings, majority of head teachers encountered situations of parents unable to pay for their children's secondary school education with only a few of the head teachers never encountering such a situation.

From table 4.17, majority of the learners had members of their family or friends fail to proceed to secondary school because of the costs involved. As indicated by majority of the head teachers, public primary schools in Rangwe division do not enquire about the mode the parents of the learners in their respective schools earn a living. Regarding the source of earn a living for the parents, majority of learners disclosed that their parents are mostly employed in business activities with a few being involved in quarrying.

As supported by majority of the learners, the source of the household income very much affects the ability of the parents to pay the school fees. Regarding the activities that learner' parents do engage on in order to improve their children's performance, majority do provide learning accessories, a few often interact with the teachers while others encourage the learners to work hard. Others visit the learners in the school with only a few checking on the performance of the learners. This implies that, while most parents/guardians do provide learning accessories to their learner, few do check the performance of the learner. From the findings, majority of the learners disclosed that, their parent/guardian pays attention to their academic activities with a few not concerned at all. This implies



that learners in Rangwe division perceive their parents to be very much concerned on their academics contrary to what the head teachers had observed. From the findings, short-term of economic activities and apathy for education are the most prevalent social cultural factors hindering the process of learners transition from primary to secondary school as given by mean of 71.0% and 48.4% respectively. On headteachers' response regarding whether their institution have a system of engaging old students who have excelled to act as role models for the other learners to excite their passion for academic activities, majority said that the system is much there in their respective institutions with only a few disclosing that they do not have such a system.

#### **5.4. Conclusions**

Transition from primary school to secondary schools is highly determined by the cost of education, economic activities of the parents, learners' family background as well as the social cultural factors. The cost of education is reflected in the amount incurred to settle the student in school including school fees and levies as well as personal expenses. The study has revealed that, for the parent to raise these amounts, they engage in small businesses and employments while others largely depend on the output of their farms to sail their children through secondary education. However, the study has disclosed that a significant proportion of these parents do not at all afford to secondary education for their children. Even though there are other factors that may lead to dismal transition

from primary to secondary education, cost of education and parents/guardian economic status are the most prevalent factors. It is also notable that, a substantial number of parents/guardians do not check the performance of their children making them not attain the mark required for transition to secondary schools. Other factors include the teenage pregnancy and child labour. These constitute both the micro (household) and macro (country's) economic challenges. This is mainly because accessibility is improved and at the same time costs related to transportation are reduced as a school is available closer to the household.

### **5.5. Recommendations**

Based on the findings of this study, the researcher gives the following recommendations aimed at improving pupils' access to secondary education in Rangwe division as well as countrywide at large.

- i. Since the Kenyan education system insists on a free and compulsory primary education as well as a subsidized secondary education, the government should instigate effective machineries to ensure that no learner is blocked from transiting to secondary school because of fees and other levies.
- ii. School management committee should ensure an integrated programme that encourages parents/guardians to closely monitor the performance of their children in schools

- iii. Ministry of education should develop and enhance firm policies that protect learners from negative social cultural factors including child labour, learners pregnancy and socio-cultural mistreatments.
- iv. There should be well enhanced and effective curriculum programmes that enhance smooth learning for children with difficulties. The curriculum should also be integrated with life skill programmes that are part of early child developments. This would enhance transition to from public primary schools.

#### **5.6. Suggestions for further study**

Given the scope and limitations of this study, the researcher recommends the following as areas for further studies:

A study on factors influencing transition from primary to secondary

- i. A study on factors influencing transition from primary to secondary school should be carried out in districts other than Rangwe for comparison purpose.
- ii. A comparative study should be carried out within the context of preschools in order to draw comprehensive policy recommendations on transition from both the pre-school and primary school.
- iii. A replica of the study should be carried out incorporating more variables that possibly influence transition from primary to secondary schools. These variables also include institutional factors as well as environmental factors.

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**APPENDICES**

**APPENDIX I**

**INTRODUCTION LETTER**

**JOSHIA OGOLLA,  
P.O. BOX 765,  
HOMA BAY**

**Dear Respondent,**

**RE: TRANSITION RATE OF LEARNERS FROM PRIMARY TO  
SECONDARY**

I am a postgraduate student at the University of Nairobi pursuing a course leading to the award of a masters degree in Educational Planning. As part of fulfillment for the award, I wish to conduct a research on *Factors Influencing Transition Rate of Learners from Primary to Secondary Schools in Rangwe Division of Homa Bay District*. Your school has been identified to participate in the study.

I request for your assistance and co-operation to enable the study come up with accurate findings. Be assured that utmost confidentiality will be maintained concerning any information gathered from the institution.

Thanks in advance.

Yours in service,

**Joshia Okuogo Ogolla**

## APPENDIX II

### QUESTIONNAIRE FOR THE PRIMARY SCHOOL HEAD TEACHERS

The purpose of this questionnaire is to gather information about your views as regards factors contributing to transition rates from primary school level to secondary school level in Homa Bay District. Your response will be highly appreciated. Please do not indicate the name of the school.

#### Instructions

Please indicate the correct option to the best of your ability by way of ticking in the space provided. For questions that require your input in terms of opinion, kindly fill in the answers in the spaces provided. Kindly make a point of responding to all items.

#### Background Information

1. a) Gender: Male  Female   
b) Age: 20-30 years  31 – 40 years   
Over 50 years
2. What is your highest academic qualification?  
DIP  BED  MED   
Any other (*specify*) \_\_\_\_\_
3. Teaching experience:  
0 -5 years  6 - 10years   
11-20 years  over 20 years



4. How long have you worked at your current station?
- 1 – 5 years            [   ]    6 – 10 years   [   ]
- 11 – 20years        [   ]    over 20years   [   ]
5. Of the pupils in your school who sat for K.C.P.E in the years given below, how many joined secondary schools

<u>Year</u>	<u>KCPE Candidates</u>	<u>Number joining secondary</u>
2008	-----	-----
2009	-----	-----
2010	-----	-----
2011	-----	-----

**Part A: Costs of Education**

1. Do you enquire about the cost in terms of fees paid by learners from your institution that proceed to high school?
- Often    [   ]    Rarely        [   ]    Not at all        [   ]
2. What is the average cost of putting a learner through secondary school in a year?
- 10,000 and below    [   ]        11,000 – 20,000    [   ]
- 21,000 – 30,000    [   ]        31,000 – 40,000    [   ]
- Any other \_\_\_\_\_
3. Does it affect the number of learners from your institution who access secondary school education going by the financial ability of the parent?
- Very much            [   ]    Fairly    [   ]    Not at all    [   ]

4. Have you had situations of parents from your school not having the ability to pay for their children's secondary school education in your school?

Often            [ ]    Rarely            [ ]    Not at all        [ ]

5. In the events of a parent's inability to pay for their children secondary school education, have there been any initiative by the community to take care of the same?

Yes              [ ]              No              [ ]

6. Please explain the reasons for your answer\_\_\_\_\_

\_\_\_\_\_

**Part B: Parents Economic Activities**

7. Does your institution enquire about the mode of the parents of the learners in your schools way of earning a living?

Very much            [ ]    Fairly [ ]    Not at all [ ]

Is there a relationship between their mode of earning a living and their ability to finance their children's education in secondary school?

Yes              [ ]              No              [ ]

8. What are reasons for your answer?\_\_\_\_\_

\_\_\_\_\_

**Part C: Learners' Family Background**

9. Do the parents and guardians in your school have keen interest on the learner's performance?

Very much [ ] Fairly [ ] Not at all [ ]

10. Do they engage in any of the following activities?

	Not at all	fairly	very much
Visiting the learners in the school	1	2	3
Checking on the performance of the learner	1	2	3
Encourage the learners to work hard	1	2	3
Provide learning accessories	1	2	3
Interacting with the teachers	1	2	3

12 Do the activities listed above affect the rate of progress from primary school to secondary school level? Please explain \_\_\_\_\_

\_\_\_\_\_

**Part D: Social Cultural Factors**

13 Have any of the following factors hindered the process of learners from your institution from primary to secondary school level?

	Not at all	fairly	very much
Teenage pregnancies	1	2	3
Gender discrimination	1	2	3
Short – term of economic activities	1	2	3
Apathy for education	1	2	3

14 Which of the activities listed above has the most profound effect with regard to transition from primary school to secondary school?\_\_\_\_\_

\_\_\_\_\_

15 Does your institution have a system of engaging old students who have excelled to act as role models for the other learners to excite their passion for academic activities?

Very much [ ] Fairly [ ] Not at all [ ]

16 Has it had any effect on the learner as regards their passion for academics?

To a great extent [ ] To a fair extent [ ] Not at all [ ]

*Thank you for your corporation*

**APPENDIX III**  
**QUESTIONNAIRE FOR LEARNERS**

The purpose of this questionnaire is to gather information about your views as regards factors contributing to transition rates from primary school level of education to secondary school level in Homa Bay District. Your response will be highly appreciated. Please do not indicate your name.

**Instructions**

Please tick against the current option and fill in the space with the required information for the questions that require your opinion

Kindly respond to all the questions.

**Part A: Background Information**

1. What is your gender :                      Male    [   ]    Female            [   ]
2. Kindly indicate your age\_\_\_\_\_

**Part B: Costs of Education**

3. How do you perceive the cost of paying school fees for secondary school?  
Very expensive    [   ]    Expensive        [   ]    Fairly cheap    [   ]
4. Have you had members of your family or your friend fail to proceed to secondary school because of the costs involved?  
Often                    [   ]    Rarely                [   ]    Not at all        [   ]
5. Are you aware of any programmes and initiatives to cater for the fees or individuals whose families are in a position to raise the school fees?

Very much [ ] Fairly [ ] Not at all [ ]

6. Kindly explain how one can be assisted through secondary school in absence of school fees? \_\_\_\_\_

\_\_\_\_\_

**Part C: Economic Activities of the Parents**

7. How do your parents earn a living?

Employment in business activities [ ]

Commercial farming [ ]

Quarrying [ ]

Any other \_\_\_\_\_

8. Does the source of the household income affect the ability of the parents to pay the school fees?

Very much [ ] Fairly [ ] Not at all [ ]

9. Kindly explain how it affects their ability to pay the school fees

\_\_\_\_\_

**Part D: Learners Family Background**

10. Does your parents / guardian pay attention to your academic activities?

Very much [ ] Fairly [ ] Not at all [ ]

11. Do you receive encouragement from home for you to study hard and proceed to secondary school?

Often [ ] Rarely [ ] Not at all [ ]

12. Do the presence / lack of encouragement affect you in any way? Please explain \_\_\_\_\_

---

**Part E: Social Cultural Factors**

13. Are there members of your family or your friend who have not gone to secondary school because of any of the following factors?

	Not at all	fairly	very much
Teenage pregnancies	1	2	3
Gender discrimination	1	2	3
Getting short – term employment	1	2	3

Any other \_\_\_\_\_

14. Are there models in your family and community who you can admire and emulate on the basis of their academic achievements?

Yes [ ] No [ ]

15. Do they encourage you to study and achieve academic success?

Yes [ ] No [ ]

***Thank you for your corporation***

## **APPENDIX IV:**

### **INTERVIEW SCHEDULE FOR DISTRICT EDUCATION OFFICER**

1. How long have you been a District Education Officer in the district?
2. What has your experience been like with regard to the general academic performance in the district?
3. Have the government subsidy programs helped the situation of parents with regard of affording to put their children through secondary school in the district?
4. Has it had any impact on the transition rates from primary to secondary school in the district?
5. Are you aware of instances of learners failing to proceed to secondary school owing to parents not affording to pay for their school fees?
6. Have there been any initiatives by the local community to check the situation of learners failing to proceed to secondary schools due to the costs involved.
7. What are general economic activities of the people residents in the district? Do you think it plays a role with regards to the ability of the parents to finance the education of their children?
8. Does your office have a role in place modalities to ensure interaction of the schools administration and the parents with children in the institution? Are there forums to aid discussions of the children's performance between the teachers and the parents?
9. Does your office have systems in place to ensure that all the children who are eligible for school attend it? Does it liaise with the provincial administration and the other line ministries to ensure that the same is adhered to? Are there any social cultural practices within the confines of your district that deter learners from proceedings to secondary school from primary schools?
10. Do you have enough schools in the district to cater for the population of learners willing to join secondary school due lack of positions? Are there secondary schools that have been put up by the communities during your tenure and are there others whose plans are in the offing?
11. In your opinion what do you think should be done to encourage more learners to proceed to secondary schools from primary schools within the district?

*Thank you for your corporation*



**APPENDIX V**  
**RESEARCH PERMIT**

PAGE 3 FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

PAGE 2

**Research Permit No. NCST/RCD/14/013/547**

**THIS IS TO CERTIFY THAT:** **Date of issue 3<sup>rd</sup> May, 2013**

**Prof./Dr./Mr./Mrs./Miss/Institution** **Fee received KSH. 1,000**

**Joshia Okugo Ogolla**

**of (Address) University of Nairobi**

**P.O.Box 92-0902, Kikuyu.**

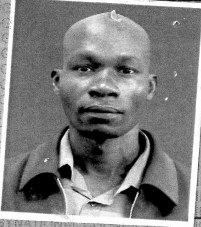
**has been permitted to conduct research in**

**Location**

**District**

**County**

**Homabay**



**on the topic: Factors influencing transition rate of learners from primary to secondary schools in Rangwe Division of Homabay County.**

*Signature*


**Applicant's Signature**

**Secretary**

**National Council for Science & Technology**

**for a period ending: 31<sup>st</sup> August, 2013.**

**CONDITIONS**



**REPUBLIC OF KENYA**

**RESEARCH CLEARANCE PERMIT**

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed with-out prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

**(CONDITIONS—see back page)**

**GPK60553mt10/2011**

APPENDIX VI

RESEARCH AUTHORIZATION LETTER BY THE NATIONAL  
COUNCIL FOR SCIENCE AND TECHNOLOGY

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787 , 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/013/547

Date:

3<sup>rd</sup> May, 2013

Joshia Okuogo Ogolla  
University of Nairobi  
P.O.Box 92-0902  
Kikuyu.

**RE: RESEARCH AUTHORIZATION**

Following your application dated *19<sup>th</sup> April, 2013* for authority to carry out research on *“Factors influencing transition rate of learners from primary to secondary schools in Rangwe Division of Homabay County,”* I am pleased to inform you that you have been authorized to undertake research in **Homabay County** for a period ending **31<sup>st</sup> August, 2013**.

You are advised to report to **the District Commissioners and the District Education Officers, Homabay 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. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:

The District Commissioners  
The District Education Officers  
Homabay County.

**APPENDIX VII**

**RESEARCH AUTHORIZATION BY DISTRICT COMMISSIONER**

**OFFICE OF THE PRESIDENT  
PROVINCIAL ADMINISTRATION AND INTERNAL SECURITY**

Telegram "DISTRICTER" Homa Bay  
Telephone:  
E-mail-dchomabay@ gmail.com  
When replying please quote



DISTRICT COMMISSIONER  
HOMA BAY DISTRICT  
P.O. Box 1 - 40300  
HOMA BAY

RE: ED.12/8/VOL. III/265

15<sup>th</sup> May, 2013

The District Officer  
Rangwe Division  
HOMA BAY

**RE: AUTHORITY TO CONDUCT RESEARCH  
JOSHIA OKUOGO OGOLLA**

The above named person is a student at the University of Nairobi.

He has been authorized to carry out research on factors influencing transition rate of learners from Primary to Secondary schools in Rangwe division of this county for a period ending 31<sup>st</sup> August 2013.

Kindly accord him necessary assistance.

A handwritten signature in black ink, appearing to be 'Kenneth K. Ochier', written over a horizontal line.

Kenneth K. Ochier  
For: Ag: DISTRICT COMMISSIONER  
HOMA BAY

DISTRICT COMMISSIONER  
P. O. Box 1  
HOMA - BAY