

**FACTORS INFLUENCING TRANSITION RATES FROM PUBLIC  
PRIMARY SCHOOLS TO SECONDARY SCHOOL LEVEL IN  
MURANG'A EAST DISTRICT, KENYA**

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**A Research Project Report Submitted in Partial Fulfillment of the  
Requirements for the Degree of Master of Education in Economics of  
Education**

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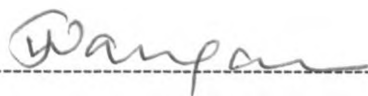
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## DECLARATION

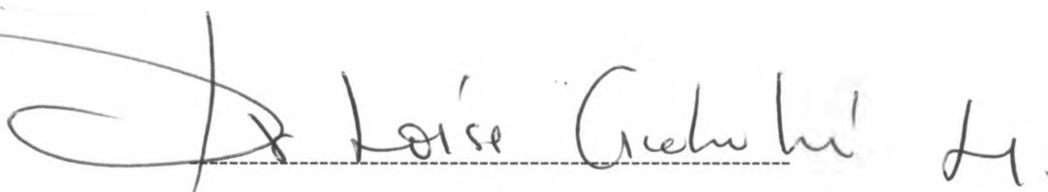
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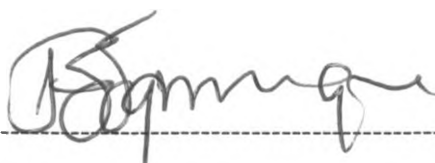


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## **DEDICATION**

I dedicate this research project to my family. To my loving husband Kabogo Kamiri, you were always a source of encouragement to me. To my children Jared S. Gacheru, Ivy P. Muthoni and Aaron J. Kamiri. You always urged me on and you were a great source of inspiration to me.

To my late parents Suleiman Gacheru and Emily Kabui, you nurtured me wonderfully before your demise. You instilled in me the virtue of hardwork without which this project would not have been a success.

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The respondents who participated in the study by way of filling in questionnaires are highly acknowledged too i.e. the headteachers, learners and parents who were active in the focus group discussions. Your time and resource in terms of information was not in vain. May God bless you..

I acknowledge Nairobi University for granting me an opportunity to further my education. The institution will always be part of my life for occasioning me the great honour of being part of the alumni.

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## LIST OF ABBREVIATIONS

<b>CDF</b>	-	Constituency Development Fund
<b>GCE</b>	-	General Certificate of Education
<b>GDP</b>	-	Gross Domestic Product
<b>GNP</b>	-	Gross National Product
<b>GoK</b>	-	Government of Kenya
<b>KCPE</b>	-	Kenya Certificate of Primary Education
<b>KCSE</b>	-	Kenya Certificate of Secondary Education
<b>TSC</b>	-	Teachers Service Commission

## ABSTRACT

The study sought to find out the factors affecting transition rates from public primary to secondary school in Murang'a East district. The objectives that guided the study were cost of education, economic activities of the parents, family background, social-cultural activities and school's physical facilities. The study had its target population as the headteachers in all primary schools in the district, learners in standard seven and parents from four primary school with children in standard seven and the District Education Officer. They were all four thousand nine hundred and ninety four in number. The stratified sampling method was used for sampling purposes. The sample size was thirty percent of the target population across the different strata and it was one thousand five hundred and eighteen respondents.

The study employed the descriptive survey design. The data was collected by use of questionnaires, an interview schedule and focus group discussions and it was analyzed using descriptive statistics and thereafter presented by use of statistical means of tables pie charts and bar graphs. The study had the following findings. All the respondents perceived secondary school education as expensive and beyond the reach of many learners driven by the factor of having parents being unable to pay for it. The head teachers confirmed that they had occasion of parents lacking ability to pay for the children's secondary school education often at 84.21% and rarely at 15.79%. The response indicates that 21.05% of the headteachers were of the opinion that the parents and guardians had a very much interest in the learners performance, 42.1% believed that the parents and guardians had a fair interest in the performance of the learners while 36.85% of the headteachers had the opinion that the parents and guardians did not have an interest at all on the performance of the learners. 73.68% of the headteachers affirmed to having role models from their institutions who can act as examples to the other learners very much while 26.32% attested to having it fairly.

The study had the following recommendations:-

Greater budgetary allocation should be made to the education sector and it should place a greater emphasis on the financing of secondary school education to cater not only for the tuition but other allied accompanying costs like boarding fees. This will greatly bring down the costs and help make the secondary school education more affordable and have a wider access to it by the many citizens missing out owing to the element of the costs involved. More focus should be placed on the rural economies in the quest to improve them. This can be by way of having industrialization programmes and activities meant to spur economic growth and bridge the inequalities between the rural and urban spheres. This will greatly impact on the levels of exposures the populace's disposable incomes and greatly impact on the capacity to pay for education programmes in secondary school and at higher levels. Parents should be sensitized on the need to have their children progressing and attaining high levels and standards of education. This should be done by way of involvement of community levels and opinion leaders from all spheres so as to shape the community's thinking and have a change of attitudes to attaching a higher value and premium to education. Communities should always seek to take change and intervene in situations threatening the livelihood and futures of young learners. Forums of awareness creation on the need to stem the tide of gender discrimination as a basis of deciding on the child to proceed to secondary school at the household levels should be created.

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Education is one of the basic tenets of society. A country's education system in terms of quality has a direct correlation with the country's social, economical 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 behaviour (Amstrong and Allan, 2009).

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 most 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 (Famuel, 2010).

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 programs driven by UNESCO, many countries have committed to having universal enrolment 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 learners enrolling in secondary school for the upcoming year divided by the number of learners in a 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) of the learners who get to the last grade in primary school get to attend secondary school. The two regions with the lowest education transition rates are West and Central Africa (fifty two) percent the East and Southern Africa (sixty seven percent). The statistics indicate that transition rates are highest in industrialized countries (ninety eight percent), and Eastern Europe (ninety six percent) (UNESCO, 2011).

Education is regarded as a medium for school mobility and national economic development. It is a means of conferring personal growth and development and increasing the chances of the beneficiaries capacity to acquire gainful employment owing to utilization of the skills attained and the realization of progress in terms of economic growth in one's life. Education can thus be termed as the single most efficient way of enabling the beneficiaries to acquire employment and can be boosted by way of the vocationalization of the programmes to enable the recipients have practical skills to put into use for individual pursuits even in the absence of formal employment. This concurs with previous studies carried out by the World Bank (2011) which showed that vocational training programmes have the potential of growing the economies of the third world countries by a way of having enhanced empowerment of the citizenr (ILO, 2011).

Africa has the challenges of low education transition rates from the primary level to secondary school level. This can be attributed to a myriad of factors chiefly among

them being over-reliance on donor support programmes for the education systems. The very lack of innovative programmes by African governments and not building on sustainable programmes in many projects brings in the aspect of over-reliance on donor support leading to a situation of the crumbling of the programmes on the delay of funding or the withdrawal of the same leaving the learners disenfranchised and missing out on the education programmes and in many cases not transiting to the next level (Omuga, 2011).

A great challenge to Africa 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 households and the communities. The challenge leaves the households in a precarious situation whereby they have to do a delicate balancing act of deciding on whether to pay for the education of the learners or meet daily needs of survival and sustenance taking into account 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 the number of learners missing out in terms of progression to the next levels. 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 on 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 secondary school level is a challenge to the government of Kenya.

The aspect of rationalization of resources for the purpose of financing and governance 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 the 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 backgrounds of the learners play a big role in the determination of education transition levels. The family network and family composition determines whether the child will have an attachment to learning and education. This is attributed to the aspect of households attaching higher premium 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 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 the parents determine whether they have the capacity to meet their obligations in terms of financing the secondary school education of the learners. In the areas of high agricultural potential areas 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 backgrounds in the situation of disadvantage and the risk of losing out in advancement in the academics (Obwagi, 2010).



Situations of high unemployment rates among college and university graduates creates perceptions of inadequacies and the impression of low quality and value to education giving rise to apathy and antisocial behaviour. This gives rise to the situation of many learners opting out of the schooling systems at a tender age for activities that they deem productive and assuring them of immediate even though at times short-term economic gains. It gives rise to the proliferation of street gangs in the slums, outlawed social groups and activities like touting and small scale businesses at the expense of education. It ultimately leads to lowering the transition rates from primary to secondary school levels (Weya, 2011).

According to GoK(2010), 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 programme to achieve the same. Increase in primary school enrolment rates and the ensuring of transition from primary to secondary school 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 i.e. the 8-4-4 system of education and the G.C.E system. This has led credence to the perception of “class” issue in society and to some extent discontent with the local systems of learning and education.

Murang'a East district is highly endowed with rich agricultural potential and economic activities. The rates of transition for public primary schools to secondary school do not reflect the potential that the district has in comparison to other neighbouring districts which are less endowed. The records from the provincial

education office, (Ministry of Education) paint a picture which shows a dismal performance compared to that of the neighbouring districts.

### **Transition Rates of Murang'a East and the Neighbouring Districts**

	<b>Boys</b>	<b>Girls</b>
Murang'a East	66.45	68.31
Kangema District	77	72
Mathioya District	90.13	79.2
Nyeri South	91	94
Kirinyaga Central	79.65	87.63
Kirinyaga West	88.52	96.07

Source: P.D.E's Office Nyeri

This is evidence of lower transition rates from public primary schools to secondary schools in Murang'a East District compared to her neighbours. It calls for research to identify the actual causative factors.

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

The investment in the education sector by the government has been massive. It takes a huge percentage of the country's recurrent expenditure. There are a lot of donor support programmes all geared towards the actualization of basic education programmes and secondary school education (GoK, 2010). The expenditure is geared towards development of a human capital resource base to foster development for the country and economic growth. All these notwithstanding the transition rate of Murang'a East district have been lower than those of the neighbouring districts and the province. This is despite the fact that the area is considered a high agricultural potential area thus more privileged than the arid and marginal districts.

The introduction of subsidized secondary school 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 Murang'a East district. It may have the effect of influencing corrective measures.

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

The purpose of the study was to find out the factors affecting the transition rates from public primary to secondary education level, in Murang'a East District.

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

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

### **1.5 Research Questions**

The following research questions guided the study:-

- i) To what extent do the costs in education influence pupil's transition rates from primary to secondary schools?
- ii) How do the economic activities of the pupil's parents influence the transition rates from primary to secondary schools?
- iii) To what extent do the family backgrounds of the pupils influence the transition rates from primary to secondary schools?

- iv) To what extent does the community's social cultural practices influence the transition rates from primary to secondary schools?
- v) What is the role of the physical facilities in terms of influencing the transition rates from primary school to secondary schools?

### **1.6 Significance of the Study**

The study may be of immense value to the community by way of seeking intervention measures which may lead to improved transition rates. The study may equally seek to find out how the costs of education impact on transition rates with a view of finding out how the current government subsidy programmes have impacted on transition rates thus benefiting the parents if the government makes a re-alignment of the programme. The study may seek to find out how government policies have influenced the transition rates. It may strive to generate information that may influence the formulation of policy to help improve the transition rates from primary to secondary school for the betterment of the citizenry. The study may finally generate information which may be of immense value to other scholars looking into the same field in future.

### **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 was treated in very strict confidence. They also got an assurance of accessing the final document once the research was over all to win their confidence.

Access to secondary information 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 relation to the study have not been done by many scholars before.

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

The study was limited to Murang'a East district. The study may not give a true picture of the prevailing situation in other areas, which do not have circumstances similar to Murang'a East district hence similar studies should be carried out to find what the situation is in other areas.

### **1.9 Assumption of the Study**

The assumption was that the variables looked at in the study which were the cost of education, economic activities of the parents, family background of the learners, community socio-cultural practices and physical facilities of the schools were similar to those in other parts of the country. This helped in giving a picture of areas with similar social economic activities like Murang'a East District.

### **1.10 Definition of Terms**

- Donor:** refers to institution, individual or group giving support in form of kind or material
- Education:** refers to system of acquiring and impartation of knowledge to develop skills and cognitive abilities
- Legislation:** refers to process of enacting laws by act of parliament
- Public School:** refers to government-funded schools with surrounding community being the catchments area
- Tax rebates:** refers to concessions given in form of tax waiver to help aid growth
- Transition:** refers to an upward movement from one level of learning to a higher level

**Transition rate:** refers to percentage of learner proceeding to the next level in relation to the preceding year

**Wastage:** refers to a situation of having learners who are not in a position to move to a higher level of learning

### **1.11 Organization of the Study**

The research report has five chapters. Chapter one has the introduction, which has the background of the study, problem statement, purpose of the study, objective, research questions, significance, limitations of the study, definition of terms and organization.

Chapter two has the literature review, factors contributing to transition rates, the theoretical framework, conceptual framework and a summary of the gaps to be filled.

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

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews the existing literature on the factors contributing to transition rates from public primary 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 parents, family background of the learners, social cultural factors, facilities of the schools and the government policies it also has the conceptual framework and summary of gaps to be filled.

#### **2.2 Effects of Costs of Education on Transition Rates**

Financing of education programmes is a global challenge 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 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 school levels.

According to GoK (2009), after the implementation of the free primary education in the year 2003, the number of primary school pupils increased by 18% from 6,063,000 pupils in 2002 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 government 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 aspiration 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 education goal by the year 2015 is that of financing. The situation of access to the primary education seems fair in access to educational opportunities but it reveals that the child is not assured of quality because the rapid rise in numbers makes teaching and learning difficult (Sawamura, 2010). The government on the other hand depends mainly on aid from external agencies that it terms as its development partners. It leaves a question of whether the universalisation of free primary education is sustainable by the very virtue of being overly aid dependent.

The connection of primary education to secondary education in terms of transition rates 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 examinations system bent on ensuring the scoring of high grades in the primary school leaving examinations. This leads to the production of very good results at the primary school exams 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 school to secondary school is gauged by the enrolment in secondary school. There is a direct correlation between family incomes and the enrolments rates in secondary schools. This brings out the factor of social inequalities in that however bright a kid 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 are not able.

According to GoK (2011), improvement of transition rates of primary school to secondary schools is a crucial issue for the government. The government has set a transition rate of seventy percent from primary to secondary school but the actual



national transition rate is as low as forty five percent (2009-2010) statistics with an admission rate of sixty percent but a decline of the positions owing to lack of capacity to meet the financial cost implications on the part of the parents.

### **2.3 Effects of Economic Activities of the Parents on Transition Rates**

According to GoK (2011), parents or relatives 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 governments have had far reaching ramifications on households. This has had the net effect of the erosion of spending power due to the shrinking of households' disposable incomes and the limited opportunities for earning for livelihoods. This causes many households the pain and suffering of toiling and moiling for daily sustenance and the meeting of the basic requirement 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 help at the household by way of earning a living (Mfumira, 2009).

There is a direct correlation between a communities economic activities and the level of education and academic activities in it. Areas of high agricultural potential and high business trading and allied economic activities have a similar proportionate growth in the number of graduates and individuals with high academic qualifications

owing to the capacity of their parents and guardians to pay for it (Waiganjo, 2009). This brings out the social inequalities in relation to the access to education and opportunities 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.

#### **2.4 The Effects of the Family Background of Pupils on Transition Rates**

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 Mbuyi (2010). The same applies to matters of education and academic activities. If the child is inspired to go to school at home, they will have the zeal 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 and learning systems.

Education is an act that has formation effect on the mind, character or physical ability of an individual. This is the process in which society transmits knowledge, skills and values from one generation to another. The basic tenet of society is the family and in the presence of a negative attitude at the family level towards the basic values in life about education and associated activities may lead to a poor perception of the same by the family members and the risk of having them disoriented by the schooling and learning systems and fail to be enthusiastic about education. This may lead to high drop-out rates and low transition rates from one level of schooling to another (Famuel, 2010).

Studies by Juma (2011), indicate unpleasant trends in our country's urban informal settlements. This paints a grim picture as regards the realization of education for the young children in the informal settlements. It attributes it to the family unit. It says many children are motivated to stop schooling by the fact that their peers who have done so can comfortably fend for themselves without relying on parents who struggle

to put food on the table. The situation gives rise to the creation of many semiliterate adults and leads to very low transition rates to higher levels of schooling.

According to Martins (2010), the family background has a great bearing on the parental involvement of a child's academic pursuits. It shows that the involvement of parents in the academic activities of the pupils 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 the learners excel and progress in terms of academic advancement to the highest levels possible.

## **2.5 Effects of Social Cultural Factors on Transition Rates**

The education systems in Africa are mainly modeled on the examinations systems as a basis of evaluation and the attainment of academic qualifications as a means for personal growth and development chiefly by way of job seeking and employment. This created a situation of having some many eligible graduates for employment but very little opportunities for their employment. This is mainly driven by our philosophy for education which makes the learners incapable of applying the education for the finding of solutions to our social- cultural problems, but always look to the west for models of development that match their own social and physical environment (Owango, 2010).

The quality and relevance perceptions of the curriculum content and inadequacies of the education systems gives rise to apathy and antisocial behaviour. This is brought about by the fact that many young school going children have no one to emulate in the community in many instances in terms of benefit accrued from the education programmes (Omuga, 2011). It causes them to have a bad impression of the system. It beats logic to them as to why an educated brother of theirs who is a graduate would

go hawking with his credentials. This creates apathy and dislike for the systems and may lead to drop out and low transition rates.

The erosion of social and moral values has given rise to major societal challenges. This is in the name of the increase in teenage pregnancies and young families. This has caused the society problems in that it 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 quest 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 expense 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 (Mugo, 2009).

Lack of economic opportunities for the creation of wealth and generation of employment has given rise to the proliferation of outlawed gangs, which want to reap where they have not sowed. This has led to the population of the youth in almost every other part of the country want to air their grievances over perceived historical injustices, which have dimmed their hopes of earning sustenance, but wrongly gets to engage in criminal activities of extortion and earning of protection fees from legitimate business. This has caused much young school going age learners fall to the

allure of easy money with no sweat thus dropping out of school and engage in the vices. It has an effect of having low transition rates to secondary school for primary schools in the affected communities (Simbiri, 2008).

## **2.6 Physical Facilities as Contributing to Transition Rates**

The missionaries mainly developed the learning and education infrastructure that our country enjoys and church based organizations before the attainment of independence from colonial rule and in the years that followed (Omuga, 2010). The same infrastructure has had very negligible advancement in terms of growth and investment especially so in the public education programmes in relation to the population growth which has been exponential. It has had an effect of constrained facilities in terms of infrastructure for the high population of learners.

According to GoK (2010), statistics from the Ministry of Education paint a grim picture in the transition rates from public primary to public secondary schools owing to lack of facilities. We have had the very old story every year on the release of primary certificate examinations telling of the lack of capacity to enroll more numbers of pupils from primary schools in the public secondary schools due to capacity constraints. The disadvantaged learners who cannot meet the requirements of the fees paid in private institutions miss out and fail to transit to the next level of learning by virtue of failing to get opportunity in the existing facilities.

The enforcement of compulsory primary education in the children's act by way of legislation has not been met with the requisite accompanying development of infrastructural requirements. This has led to a situation of the proliferation of many private institutions of learning offering secondary education. He argued that entrepreneurs who do not have any background on education run most of the enterprises and their motivation is purely profit driven by the realization of a need to

be met in the society. He argued that this has exposed the learners in the institutions to the risk of getting services, which are not up to the threshold requirements (Njeru, 2009).

Inequitable distribution of secondary schools in the communities exposes the poor to the risk of falling out in the education systems. Some regions had a very high number of public secondary schools serving their communities while others have a very poor distribution (Wandugi, 2009). The very fact of lacking an institution to access learning from especially the rural day schools may cause some learners to fail to actualize their dreams of attaining an education in many communities. There was a need to employ all measures to expand the existing facilities and to put up new facilities to match the population growth requirements.

There is need to involve the private sector in the development of education infrastructure. The government can only meet the requirements for the industry by way of encouraging non-government players like NGOS, individuals, trusts and other institutions to put up private secondary schools or engage in public-private partnerships whereby the private sector puts up institutions for communities and the government deploys personnel. This can be by way of giving tax rebates and holidays to such developments to elicit the interest of the private sector players. He argued the infrastructural development would ensure no child misses out in terms of learning opportunities (Sande, 2010).

## **2.7 Summary**

The literature review in the chapter has shown factors which may lead to affecting the transition rates from public primary schools to secondary schools in Murang'a East District. The research aspires to fill in the gaps and come up with ways which can be employed to ensure improved rates of transition from public primary to secondary

school. It has looked at how the element of costs, the economic activities of the learner's parents, the family background of the pupils, social cultural factors and school physical facilities can influence the transition rates.

## **2.8 Theoretical Framework**

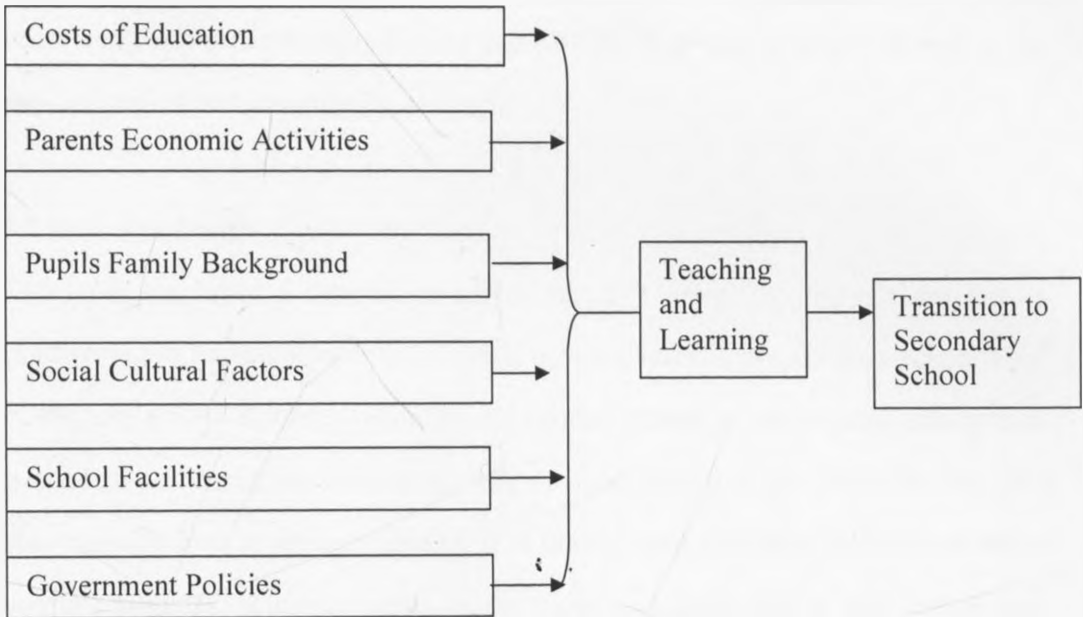
The study will be guided by the production Function Theory proposed by Mace (1979). Production function describes the relationship between output and input and is technically an economic relationship explaining the maximum amount of output capable of being produced by each and every set of specified input. Education in the context of this theory is viewed as a productive activity that combines various input 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 pupils join secondary school to continue with learning.

The input 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 embodiment of output. Thus, it emerges that the school plays a major role in determining retention and attrition/dropout level and consequently the number of graduates proceeding to the next educational level.

The theory is relevant to the study in that one of the main objectives of primary schools is to prepare pupils for secondary schooling. Absorption of pupils who graduate from primary schools to secondary schools shows that the primary school has accomplished its objectives.

## 2.9 Conceptual Framework

### Factors Contributing to Transition Rates from Public Primary Schools to Secondary Schools



**Figure 2.1 Transition to Secondary School**

The variables of costs, pupil's family background, parents economic activities, social cultural factors and schools physical facilities influence the transition rates from primary schools to secondary schools. In the event of families affording to pay for 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 learners determines the numbers of learners who can be absorbed to the next level of schooling and the out put in terms of achieving attainment of education by the affected learners in the way of transition from public primary schools to secondary school.



## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the research design, target population, data collection instruments and procedures, reliability and validity of instruments used as well as the 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 Murang'a East 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 was deemed appropriate for the study because the researcher collected, analysed and reported information as it existed 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 51 head teachers of the public primary schools in Murang'a East district and 4,894 pupils comprising the standard seven class in the public schools in the district, 48 parents of standard eight learners and the district education officer Murang'a East.

**Table 3.1 Target Population**

<b>Zone</b>	<b>No. of Schools</b>	<b>No. of Pry Sch. H/teachers</b>	<b>No. of Learners</b>	<b>Parents of Std 8 Learners</b>
Municipality	16	16	1580	12
Gaturi	17	17	1383	12
Kimathi	10	10	911	12
Gikindu	8	8	1020	12
Totals	51	51	4894	48

Source: D.E.O's Office Murang'a East

The total number of primary schools in the district was fifty one with the following distribution Municipality had sixteen schools, Gaturi had seventeen schools, Kimathi had ten schools and Gikindu had eight schools. The headteachers from all the schools were equally part of the target population. The total number of learners who acted as the target population for the study were four thousand eight hundred and ninety four and parents who served in the focus group discussion were forty eight.

### **3.4 Sample and Sampling Procedures**

The stratified random sampling method was used for data collection purpose. The education zones in the district served as the stratum. (Kombo, 2006), argued that a representative sample of 10% and above is enough for providing the required information. The researcher picked 30% of the 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 seven in every education zone. The sample was considered representative and the standard seven learners were deemed appropriate for the study by virtue of the fact that they were not sitting for the examinations. The researcher equally sought out the district education

officer who was deemed a key informant for the study. Engagement of parents from one school per education zone in the way of focus group discussion to get their input was done.

**Table 3.2 Sample Size**

Zone	No. of Primary Schools	No. of Primary Schools H/Teachers	30% of Population	Sample Learners	Sample of Std 8 Parents
Municipality	16	16	6	474	12
Gaturi	17	17	6	475	12
Kimathi	10	10	4	274	12
Gikindu	8	8	3	306	12
Totals	51	51	19	1469	48
<b>Grand Total</b>					<b>1,518</b>

Source: D.E.O's Office Murang'a East

The study took a representation of thirty percent across all the stratas thus having a sample size of six headteachers from Municipality Education Zone, six from Gaturi Zone, four from Kimathi and three from Gikindu Zone. They all totaled nineteen. The study had a representation of four hundred and seventy four learners from Municipality Education Zone, four hundred and seventy five from Gaturi Zone, two hundred and seventy four from Kimathi Zone and three hundred and six from Gikindu Zone. Finally the study had a representation of twelve parents from all the zones for the purpose of focus group discussion. The research thus had a sample size of one thousand, five hundred and eighteen respondents.

### 3.5 Research Instruments

The study used questionnaires, an interview schedule and focus group discussions as the instruments 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 seven. The questionnaires were deemed suitable in that they had a large group of respondents; they had the benefit of self administerability, anonymity and the standardization of questions for the purpose of easing the data analysis procedures (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 was considered a key informant and a resource person of high value to the study.

The use of focus group discussions for collecting the views of parents about the phenomena will be employed. The researcher will use the medium to seek the views in at least one primary school in every zone for the purpose of seeking the input of the parents.

### **3.6 Pilot Study**

Prior to embarking on data collection, the researcher pre-tested the questionnaires using two primary schools in Murang'a East district which were not included in the final sample. This was for the purpose of improving the reliability and validity of the instruments. Changes were made on the questions deemed appropriate after the pilot study.

#### **3.6.1 Validity of Research Instruments**

Validity is the degree to which a test measures what it purports to be measuring. Validity can also be said to be the degree to which results obtained from analysis of data actually represent the phenomenon under investigation (Orodho, 2005). The researcher tested the face and content validity of the questionnaire.

Face validity is in relation to the misunderstanding or misinterpretation of the question. This was checked by way of employing the pre-testing method.

Content validity on the other hand refers to the capacity of the instrument to provide adequate coverage of a topic. Adequate preparation of the instruments under the guidance of the supervisors, expert opinion and pre-testing of the open-ended questions helped establish the content validity.

### 3.6.2 Reliability of Research Instruments

Reliability is a measure of the extent to which an instrument will consistently yield the same result after being administered several times to the same respondents (Orodho, 2005). To establish the reliability of the research instruments, the test retest method whereby the pilot study respondents was issued with questionnaires for them to fill and the same questionnaires were subjected to a retest to see how the response was. The reliability coefficient was computed using Pearson's Product Co-relation Co-efficient

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

Where r = Pearson co-relation co-efficient

x = results from the first test

y = results from the second test

N = Number of observations

### 3.7 Data Collection

Permission to conduct the research was sought from the National Council of Science and Technology. The researcher thereafter visited the Murang'a East D.E.O's office

and requested for an introductory letter to the target respondents. The researcher hand delivered the questionnaires to the target respondents and collected them three days after dropping which was adequate time for them to be filled in.

### **3.8 Data Analysis**

After all the data had been collected, data cleaning followed for the purposes of identifying any incomplete, inaccurate or unreasonable data for the purpose of improving on quality through correction of detected errors and omissions. Coding of the data thereafter followed and the codes were entered into a computer for the purpose of analysis.

Qualitative data was analyzed by way of understanding the meaning of the information divulged by the respondents and comparing it to documented data from previous research on factors contributing to transition rates from primary school level to secondary school level. It was presented thematically in line with the objectives of the study and thereafter presented by use of frequency distribution tables.

Data analysis involved both quantitative and qualitative procedures. Quantitative data analysis required the use of computer spreadsheets and the Statistical Package for Social Sciences (SPSS) was used. Martin and Acuna (2002), said that the SPSS package is able to handle a large amount of data and given its wide spectrum in the array of statistical procedures which are purposefully designed for social sciences; it was deemed efficient for the task.

## CHAPTER FOUR

### DATA ANALYSIS, DISCUSSION AND INTERPRETATION OF FINDINGS

#### 4.1 Introduction

The study was carried out in Murang'a East district and it sought to find out the factors affecting transition rates from public primary to secondary schools in Murang'a East district.

All analysis used descriptive statistics whereby frequencies were obtained and expressed in percentage form. The opinions were interpreted and their content analyzed and described. The same was presented by use of figures and tables to answer the research questions put forth when the researcher sought to find out the factors affecting the phenomena.

It is envisaged that the study will bring forth findings that may help understand the factors affecting the transition rates from public primary schools to secondary schools in Murang'a East district. The chapter captures the socio-demographic information and thereafter presents the interpretations for each of the research questions in the study as follows:-

How do costs of education affect the transition rates from public primary to secondary schools in Murang'a East district? How do the parents' economic activities affect the transition rates from public primary schools to secondary schools in Murang'a East district? To what extent does the learner's family background affect the transition rates from public primary schools to secondary schools in Murang'a East district? How do social cultural factors affect the transition rates from public primary schools to secondary schools in Murang'a East district? How do the school's physical

facilities affect the transition rates from public primary schools to secondary schools in Murang'a East district?

The study had its population of interest as the public primary school headteachers who were sampled by the use of questionnaires, learners in the public primary schools who are in standard seven, parents of learners in standard seven who were involved in focus group discussions and the district education officer who was reached by way of a scheduled interview.

#### 4.2.1 Learners' Social Demographic Data

Table 4.1

##### Learners' Genders

Gender	Frequency	%
Female	636	53.7
Male	540	46.3
Total	1176	100

The response as shown in table 4.1 indicates that from the sampled respondents, 53.7% were female while 46.3% were male. This reflects a higher percentage of female learners from the sampled respondents than the male learners.



**Table 4.2**

**Learners Ages**

<b>Age bracket</b>	<b>Frequency</b>	<b>%</b>
12-13	245	21.73
14-16	800	67.82
17-18	131	10.45
Total	1176	100

The response as shown in table 4.2 indicates that from the sampled respondents, 21.73% of the learners were aged between 12-13 years, 67.82% were aged between 14-16 years while 10.45% were aged between 17-18 years.

**4.2.2 Headteachers' Demographic Data**

**Table 4.3**

**Headteachers' Genders**

<b>Gender</b>	<b>Frequency</b>	<b>%</b>
Male	13	68.42
Female	6	31.58
Total	19	100

The response as indicated in table 4.3 shows that 68.42% of the headteachers were male while 31.58% were female. This give a representation of a higher percentage of male headteachers than female headteachers from the population sampled.

**Table 4.4****Headteachers' Ages**

Age bracket	Frequency	%
25-35 yrs	-	-
36-45 yrs	8	42.1
46-55 yrs	7	36.84
56-60 yrs	4	21.06
Total	19	100

The response as indicated in table 4.4 shows that 42.1% of the headteachers were aged between 36-45 years; 36.84% were aged between 46-55 years while 21.06% were aged between 56-60 years from the population of headteachers sampled.

**Table 4.5****Headteachers' Academic Qualifications**

Academic Qualifications	Frequency	%
Pl	-	-
Approved Teacher	17	89.4
B.E.D	2	10.6
M.E.D	-	-
Total	19	100

The response as shown in table 4.5 shows that 89.4% of the respondents were approved teachers while 10.6% were graduates. This reflects a situation of the bulk of headteachers from the sampled population having diploma level of academic

qualifications and a very negligible percentage having attained bachelor of education qualifications.

**Table 4.6**

**Work Experience**

<b>Time Period</b>	<b>Frequency</b>	<b>%</b>
15-20 yrs	5	26.3
21-25 yrs	4	21.05
26-30 yrs	6	31.5
31-35 yrs	3	15.8
Above 35 yrs	1	5.35
Total	19	100

The response as shown in table 4.6 indicates that 26.3% of the headteachers sampled had worked as teachers for periods of between 15-20years, 21.05% had worked for 21-25 years, 31.5% had worked for 26-30 years, 15.8% had worked for 31-35 years while 5.35% had worked for more than 35 years. It thus shows that all the headteachers had worked for many years and had gained a lot of experience in the course of service.

**Table 4.7****Length of time respondents have headed the school**

<b>Time Period</b>	<b>Frequency</b>	<b>%</b>
Less than 1 year	4	21.05
1-2 years	7	36.8
3-5 years	6	31.5
5-7 years	2	10.65
<b>Total</b>	<b>19</b>	<b>100</b>

The response as shown in table 4.7 indicates that 21.05% of the respondents had headed the institutions for less than one year, 36.8% had headed the institutions for 1-2 years, 31.5% had headed the institutions for 3-5 years while 10.65% had headed the institutions for a period of 5-7 years. This reflects a situation of headteachers who were well versed with their institutions.

**Table 4.8****Response on the number of learners joining secondary school in the previous four years**

<b>Year</b>	<b>Frequency</b>	<b>Number Joining Sec. School</b>	<b>%</b>
2008	1083	520	48.01
2009	1091	548	46.02
2010	1098	463	42.16
2011	1218	634	52.05

The response as indicated in table 4.8 shows that in the year 2008 one thousand and eighty three candidates sat for the K.C.P.E in the nineteen primary schools sampled, 48.01% of them joined secondary schools, in the year 2009, one thousand and ninety one candidates sat for the K.C.P.E. examination, and 46.02% of them joined secondary school, in the following year of 2010 one thousand and ninety eight candidates sat for the K.C.P.E exam and 42.06% joined secondary school and finally one thousand two hundred and eighteen candidates sat for the exam in the year 2011 and 52.05% joined secondary school. This reflects an improved transition rate in the year 2011 and an increase of the candidates sitting for the exam similarly.

### 4.3 Effects of costs of education on transition rates

The costs of secondary school education is a challenge which impedes the attainment of good transition rates from primary schools to secondary schools. This identifies with previous works carried out by (Mutiga, 2010), who said that financing of education programmes is a global challenge to governments the world over. 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 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 school levels. The researcher sought to find out how the costs of financing secondary school education affects the transition rates.

**Table 4.9**

#### **Learners' perceptions on the costs of education**

<b>Perception on Cost</b>	<b>Frequency</b>	<b>%</b>
Very expensive	694	58.45
Expensive	482	41.55
Fairly cheap		-
Total	1176	100

The response as indicated in table 4.9 shows that 58.45% of the learners perceived the costs of secondary education to be very expensive while 41.55% perceived it to be expensive. This shows that none of the sampled respondents considered the cost of secondary education as cheap.

All the headteachers equally affirmed as to having had enquired about the costs of secondary school education of the learners from their institutions proceeding to secondary school.

**Table 4.10**

**Response by headteachers on the average cost of putting a learner through secondary school in one year**

Cost	Frequency	%
10,000 and below	-	-
11,000 to 20,000	4	21.05
21,000 to 30,000	6	31.57
31,000 to 40,000	9	47.38
Total	19	100

The response as shown in table 4.10 shows that 21.05% of the headteachers indicated that the average cost of putting a learner through secondary school is 11,000 to 20,000, 31.57% indicated that it is 21,000 to 30,000 while 47.38% indicated that it is 31,000 to 40,000. This shows that a majority of the headteachers sampled had experienced costs of the secondary education programme being in the higher side.

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**Table 4.11****Response from headteachers on whether the costs affect the number of learners joining secondary school**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Very much	14	73.68
Fairly	5	26.32
Not at all	-	-
Total	19	100

The response as shown in table 4.11 5 indicates that the headteachers affirmed that the costs of education affect the number of learners joining secondary school very much at 73.68% and fairly at 26.32%. This shows that they all agreed that the costs were a great determinant of the number of learners proceeding to secondary school. It concurs with the response from the learners who indicated that some members of their families and friends had failed to proceed to secondary school often at 58% due to the costs involved and rarely at 42%. This indicates that all the respondents confirmed that costs had a profound effect on the number of learners proceeding to secondary school.



**Table 4.12**

**Response from headteachers on instances of parents lacking ability to pay for secondary school education**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Often	16	84.21
Rarely	3	15.79
Not at all	-	-
<b>Total</b>	<b>19</b>	<b>100</b>

The response by the headteachers as shown in table 4.12 indicates that 84.21% of the headteachers had occasion of situations of parents lacking the ability to pay for the secondary school education of the learners often while 15.79% had rare instances of the same in their institutions. This reflects a situation of headteachers who were in touch with the cost associated with secondary school education.

The response concurs with assertions from the parents involved in the focus group discussions who said that they had occasion of inability to pay for the secondary education of their children in many instances causing them not to proceed to secondary school. It also identifies with the position of the district education officer on the course of the scheduled interview when he said that cases of parents being unable to finance their children's secondary school education were prevalent in the district.

This identifies with studies carried out by Mutiga (2010), when he argued that financing of education programmes is a global challenge to governments the world over. 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 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 school levels.

**Table 4.13**

**Response by learners on awareness of programmes and initiatives to cater for school fees of individuals whose families are not in a position.**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Very much	906	76.95
Fairly	270	23.05
Not at all	-	-
<b>Total</b>	<b>1176</b>	<b>100</b>

The response as indicated in table 4.13 shows that 76.95% of the sampled respondents were very aware of the programmes and initiatives to cater for school fees of the individuals whose families were not in a position to proceed to secondary school due to the parents and guardians inability to raise the requisite fees.

**Table 4.14**

**Response by learners on the particular ways one can be assisted through secondary school in the event of parent's inability to pay**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Bursary from C.D.F	137	12.06
Fundraising initiatives	274	24.39
Religious organizations	212	17.69
Scholarships from banks	286	24.93
Assistance from relatives	117	10.21
Sponsorship by well-wishers	128	10.72
Total	1176	100

The response as indicated in table 4.14 shows that the learners were aware of programmes in place to assist those who could not proceed to secondary school due to the parents' inability to pay. They rated the initiatives as follows; bursaries from C.D.F at 12.06%, fundraising initiatives at 24.39%, assistance from religious organizations at 17.69%, scholarships from banks at 24.93%, assistance from relatives at 10.21% and sponsorship by well-wishers at 10.72%. This confirms that all the learners were aware of programmes that can help bring their academic pursuits to fruition even in the event of their parents and guardians being unable to pay.

The response concurs with that of headteachers who all affirmed to having had instances of the community chipping in to take care of parents' inability to pay and the position was also confirmed by the parents in the focus group discussions.

#### 4.4 Effects of economic activities of the parents on transition rates to secondary school

Parents bear the burden of paying for secondary school education. The government subsidizes the cost of tuition. According to GoK (2011), parents or relatives 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 study sought to find out how the economic activities of the parents affect the transition rates from primary schools to secondary schools taking into account that the parents have a responsibility of meeting a major part of the cost involved.

**Table 4.15**

##### **Response from learners on how parents earn a living**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Employment in business activities	129	11.02
Commercial farming	93	7.5
Formal employment	109	9.11
Quarrying	215	18.49
Dairying & livestock trading business	280	23.05
Peasant farming	368	30.83
<b>Total</b>	<b>1176</b>	<b>100</b>

The response from the sampled learner as indicated in table 4.15 shows that their parents earned a living by way of engaging in business activities at 11.02%, commercial farming at 7.5%, formal employment at 9.11%, quarrying at 18.49%, dairying and livestock trading business at 23.05% and peasant farming at 30.83%. The response concurs with the findings of the focus group discussion with the parents which largely identified with the findings.

The headteachers too confirmed that they had always sought to know the mode of learners' parents of earning a living and the response tallies with the information provided by the learners.

**Table 4.16**

**Learners' response on the source of household income affecting parents ability to pay for the secondary school education**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Very much	1118	94.1
Fairly	57	5.9
Not at all	-	-
<b>Total</b>	<b>1176</b>	<b>100</b>

The response as shown in table 4.16 indicates that 94.1% of the learners believed that the source of household income affected the parents ability to pay for secondary school education very much while 5.9% were of the opinion that it affected it fairly. This shows that the learners were fully aware that the ability to proceed to secondary school depended on their parents' capacity to finance the cost of the education.

The response concurs with that of the headteachers whom they all agreed that the parents' economic activities had a big relation with their ability to finance the learners education and it is equally in tandem with the parents position during the focus group discussions and the observations made by the district education officer during the interview schedules.

This concurs with studies carried out by (Waiganjo, 2009), when he said that there is a direct correlation between a communities economic activities and the level of education and academic activities in it. Areas of high agricultural potential and high business trading and allied economic activities have a similar proportionate growth in the number of graduates and individuals with high academic qualifications owing to the capacity of their parents and guardians to pay for it. This brings out the social inequalities in relation to the access to education and opportunities 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.

**Table 4.17****Response by headteachers on the relation between parents economic activities and their capacity to finance learners secondary school education**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Economic activities affect amount of household income	10	52.63
Economic activities determine levels of parents exposure	6	31.57
Economic activities affect parents attitudes	3	15.8
<b>Total</b>	<b>19</b>	<b>100</b>

The response by the headteachers on the relation between the parents economic activities and their capacity to finance the learners secondary school education as indicated in table 4.17 shows that 52.63% of the headteachers were of the opinion that the parents economic activities affect the amount of household income, 31.57% related the economic activities of the parents to their levels of exposure and 15.8% were of the opinion that the parents economic activities greatly influenced and affected the parents attitudes towards secondary school education and heavily impacting on their capacity to finance it.

This concurs with the learners response when they said that the parents economic activities determined the levels of income and ability to pay the secondary school fees at 54%, value and attachment for the secondary school education at 46% when in some instances the learners confirmed that the parents dissuaded them from working hard because they have no value and attachment to the secondary school education

driven by the fact that they have the capacity to fund for themselves even after having not had acquired the same.

The response also identifies with the parents position during the focus group discussions who some admitted to always having that the children don't perform well because they will not have the burden and responsibility of paying the school fees and pressure from the community for failing to take the children to secondary school.

This concurs with previous works carried out by (Mfumira, 2009), when he argued that the structural adjustment programmes and debt servicing programmes by governments have had far reaching ramifications on households. This has had the net effect of the erosion of spending power due to the shrinking of households' disposable incomes and the limited opportunities for earning for livelihoods. This causes many households the pain and suffering of toiling and moiling for daily sustenance and the meeting of the basic requirement 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 help at the household by way of earning a living

#### **4.5 Effects of learners family background on transition rates to secondary school from public primary schools**

Education is an act that has formation effect on the mind, character or physical ability of an individual. This is the process in which society transmits knowledge, skills and values from one generation to another. The basic tenet of society is the family and in



the presence of a negative attitude at the family level towards the basic values in life about education and associated activities may lead to a poor perception of the same by the family members and the risk of having them disoriented by the schooling and learning systems and fail to be enthusiastic about education. This may lead to high drop-out rates and low transition rates from one level of schooling to another (Fammuel, 2010). The study sought to find out how the family background affect transition rates in the community under study.

**Table 4.18**

**Response by headteachers on whether parents and guardians have their interest on learners performance**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Very much	4	21.05
Fairly	8	42.1
Not at all	7	36.85
<b>Total</b>	<b>19</b>	<b>100</b>

The response as shown in table 4.18 indicates that 21.05% of the headteachers were of the opinion that the parents and guardians had a very much interest in the learners performance, 42.1% believed that the parents and guardians had a fair interest in the performance of the learners while 36.85% of the headteachers had the opinion that the parents and guardians did not have an interest at all on the performance of the learners.

The response identifies with the learners position when they said that their parents and guardians paid attention to their academic activities very much at 32%, fairly at 41.5% and not at all at 26.5%.

The same concurs with the parents position during the focus group discussions when a significant number of them confirmed that they never paid attention to their children's academic activities.

**Table 4.19**

**Response from the headteachers on whether parents engage in the following activities with regard to checking on the learners performance in school**

Activity	Not at all %	Fairly %	Very much %
Visiting learner in school	57.89	36.84	5.28
Checking on learner's performance	63.15	36.84	-
Encourage learner to work hard	47.36	36.84	15.8
Provide learning accessories	63.15	31.57	5.28
Interacting with teachers	73.68	26.32	-

The headteachers rated the activity of visiting the learners in school by parents and guardians at 5.28% very much, fairly at 36.84% and total lack of it at 57.89%. The headteachers rated the parents' efforts at checking on the learners performance fairly at 36.84% and lack of interest with regard to checking on the performance at 63.15%. Encouragement on the learners to work hard was rated at 15.8% highly, 36.84% fairly and total lack of encouragement by the parents was rated at 47.36%. Provision of learning accessories was rated at 5.28% highly, 31.57% fairly and those who did not

provide at all were rated at 63.15%. Interaction between the parents and guardians and teachers was rated at 26.32% fair while lack of interaction between the parents and guardians was rated at 73.68%. This shows that most of the parents do not have a bigger attachment to their children's academic activities by virtue of not having a lot of interest in terms of checking on their progress.

The response from the headteachers concurs with that of learners when they confirmed that they received encouragement from home to study hard and proceed to secondary school often at 33.05%, rarely at 41.85% and 2.51% of the respondents did not receive any encouragement at all at the family level to work hard and proceed to secondary school.

The response similarly identifies with the position of the parents when they confirmed to having had not made efforts at checking out on their children's performance as they ought to. The same is indicated by the response from the district education officer when he attested to the fact that few parents visited the schools to check on the learners performance and even during clinics and parents' days in the primary schools in the district.

The situation in Murang'a East mirrors previous works by (Famuel, 2010), when he argued that education is an act that has formation effect on the mind, character or physical ability of an individual. This is the process in which society transmits knowledge, skills and values from one generation to another. The basic tenet of society is the family and in the presence of a negative attitude at the family level towards the basic values in life about education and associated activities may lead to a poor perception of the same by the family members and the risk of having them disoriented by the schooling and learning systems and fail to be enthusiastic about

education. This may lead to high drop-out rates and low transition rates from one level of schooling to another

**Table 4.20**

**Headteachers response on how parental involvement affects the transition rates to secondary school**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Influences learners motivation in studies	6	31.57
Impacts on the learners ability to complete assignments	5	26.31
Affects the learners performance	8	42.12
Total	19	100

The response as shown in table 4.20 indicates that parental involvement affects transition rates to secondary school in that it influences the learner's motivation in studies at 31.57%, it impacts on the learner's ability to complete assignments at 26.31% and it affects the learner's performance at 42.12%. This shows that parental involvement can heavily impact on a learner's progress in academics.

The response from the headteachers concurs with that of the learners in that they said motivation and management at home inspired them to work hard at 18.5%, lack attention by the parents discouraged them from working hard at 43.13% and lack of attention in the checking of assignments given to the learners in school made them fail to complete work and lose interest in the academic at 38.37%.

Parental involvement is also a great factor on the transition rates. This identifies with Martins (2010), when he said that the family background has a great bearing on the parental involvement of a child's academic pursuits. It shows that the involvement of parents in the academic activities of the pupils 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 the learners excel and progress in terms of academic advancement to the highest levels possible.

#### **4.6 Effects of social cultural factors on transition rates to secondary school**

Lack of economic opportunities for the creation of wealth and generation of employment has given rise to the proliferation of outlawed gangs, which want to reap where they have not sowed. This has led to the population of the youth in almost every other part of the country want to air their grievances over perceived historical injustices, which have dimmed their hopes of earning sustenance, but wrongly gets to engage in criminal activities of extortion and earning of protection fees from legitimate business. This has caused much young school going age learners fall to the allure of easy money with no sweat thus dropping out of school and engage in the vices. It has an effect of having low transition rates to secondary school for primary schools in the affected communities (Simbiri, 2008). The study sought to find out how the social-cultural activities affect transition rates in the community under study.

**Table 4.21****Response on the social cultural factors affecting transition from primary to secondary school**

<b>Response</b>	<b>Not at all %</b>	<b>Fairly %</b>	<b>Very much %</b>
Teenage pregnancies	73.68	15.8	10.5
Gender discrimination	63.15	26.32	10.5
Short-term economic activities	21.0	31.57	47.36
Apathy for education	15.8	52.63	31.57
Separation of families	10.5	57.89	31.57
Death of parents prematurely	15.8	63.15	21.05
Rural-urban migration by parents leaving children with grandparents	31.57	36.84	31.57

The response as indicated in table 4.21 shows that the headteachers rated teenage programmes as not a factor affecting progression of learners to secondary school at 73.68%, they held the opinion that it affected progression to secondary school at 15.8% fairly and 10.5% highly. Gender discrimination was rated as not a factor affecting progression at 63.15%, affecting fairly at 26.32% and highly at 10.5%. Short-term economic activities were rated as not a factor affecting progression to secondary school at 21.05%, as a fair factor at 31.57% and a major contributing factor at 47.36%. Apathy for education was rated as not a factor affecting progression at 15.8%, as a factor affecting progression fairly at 52.63 and as a factor affecting progression highly at 31.57%. Separation of families was rated as not a factor affecting progression at 10.5%, as a factor affecting progression fairly at 57.89 and as

a factor affecting progression highly at 31.57%. premature deaths of parents was rated as a factor not affecting progression to secondary school at 15.8%, as a factor affecting fairly at 63.13% and as a factor affecting highly at 21.05%. The rural-urban migration whereby parents moved to urban areas leaving children under the care of the grandparents was rated as not a factor affecting progression to secondary school at 31.57%, as a factor affecting fairly at 36.84% and as a factor affecting highly at 31.57%.

The activity with a most profound effect on the transition rates is that of engaging in short-term economic activities. This concurs with the position of the parents in the focus group discussion of the learner as well. The district education officer also supported the opinion by attesting to the fact that the same had greatly affected the transition rates in the district.

**Table 4.22**

**Response from the headteachers on the presence of role models from their institution to be emulated by the learners**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Very much	14	73.68
Fairly	5	26.32
Not at all	-	-
<b>Total</b>	<b>19</b>	<b>100</b>

The response as indicated in table 4.22 shows that 73.68% of the headteachers affirmed to having role models from their institutions who can act as examples to the

other learners very much while 26.32% attested to having it fairly. This shows that most of the institutions had mechanisms in place to ensure presence of role models to be emulated by other learners.

The response concurs with that of the learners who all confirmed of having role models who have excelled in academics and who they look up to and emulate.

This concurs with previous work carried out by (Omuga, 2011), when he said that the quality and relevance perceptions of the curriculum content and inadequacies of the education systems gives rise to apathy and antisocial behaviour. This is brought about by the fact that many young school going children have no one to emulate in the community in many instances in terms of benefit accrued from the education programmes. It causes them to have a bad impression of the system. It beats logic to them as to why an educated brother of theirs who is a graduate would go hawking with his credentials. This creates apathy and dislike for the systems and may lead to drop out and low transition rates.

**Table 4.23**

**Response if presence of role models had effects on learner's passion to excel in academics**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
To a great extent	12	63.15
To a fair extent	7	36.85
Not at all	-	-
<b>Total</b>	<b>19</b>	<b>100</b>



The response as shown in table 4.23 indicates that 63.15% of the respondents confirmed to having the programme of role models affecting the learners by improving their passion to a great extent, 36.85% confirmed that the programme had impacted on the learners to a fair extent. This confirms that the role model programme had borne fruits in terms of improving the learners performance.

The same concurs with the position of the learners who all confirmed that the role models who had excelled in academics and who they emulated always encourage them to study and achieve success.

#### **4.7 Effects of schools physical facilities on transition rates to secondary school**

The enforcement of compulsory primary education in the children's act by way of legislation has not been met with the requisite accompanying development of infrastructural requirements. This has led to a situation of the proliferation of many private institutions of learning offering secondary education. He argued that entrepreneurs who do not have any background on education run most of the enterprises and their motivation is purely profit driven by the realization of a need to be met in the society. He argued that this has exposed the learners in the institutions to the risk of getting services, which are not up to the threshold requirements (Njeru, 2009). The study sought to find out how school physical facilities affect transition rates from public primary school to secondary schools in Murang'a East district.

**Table 4.24**

**Response on instances of learners not proceeding to secondary school after attaining good grades owing to not being selected**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Often	-	-
Rarely	5	26.32
Not at all	14	73.68
<b>Total</b>	<b>19</b>	<b>100</b>

The response as indicated in table 4.24 shows that the headteachers confirmed that there were rare cases of learners failing to proceed to secondary school owing to not being selected even after attaining good grades at 26.32% and 73.68% confirmed that there had not been situations of learners to be selected to join secondary school after attaining good grades. This confirms the situation of limited opportunities in form one positions in the public secondary schools available.

This concurs with the learner's position when they all attested to having fairly enough schools for all those who pass well in the K.C.P.E examinations and they equally confirmed that situations of learners failing to proceed to secondary school by those who had excelled due to lack of positions were very rare.

**Table 4.25**

**Response by headteachers on the assistance offered to learners not in a position to proceed to secondary school**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Seeking education officers intervention	4	21.05
Seeking community leaders intervention	6	31.57
Seeking bursaries from the C.D.F and councils	9	47.38
<b>Total</b>	<b>19</b>	<b>100</b>

The response from the headteachers as shown in table 4.25 indicates that they seek intervention from education officers in the event of learners failing to proceed to secondary school even after having attained good grades at 21.05%, 31.57% seek the intervention of community leaders while 47.38 seek bursaries from the C.D.F and county council for the affected learners. This confirms presence of avenues to help mitigate situations of lack of fees amongst learners who have qualified to join form one but not in a position to raise the required amounts.

This concurs with the position of the parents and the district education officer when they said that there were avenues to seek intervention in the way of having bursaries and community leader's intervention to alleviate the pain of the learners not in a position to proceed to secondary school.

**Table 4.26**

**Response by headteachers on presence of initiatives by local communities to put up schools for the local populations**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Yes	16	84.2
No	3	15.8
Total	19	100

The response as shown in table 4.26 indicates that 84.2% of the headteachers were aware of initiatives by the local community to put up secondary schools to cater for the local populations while 15.8% had not had occasion to have the same experience. This shows a sense of collective ownership of the programme of putting up secondary schools to cater of the needs of the local populace by the community.

The headteachers attested the fact of having efforts of putting up a secondary school to cater for local populations by the communities realizing the need of having day schools to provide a cheaper alternative to boarding schools and the need to have the large catchments areas catered for by providing them with institutions of learning. This concurs with the position of the district education officer who shared similar sentiments and talked of how the communities and local leaders have been sensitized on the need to join hands and provide day schools for the local communities especially by way of exploiting the government devolved funds.

This concurs with previous work carried out by Sande (2010), when he said that there is need to involve the private sector in the development of education infrastructure. The government can only meet the requirements for the industry by way of

encouraging non-government players like N.G.O.S, individuals, trusts and other institutions to put up private secondary schools or engage in public-private partnerships whereby the private sector puts up institutions for communities and the government deploys personnel. This can be by way of giving tax rebates and holidays to such developments to elicit the interest of the private sector players. He argued the infrastructural development would ensure no child misses out in terms of learning opportunities.

**Table 4.27**

**Response by headteachers on what can be done to improve transition rates from primary to secondary school**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Government should provide free secondary education	13	68.42
Enlighten community on the importance of secondary school education	4	21.05
Build more schools to cater for everyone	2	10.53
<b>Total</b>	<b>19</b>	<b>100</b>

The response as indicated in table 4.27 shows that 68.42% of the head teachers sampled believed that the way to improve on transition rates to secondary school is to have the government provide free secondary school education entirely, 21.05% believed that the transition rates can be improved by way of enlightening community members on the need to acquire secondary school education while 10.53% believed

that the way out is to build more schools to cater for everyone. It thus confirms that the headteachers had taken cognizance of the situation of transition rates and had ideas on how to improve on the transition rates.

**Table 4.28**

**Response by learners on ways of improving transition rates from public primary schools to secondary schools**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Have free secondary school education provide higher allocation of scholarships to needy cases	705	60.05
Provide higher allocation of scholarships to needy cases	127	10.72
Sensitize parents on the need for secondary school education	224	19.03
Build more day schools to cater for rural populations	120	10.2
<b>Total</b>	<b>1176</b>	<b>100</b>

The response as indicated in table 4.28 shows that 60.05% of the learners believed that the only way to ensure higher transition rates to secondary schools in the district is to have free secondary school education provided for all at 60.05%, providing a higher allocation of scholarships to needy cases at 10.72%, sensitization of parents on the need for secondary school education at 19.03% and building of more day schools to cater for rural population at 10.2%.

The response concurs with the head teachers, parents and the district education officer. They all called for attachment of a greater premium for the secondary school

education to ensure bigger attachment and resource allocation for the programme, provision of entirely free secondary school education where the government provides for all the requisites devoid of the current situation when it meets the cost of tuition and the building of more day secondary schools to cater for population which cannot afford the boarding schools fee.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The following chapter presents a summary of the findings made from the study, conclusions drawn from the study and the recommendations for positive action made by the study. It finally gives suggestions for further research.

#### 5.2 Summary of Findings

The study had the following findings:-

##### **Effects of costs of education on transition rates for public schools to secondary schools**

All the respondents perceived secondary school education as expensive and beyond the reach of many learners driven by the factor of having parents being unable to pay for it. Majority of the head teachers had a feeling that the costs of secondary school education were on the high side and an impediment to higher transition rates to secondary school from public primary schools. They put the average costs of taking a learner through secondary school, at 11,000 to 20,000 at 21.05%, 21,000 – 30,000/= at 31.57% and 31,000 to 40,000 at 47.38%. All the head teachers confirmed that the costs involved affected the number of learners proceeding to secondary school highly at 73.68% and fairly at 26.32%.

The head teachers confirmed that they had occasion of parents lacking ability to pay for the children's secondary school education often at 84.21% and rarely at 15.79%. The learners confirmed their awareness of programmes to cater for the school fees of



individuals whose families were not in a position highly at 76.95% and fairly at 23.05%.

The learners attested to the fact that they would get bursaries from the C.D.F at 12.06%, they would benefit from fundraising initiatives at 24.39%, support from religious organizations at 17.69%, scholarships from banks at 24.93%, assistance from banks at 24.93%, assistance from relatives at 10.21% and sponsorship from well-wishers at 10.72%.

### **Effects of parents economic activities on transition rates from public primary schools to secondary schools**

The response shows that most parents earned a living by way of engaging in business activities at 11.02%, commercial farming at 7.5%, formal employment at 9.11%, quarrying at 11.49%, dairying and livestock trading business at 23.05% and peasant farming at 30.83%. The learners confirmed that the source of income affects their parent's ability to pay for secondary school education very much at 94.1% and fairly at 5.9%.

The headteachers said that there is a relationship between the parents economic activities and their capacity to finance the learners secondary school education. 52.63% of the headteachers were of the opinion that the parents economic activities affect the amount of household income, 31.57% related the economic activities of the parents to their levels of exposure and 15.8% were of the opinion that the parents economic activities greatly influenced and affected the parents attitudes towards secondary school education and heavily impacting on their capacity to finance it.

The response indicates that 21.05% of the headteachers were of the opinion that the parents and guardians had a very much interest in the learners performance, 42.1% believed that the parents and guardians had a fair interest in the performance of the learners while 36.85% of the headteachers had the opinion that the parents and guardians did not have an interest at all on the performance of the learners.

The response identifies with the learners position when they said that their parents and guardians paid attention to their academic activities very much at 32%, fairly at 41.5% and not at all at 26.5%.

The headteachers rated the activity of visiting the learners in school by parents and guardians at 5.28% very much, fairly at 36.84% and total lack of it at 57.89%. The headteachers rated the parents' efforts at checking on the learners performance fairly at 36.84% and lack of interest with regard to checking on the performance at 63.15%. Encouragement on the learners to work hard was rated at 15.8% highly, 36.84% fairly and total lack of encouragement by the parents was rated at 47.36%. Provision of learning accessories was rated at 5.28% highly, 31.57% fairly and those who did not provide at all were rated at 63.15%. Interaction between the parents and guardians and teachers was rated at 26.32% fair while lack of interaction between the parents and guardians was rated at 73.68%.

The response indicates that parental involvement affects transition rates to secondary school in that it influences the learner's motivation in studies at 31.57%, it impacts on the learner's ability to complete assignments at 26.31% and it affects the learner's performance at 42.12%.

### **Effects of social cultural factors on transition rates to secondary school**

The headteachers rated teenage programmes as not a factor affecting progression of learners to secondary school at 73.68%, they held the opinion that it affected progression to secondary school at 15.8% fairly and 10.5% highly. Gender discrimination was rated as not a factor affecting progression at 63.15%, affecting fairly at 26.32% and highly at 10.5%. Short-term economic activities were rated as not a factor affecting progression to secondary school at 21.05%, as a fair factor at 31.57% and a major contributing factor at 47.36%. Apathy for education was rated as not a factor affecting progression at 15.8%, as a factor affecting progression fairly at 52.63 and as a factor affecting progression highly at 31.57%. Separation of families was rated as not a factor affecting progression at 10.5%, as a factor affecting progression fairly at 57.89 and as a factor affecting progression highly at 31.57%. premature deaths of parents was rated as a factor not affecting progression to secondary school at 15.8%, as a factor affecting fairly at 63.13% and as a factor affecting highly at 21.05%. The rural-urban migration whereby parents moved to urban areas leaving children under the care of the grandparents was rated as not a factor affecting progression to secondary school at 31.57%, as a factor affecting fairly at 36.84% and as a factor affecting highly at 31.57%.

73.68% of the headteachers affirmed to having role models from their institutions who can act as examples to the other learners very much while 26.32% attested to having it fairly.

The response concurs with that of the learners who all confirmed of having role models who have excelled in academics and who they look up to and emulate.

## **Effects of schools physical facilities on transition rates to secondary school**

The response shows that the headteachers confirmed that there were rare cases of learners failing to proceed to secondary school owing to not being selected even after attaining good grades at 26.32% and 73.68% confirmed that there had not been situations of learners to be selected to join secondary school after attaining good grades.

The head teachers indicated that they seek intervention from education officers in the event of learners failing to proceed to secondary school even after having attained good grades at 21.05%, 31.57% seek the intervention of community leaders while 47.38 seek bursaries from the C.D.F and county council for the affected learners.

84.2% of the headteachers were aware of initiatives by the local community to put up secondary schools to cater for the local populations while 15.8% had not had occasion to have the same experience.

The headteachers attested the fact of having efforts of putting up a secondary school to cater for local populations by the communities realizing the need of having day schools to provide a cheaper alternative to boarding schools and the need to have the large catchments areas catered for by providing them with institutions of learning. This concurs with the position of the district education officer who shared similar sentiments and talked of how the communities and local leaders have been sensitized on the need to join hands and provide day schools for the local communities especially by way of exploiting the government devolved funds.

### **5.3 Conclusions of the Study**

The following conclusions were drawn from the study:-

The respondents perceived the costs of secondary school education as high. They confirmed that it is a great impediment to the realization of secondary school education by many learners leaving public primary schools. The head teachers confirmed that they had witnessed many instances of parents being unable to pay for the children's secondary school education in many instances. The parents too confirmed that they had witnessed many instances of parents being unable to pay for their children's secondary school education. The parents too confirmed that they had occasion of being unable to raise the requisite fees. The study thus concludes that the current cost of secondary school education may be an inhibiting factor to higher rates of transition from public primary to secondary schools in Murang'a East district.

The study found that there is a correlation between the parents' economic activities and their capacity to pay for their children's secondary school education. It drew a relation between the parents' economic activities to their level of exposure and attitude towards education. The parents' economic activities influence the household income thus the capacity to afford to pay for the secondary school education. From the focus group discussions the researcher found an opinion that parents who were not well endowed economically had a low opinion of the secondary school education and did not have an attachment to it mainly driven by the awareness that it is a great financial challenge to them.

The learner's family background equally impacts heavily on the transition rates from public primary to secondary schools. In households whereby the parents pay attention

to the academic activities of the learners, provide the required learning accessories and encourage the learner to work hard, they end up having the learner put through secondary school education. The researcher deduced from the focus group discussions that some parents did not even want to hear about secondary school and the study can thus conclude that the family background is a great determinant of whether the learner has the passion and drive to work hard and excel in their academic pursuits or not.

The study can fairly conclude that social cultural factors have a large effect on the transition rates from public primary schools to secondary schools. It found out that situations of learners opting for short-term economic activities had a real profound effect on the transition rates. The learners find it fair to help supplement the meager family incomes other than have the households invest in their education. Occasions of separation of spouses caused learners to fail to proceed to secondary school too, premature deaths of parents owing to the HIV/AIDS scourge and the rural-urban migration leaving the learners under the care of grandparents equally affect the transition rates.

The study found out that there were enough facilities to cater for the learners who passed well in the K.C.P.E examinations. The only challenge is that most of the learners would want to go to day schools with a close proximity to their homes and avoid the high cost of boarding fee but the local day schools are unavailable to meet the demand of the population. The study thus found out that there is a correlation between the availability of affordable opportunities in the day schools and the transition rates from public primary schools to secondary schools in Murang'a East district.

## 5.4 Recommendations of the Study

The following recommendations can be made from the study

Greater budgetary allocation by the exchequer should be made to the education sector and it should place a greater emphasis on the financing of secondary school education to cater not only for the tuition but other allied accompanying costs like boarding fees. This will greatly bring down the costs and help make the secondary school education more affordable and have a wider access to it by the many citizens missing out owing to the element of the costs involved. It will naturally impact on the transition rates and lead to a higher transition rates and lead to a higher transition from public primary schools to secondary schools in the district and in the country at large.

More focus should be placed on the rural economies by the government in the quest to improve them. This can be by way of having industrialization programmes and activities meant to spur economic growth and bridge the inequalities between the rural and urban spheres. This will greatly impact on the levels of exposures the populace's disposable incomes and greatly impact on the capacity to pay for education programmes in secondary school and at higher levels. It will ultimately lead to the change of face and attitude of the rural populations towards the education systems and the apathy created by the situations of lack will inevitably be a thing of the past. This will tremendously impact on the transition rates to secondary school from public primary schools.

Parents should be sensitized on the need to have their children progressing and attaining high levels and standards of education. This should be done by way of

involvement of community levels and opinion leaders from all spheres so as to shape the community's thinking and have a change of attitudes to attaching a higher value and premium to education. This will lead to the parents and guardian closely monitoring and scrutinizing their children's academic activities and having a passionate follow-up of the same. It may greatly influence improved performance owing to the accompanying motivation and the communities will surely not watch and see brilliant learners waste but will put very effort towards assisting and dripping in situation of lack. The same may have a real positive effect on the transition rates from public primary schools to secondary schools in Murang'a East district and other places in the country.

Communities should always seek to take, change and intervene in situations threatening the livelihood and futures of young learners. Forums of awareness creation on the need to stem the tide of gender discrimination as a basis of deciding on the child to proceed to secondary school at the household levels should be created. They should also be sensitized on the need to always counsel the young learners on the essence of education and academic programmes and the need to always persevere and wait and not fall into the trap of short-term economic activities at the expense of their futures. Efforts towards social integration and checking the tide of separation of spouses at the household levels will equally ultimately impact positively on the rates of transition from public primary to secondary schools in the district.

The communities and the government should make more efforts to put up more schools to cater for the growing populations and provide an alternative of affordable day secondary schools to cater for the rural populations of learners in the communities



who cannot afford the accompanying charges of boarding fees in the institutions. This will assure the learners of greater access and may impact on the transition rates positively from public primary to secondary schools in the district.

### **5.5 Suggestions for further studies**

The researcher suggests that a study on transition rates from public primary schools to secondary schools should be carried out in other parts of the country to determine if similar factors affect the other areas.

The researcher also suggests that a study on factors affecting the transition rates of the boy child from public primary schools to secondary schools in Murang'a East district should be carried out.

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## APPENDICES

### APPENDIX 1: INTRODUCTION LETTER

**Jemimah Wangari Gacheru**

**P.O. Box 967,**

**Murang'a**

**Dear Respondents,**

I am a post graduate student at the University of Nairobi. I am undertaking research on “Factors contributing to transition rates from public primary schools to secondary school level in Murang'a East district, Kenya”.

Kindly assist by way of filling in questionnaires to the best of your ability. Your cooperation will be highly appreciated and your identity will be treated with utmost confidentiality.

Thanks in advance.

Yours faithfully,

**Jemimah Wangari Gacheru**

## APPENDIX 2: QUESTIONNAIRE FOR PRIMARY SCHOOL

### HEADTEACHERS

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 Murang'a East 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.

#### Section A: Background Information

1. Kindly indicate your gender      Male       Female
2. What age bracket do you fall in?  
25-35 yrs       46-55 yrs       Any other \_\_\_\_\_  
36-45 yrs       56-60 yrs
3. What is your highest academic qualification?  
P1       B.ED       Any other \_\_\_\_\_  
S1       M.ED
4. How long have you worked as a teacher? \_\_\_\_\_ years
5. For how long have you headed this school? \_\_\_\_\_ years

6. Of the pupils in your school who sat for KCPE in the years given below, how many joined secondary schools year

Year	KCPE Candidates	Number Joining Secondary
2008	_____	_____
2009	_____	_____
2010	_____	_____
2011	_____	_____

**Section B: Costs of Education**

7. Do you enquire about the cost in terms of fees paid by learners from your institution who proceed to high school?

Often

Rarely

Not at all

8. 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 \_\_\_\_\_

9. Does it affect the numbers of learners from your institution who access secondary school education going by the financial ability of the parent?

Very much

Fairly

Not at all



10. 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

11. In the event 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

12. Please explain the reasons for your answer

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### Part C: Parents Economic Activities

13. 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

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

Yes

No

15. What are the reasons for your answer?

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**Part D Learners Family Background**

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

Very much

Fairly

Not at all

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

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

18. Do the activities listed above affect the rates of progress from primary school to secondary school level? Please explain

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**Part E Social Culture Factors**

19. Have any of the following factors hindered the progress 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

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

21. 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

22. Has it had any effect on the learner as regards their passion to do well in the academics?

To a great extent       To a fair extent       Not at all

#### **Part F School Physical Facilities**

23. Have you had instances of learners failing to proceed to secondary school by virtue of not being selected to join secondary schools even after having attained good grades?

Often       Rarely       Not at all

24. In the event of such cases, how does your institution help the affected learners?

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25. Have there been any initiatives by the local communities to put up a secondary school to cater for the local populations?

Yes       No

26. What motivated the initiative?

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27. What do you think can be done to improve in the transition rates from primary to secondary school in your institution?

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### APPENDIX 3: QUESTIONNAIRES 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 Murang'a East 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

#### Section 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 initiative to cater for the school 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

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**Part D: Learners Family Background**

10. Does your parent/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. Does the presence / lack of encouragement affect you in any way? Please explain

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**Part E: Social Cultural Factors**

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

	Not at all	Fair	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

**Part F: Physical Facilities of Schools**

16. Do you consider the secondary schools available to cater for the learners who qualify to proceed to secondary school as adequate?

Fairly yes  Fairly  Not at all

17. Are you aware of a friend or a member of your community who has failed to proceed to secondary school due to lack of a position?

Often  Rarely  Not at all

18. What do you think can be done to help more learners proceed to secondary school?

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**APPENDIX 4: DISTRICT EDUCATION OFFICERS INTERVIEW  
SCHEDULE**

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 programmes helped the situation of parents with regards to affording to put their children through secondary school education.
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 initiative by the local community to check the situation of learners failing to proceed to secondary schools due to the costs involved.
7. What are the general economic activities of the people resident in the district? Do you think it plays a role with regard to the ability of the parents to finance the education of their children?
8. Does your office have in place modalities to ensure the interaction of the schools administration and the parents with children in the institutions? Are there forums to aid discuss 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 proceeding to secondary school from primary school?
10. Do you have enough schools in the district to cater for the population of learners willing to join secondary school? Have you had situations of learners failing to join secondary school due to 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 school from primary school within the district?



# RESEARCH PERMIT

## CONDITIONS

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



**REPUBLIC OF KENYA**

## RESEARCH CLEARANCE PERMIT

GPK6055t3int10/2011

(CONDITIONS—see back page)

## PAGE 2

**THIS IS TO CERTIFY THAT:**  
**Prof./Dr./Mr./Mrs./Miss/Institution**  
**Jemimah Wangari Gacheru**  
**of (Address) University of Nairobi**  
**P.O.Box 30197-00100, Nairobi.**  
**has been permitted to conduct research in**

**Muranga East  
Central**

**Location  
District  
Province**

**on the topic: Factors affecting transition rates  
from public primary schools to secondary  
school level in Muranga East District, Kenya.**

**for a period ending: 31<sup>st</sup> July, 2012.**

## PAGE 3

**Research Permit No. NCST/RCD/14/012/760**  
**Date of Issue 20<sup>th</sup> June, 2012**  
**Fee received KSH. 1,000**



.....  
**Applicant's  
Signature**

**Secretary**  
**National Council for  
Science & Technology**



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NAIROBI-KENYA

Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/760**

Date: **20<sup>th</sup> June 2012**

Jemimah Wangari Gacheru  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

## **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Factors affecting transition rates from public primary schools to secondary school level in Murang'a East District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Murang'a East District for a period ending **31<sup>st</sup> July, 2012.**

You are advised to report to the **District Commissioner and the District Education Officer, Murang'a East District** 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.

A handwritten signature in black ink, appearing to read 'M. K. Rugutt'.

**DR. M. K. RUGUTT, PhD HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:

The District Commissioner  
The District Education Officer  
Murang'a East District.