

**FACTORS INFLUENCING PUPILS' MOBILITY IN PUBLIC PRIMARY
SCHOOLS IN SOTIK DIVISION, BOMET COUNTY- KENYA**

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DECLARATION

This research report is my original work and has not been submitted for the award of credit in any other university

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DEDICATION

This work is dedicated to my beloved brother Cpl. George Tarus

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LIST OF ACRONYMS AND ABBREVIATIONS

DEO	District Education Officer
EFA	Education For All
FPE	Free Primary Education
FGD	Focus group discussion
GOK	Government of Kenya
IAE	International Academy of Education
K C P E	Kenya Certificate of Primary Education
KESSP	Kenya Education Sector Support Programs
MOEST	Ministry of Education Science and Technology
MDG	Millennium Development Goals
NACOSTI	National commission for Science Technology and Innovation
PTA	Parental Teachers Association
ROK	Republic of Kenya
SPSS	Statistic Package for Social Sciences
TSC	Teachers' Service Commission
UK	United Kingdom
UNESCO	United Nations Educational, Science and Cultural Organizations
UNICEF	United Nations Children's Educational Funds
UPE	Universal Primary Education

ABSTRACT

The purpose of this study was to investigate the factors influencing pupils' mobility in public primary schools in Sotik division, Bomet Country-Kenya. The study sought to establish the effect of: schools' performance in KCPE on pupils' mobility in public primary schools in the division; distance from home to school on pupils' mobility; teachers' transfer on pupils' mobility; schools' policies on promotion of pupils between grades on pupils' mobility and how the nature of parents' occupation influence pupils' mobility. The study was guided by Rational Choice theory by John Schott (Schott 2000). The study adopted descriptive survey design. Systematic random sampling was used to get 12 head teachers, 37 teachers and 188 pupils. In addition, 40 pupils in two selected schools were selected for focused group discussion. The research instruments used in this study were interview guide, questionnaires, focused group discussion guide and observation checklist. Quantitative data was analyzed using descriptive statistics and presented in tables and pie-charts. Correlation was used to make comparison between the number of repeaters and the basis of promoting pupils through end year examination cut mark. The findings of the research showed that schools' performance in KCPE influence pupils' mobility to a great extent, pupils are attracted to schools that do well in KCPE results. Grade repeating as one of the schools' policies on promotion of pupils between grades influenced pupils' mobility as pupils avoid embarrassment that comes with it. Pupils' mobility to a great extent is associated with unstable parents' occupations. The researcher recommends that the head teachers and teachers should work towards improvement of schools' performance and that the MoE should formulate policies to stop grade repetition in schools. The researcher suggests that a similar study can be done on the effect of pupils' mobility on their performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is a process of continuous reconstruction where harmonious and progressive development of knowledge, skills, attitudes and experiences of those who participate in it are done. It affects the life of individuals and their participation in the economic activities. Education is strongly linked to the national empowerment of its people (Drewry, 2007).

Education is a basic human right as stated in Kenya's Constitution 2010. According to the constitution, every child has a right to education regardless of race, class, religion, gender and status (ROK, 2010). Primary education especially, is the bedrock upon which the entire education structure is built and determines the success or the failures of the entire education system (Basic Education Act 2013). Mobility is not a new phenomenon for educators. Paredes (1993) referred student mobility as the rate at which students move from one school community to another, whereas Alexander, Entwisle and Dauber (1996) defined it as the number of school changes by students within a year. Student mobility in this context refers to students changing schools within division or among divisions for reasons other than grade promotion.

Modern world now is characterized by an increasingly mobile population where families move or relocate nationally and/ or internationally to pursue new career

or a change in life style opportunities, (Taylor, Gollop and Henaghan 2009). Americans change residence more often than any other industrialized nations. Titus (2007) stated that with about one fifth of the population moving annually, the United States of America (USA) has one of the highest national mobility rates in the world. As a result, student mobility is a widespread aspect of education in USA. The profound cause of student mobility is connected to residential mobility where families change their residence more often seeking for better paying jobs and better life style in the urban areas (Heinlein and Shinn 2000). The students of parents from military and migrant workers are part of those who change residence frequently due to the nature of their parents' work (Gouwens, 2001).

Pupil mobility dominated British policy debates on education because of its potential impact on academic achievement and evaluation of school performance. The Department for Education and Skills (DfES) (2003) formulated policies to evaluate pupil mobility in United Kingdom (UK). It agreed that schools which had high rate of pupils' mobility were to be compensated.

Dobson, Hendhorne and Lynas (2000) analyzed the nature and the causes of pupil mobility in England as caused majorly by migration. People migrate to and within England due to job related factors which may include career progression, job opportunities and military transfers. Other causes may be relocation of families due to family related problems such as families divorce related cases and refugees from other countries. This posed a challenge on pupils' progression and is

associated with grade repetition among the learners as they acquainted themselves to education system offered (Dobson et al 2000). To help the immigrants cope with new life in school, UK has induction programs in Language Literacy Development, especially for those from other countries where English is not their mother tongue (Shart and Boyson 2012).

Olaniyan and Olabnji (2008), while reviewing Management of Primary Education in Nigeria, observed that there was great pupils' mobility from public to private primary schools because of poor academic performance in the former schools. There is yet another problem especially in the rural areas. The report of National Personnel Audit on basic educational instruction (2010), found out that the northern part of Nigeria had a large number of unqualified teachers, overcrowded classrooms and shortage of instructional materials, more so in rural schools as compared to the urban areas where schools were overstaffed with qualified teachers. The unattractive conditions, lack of instructional material and low teachers' motivation caused teachers' transfer from rural schools to urban areas. These conditions in the rural areas affected pupils' mobility to private schools where they could get quality education.

In South Africa, education and population mobility were significantly influenced by Apartheid policies. The policy restricted the free movement and settlement of Black people (Wentzel and Tlabela 2006). However, by 1994 freedom of population mobility increased considerably due to apartheid abolition in the

country. The adults moved to towns and cities looking for better living standards leaving rural areas with low enrollments in schools. The influx of pupils in urban schools posed a challenge to administration because of overstretched resources such as overcrowded classrooms and shortage of learning facilities. The overcrowded classrooms coupled with inadequate resources compromised the institutions' performance as well. Distance from home to school was also a challenge to learners as reported in the South Africa Statistics on General Household Survey of 2009 which showed that children were overcrowded in the home-states. This could be an indication that there was an aspect of sharing houses to access education in urban centers.

In 2003 the government Kenya implemented Free Primary Education (FPE) program as a move towards attainment of Education For All (EFA) by 2015. The key concerns of this policy were access, retention, equity, quality, and relevance. A review of 2005 on implementation of FPE reported that there were many challenges facing the programme (ROK 2005). These challenges included; a significant increase in enrolment, shortage of teachers, lack of guidelines on admission, lack of consultation with teachers and parents, delay in disbursement of funds and expanded roles for head teachers.

There is no specific time limit for admission stipulated even though the Basic Education Act (2013) states that “at the commencement of the academic year or within such extended period as may be prescribed.” Lack of restriction was an

open door for admission throughout the year. Being compulsory, schools received learners of different ages many with no previous education background. Those who benefited the most from FPE were children from marginalized regions and those from poor families (World Bank 2009).

The increase in pupil-teacher ratio was evident in overcrowded classrooms which affected the performance even though the analysis portrayed that KCPE results have remained relatively stable (Wango 2011). Citing overcrowded classrooms, shortage of teachers and inadequate instructional materials, parents transferred their children to private schools. However, the recent introduction of quota system for form one entry favored pupils from public primary schools. This has changed the perception of parents causing an influx of pupils from private to public schools especially those in upper classes towards examination class.

Sotik Division, the area of study, has witnessed fluctuating figures in upper classes enrollments an evident that there could be pupil mobility within the division. An observation of school enrolment statistics obtained from the DEO's office revealed that some schools within the division have more pupils than the other public schools in the same locality (Sotik Division enrolment statistics 2010-2014). Apart from cases of dropouts and death, there could be other factors that cause low enrolment in some schools and that which attract learner to certain schools.

1.2 Statement of the problem

The Government of Kenya (GoK) continues to invest heavily in education especially at primary schools. The country's provision of learning materials through Free Primary Education are some of the efforts put in place to increase access and retention of pupils in schools. The other effort is the development of Kenya Education Sector Support Programme (KESSP) as an overall policy goal for achieving Education For All (EFA) and the Government's commitment to the attainment of Millennium Development Goals (MDG) as stipulated in Basic Education Act (2013). However, the frequent transfers of pupils in public primary schools undermine these efforts.

Pupils in this division change schools especially at the upper classes (VI-VIII) more often than at any other levels. Pupils may change school to an extent that by the time they are in class eight they will have been to three or four schools in an eight school course. In the year 2011 alone 146 pupils moved among several schools in the division (Sotik Divisional Statistics 2014). It was for that reason that the researcher would like to investigate factors influencing mobility of pupils in public primary schools in Sotik Division.

1.3 Purpose of the study

The purpose of this study was to investigate factors influencing pupils' mobility in public primary schools in Sotik division, Bomet County.

1.4 Objectives of the study

The researcher sought to address the following objectives:

- i. To determine the effects of schools' performance in KCPE on pupils' mobility in public primary schools in Sotik Division, Bomet County.
- ii. To assess how distance from home to school affect pupils' mobility in public primary schools in Sotik division, Bomet County.
- iii. To examine how the teachers' transfers influence pupils' mobility in public primary schools in Sotik Division, Bomet County.
- iv. To assess the schools' policies on promotion of pupils between grades affecting their mobility in public primary schools in Sotik division, Bomet County.
- v. To analyze how the nature of parents' occupation influence pupils' mobility in Sotik Division, Bomet County.

1.5 Research questions

The study was guided by the following research question;

- a) To what extent is school's performance in KCPE affect pupils' mobility in public primary schools in Sotik Division?
- b) How does distance from home to school affect pupils' mobility in public primary schools in Sotik Division, Bomet County?
- c) To what extend is teachers' transfer affect pupils' mobility in public primary schools in Sotik Division, Bomet County?

- d) To what extent is school policy on promotion between grades affect pupils' mobility from one school to another in Sotik Division, Bomet County?
- e) To what extent is the nature of parents' occupation influence pupils' mobility in Sotik Division, Bomet County?

1.6 Significance of the study

This study on factors influencing pupils' mobility in public primary schools may be useful to various educational stakeholders. The head teachers and education officers may use the findings to sensitize the parents on effects of frequent transfer of pupils on their performance achievements. The researcher hopes that the school administrators may use the findings to improve on school programs that are geared towards quality learning this may attract and retain learners in schools to their completion of primary level. The findings also may be useful to policy makers who may use the findings to formulate policies to govern pupils' mobility among schools. Finally, the findings of this study may form a basis for further research in the field.

1.7 Limitation of the study

Low literacy level of pupils posed a challenge in the ability to understand, fill and respond to questionnaires. However, this was overcome when the questionnaires were read out to the pupils and an explanation given in the process to assist them to understand the questions. Focus group discussions were initiated

to help respondents respond to various issues on pupil mobility freely which gave further information that was not well answered in the questionnaires. Most schools in the two zones that were sampled are far apart this posed a challenge to the researcher on means of transport available.

Most of the schools had no records of pupils transferred and the admission records. The researcher relied on pupils to capture the number of those who were admitted in a particular year.

1.8 Delimitations of the study

Delimitation refers to the boundary of the study as defined by Orodho (2004). This study was carried out in public primary schools in Sotik division in Bomet County. The respondents were the head teachers, teachers, and pupils. The private schools were not studied because the policies and administrative management approaches vary from one school to another.

1.9 Basic Assumptions of the study

The study assumed the following:

- i) That the schools would provide data on admission that was accurate and reliable.
- ii) That there was a policy governing pupils' transfer between schools.
- iii) That all schools were regularly inspected by Quality Assurance and Standards to ascertain policy implementation of school policies.

1.10 Definition of significant terms

The following were the significant terms defined to convey the sense in which they were used in this study:

Distance refers to the proximity to school from home or the sum total of space in kilometers between home and school.

Enrolment refers to the state of being registered in a certain level of education. It is the number of pupils in a school or grade.

Grade refers to level of study as it is in class or standard which ranges from 1-8.

Influence refers to power that prompts mobility of pupils from one school to another

Mobility refers to changing position or going from one place another, in this case frequent transfer of pupils from one school to another. In this study mobility will be used interchangeably with transfer.

Occupation refers to any activity people are engaged for their livelihood.

Pupil refers to a learner in primary school. The term in this study is used interchangeably with student or learner.

Repetition refers to a situation when pupil is made to attend the same class/grade for another extra year mainly due to poor performance.

School choice refers to the various ways parents can choose a school for their children

School performance refers to academic achievement in terms of mean scores attained in KCPE.

School policies refers to schools by-laws that are distinctive among schools to aid curriculum implementation, for instance school policies on promotion of pupils between grades.

Teachers' transfer refers to shifting of teachers from one school to another or to other organizations on request or by the TSC.

1.11 Organization of the study

The study is organized into five chapters. Chapter one covers background to the study, statement of the problem, the purpose of the study, limitations of the study, objectives of the study, research questions, significance of the study, basic assumptions, definitions of the significant terms and organization of the study. Chapter two consist of literature review where various studies about the subject and the findings on the various topics related to this study were presented under; academic performance and pupils' mobility, distance from home to school and pupils' mobility, teachers' transfer and pupils' mobility, schools' policy on

promotion of pupils between grades and pupils' mobility and parents' occupation and pupils' mobility. This chapter also include literature review summary, the theoretical framework and the conceptual framework of the study. In chapter three, the methodology for the study is discussed. The chapter started by looking at the research designs, the target population, the sample procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques. Chapter four presents data analysis, presentation and interpretation. Lastly, chapter five deals with summary, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter on literature review examined the available related literature on factors influencing pupils' mobility in public primary schools. The literature is presented under the sub-headings; concept of pupils' mobility among schools, academic performance on pupils' mobility, distance between home and school on mobility of pupils, teachers' transfer and pupils' mobility, schools' policies on promotion of pupils between grades and parents' occupation and pupils' mobility. Literature review, theoretical framework, conceptual framework and summary of the reviewed literature are covered.

2.2 Concept of pupil mobility among schools

Pupils' mobility refers to movement between or changes of school, either once or on repeated occasions. Debson et al (2000) defined pupil mobility as 'A child joining or leaving a school at a point other than the normal age at which children start or finish their education at that school.' The admission age of children differs from one country to another however, pupils' mobility in this study is viewed as frequent transfer of pupils in public primary schools. Dobson,et al (2000) asserts that student mobility is part of everyday life of education system but when it rises to higher level in particular schools then it becomes a problem.

Pupils' mobility is diverse and occurs for a range of reasons and in a variety of different ways (Danaher, Moriarty and Danaher 2009). The most common pupil mobility globally is that of transition from one grade to another and residential relocation that cause mobility. The nature of mobility, the causes and the consequences linked with other policies, cannot be seen as concerns of education alone (Dobson and Pooley 2004). This is because pupils who move more often may be at high risk of dropping out of school, or may experience some challenges in academic achievement due to discontinuity of curriculum between schools. It is very important for administrators of learning institutions to monitor the volume of pupils who leave and enter the institution for this factor may affect the school in one way or another.

2.3 Academic performance on pupils' mobility in public primary schools

Kenya's education system is highly examination oriented whereby candidates are judged by grades at their certificates (Okumbe, 1980). In fact the admissions to secondary schools depend largely on candidates' performance of KCPE (Michael, Miguel and Rebecca 2004). The demand for education quality is also increasing as the government of Kenya views the satisfactory performance of her basic education systems not only instrumentally but also strategically in relation to economic development and international competitiveness (Orodho 2014). The ultimate purpose of education is to improve pupils' outcome and it is for this reason that parents, pupils and other stakeholders are attracted by high-performing schools as pupils compete for few vacancies in the secondary schools.

Over stretched and inadequate instructional resources and facilities may pose a challenge on pupils' performance prompting them to transfer. A study by Olaniyan and Olabnji (2008) reviewing the management of primary schools in Nigeria, is in agreement with this statement whereby schools in rural areas performed poorly due to shortage of teachers and instructional resources likewise to schools in urban centers with overstretched facilities due influx of pupils from rural areas.

Schools which post poor perform yearly may experience low enrolment because they do not attract the learners. A study by American Federation of Teachers (2012) in Chicago found out that a total of 44 schools were shut down following low enrollment due to low performance. Students from low-performing schools were transferred to higher- achieving neighboring schools.

Schools in towns and cities of South Africa experienced over enrollment compared to those in rural areas following the abolition of apartheid in 1994 (Wentzel and Tlabela 2005). The Ministerial Committee on learner retention in South Africa school system (2008) reported that there was a high rate of drop outs of pupils and grade repetition both in rural and urban areas. The Sowetan Live news (Thursday, January 19th 2012) reported that more than 4500 schools in South Africa were closed down following a decline in numbers as a result of poor performance in rural schools. This sparked a migration of pupils to better performing schools in the towns and cities.

2.4 Distance between home and school on mobility of pupils

A neighborhood schools provide an environment for children to be surrounded by neighboring school system. Parents have a variety of schools to choose from for their children. Many researchers have argued that attending neighborhood schools allow for more parent involvement with their children performance which may turn out to high academic achievement (Kang, Shunow and Vandell,1996).

Distance between home and school in most cases is the priority when parents choose schools for their child which has contributed to pupil mobility due to residence. The frequent change of residence in U.S due to job related factors have in one way or another influenced pupils' mobility (Kariuki and Nash 1994). This is in line with UK where a high percentage of mobility is linked to change in resident (Dobson et al 2000).

In South Africa a General Household Survey of 2009 reported that a significant increase in household numbers. This could have been a move to accommodate the large numbers of people moving to towns and cities for job and a change of life style after the apartheid abolitions in 1994. The rural part of South Africa especially Kwa Zulu Natal where children walked for long distance to access education (Katharine, De Lannoy and Pendebury 2013). Rural areas were predominantly for the Black people working in large settlers' farms which were characterized by poor roads, unavailability of affordable transport and schools located far from residential areas.

2.5 Teachers' transfers and pupils' mobility

Human resource is the most important resource in a school organization, (Onyago 2008). Teachers are the stronghold of pupils' learning whereby well trained and motivated teachers are strong influence on pupils' learning and are viewed as a positive effect on their motivation (World Bank 2004). It is the duty of the Ministry of Education through TSC to staff public schools and manage teachers' transfers. However, teachers' transfer in or out of school may influence pupils' mobility.

Studies show that teaching traditionally has been characterized as an occupation with high levels of transfer (Bryk, Sebring, Kerbow, Rollow and Easton1998). Teachers may request for transfer for varied reasons which may include socioeconomic and environmental factors, management factors, and teacher and student factors (Sargent 2001). Bennel (2003) in his presentation on 'Public Private Partnerships for delivery of basic education services to the poor', noted that poor and declining quality of education in developing countries have resulted to mass exodus of teachers which may lead to that of pupils too. In whatever the cause of teachers' transfer, there should be a policy which spells out the conditions and circumstances for transfer (Okumbe 1998).

In rural parts of Nigeria especially in Kwara estate, a report from Civil Society Coalition of Education For All (CSCEFA,2013) revealed that there was great shortage of teachers to an extend that one qualified teacher in a school. These

areas had a number of challenges ranging from poor infrastructure, harsh climate and inadequate learning materials to lack of teacher motivation (Akila, 2004). As a result, teachers moved to urban schools leaving parents with no option other than transferring their children to private schools or schools in urban centers.

Studies done by Asiamah and Pandit (1988) in Ghana divulged that there was a mass transfer of teachers from Ghana to Nigeria and other neighboring countries following high number and poor working conditions in the rural schools. The Education Sector Performance Report of 2007 (MoESS 2007) noted that the northern region of Ghana's primary schools were characterized by lower pupil enrolment, gender disparity and untrained teachers. Cabbold (2006) asserts that trained teachers were unwilling to work in the rural areas because of poor working conditions. The short fall of trained teachers therefore, affected the quality of education and may have caused pupils' mobility from rural public primary schools to schools in other regions which were staffed with trained teachers.

As a move to ensure quality education, the government of Kenya is committed to staffing all public schools with qualified teachers and reducing teachers' transfer using a bounding policy which restricts newly recruited teachers from transferring before the end of five years period (TSC 2008). However Teachers' transfer may influence the transfer of pupils in schools especially where school performance is affected. It is a common practice across the country where parents, pupils and

other stakeholders push for the transfers of head teachers whose schools posted poor KCPE results, and resist transfer of teachers whose schools performed well (Waiheya 2004).

2.6 Schools' policies on promotion of pupils between grades and pupils' mobility

Grade repetition occurs when pupils are held in the same grade for an extra year rather than being promoted to a higher grade (UNESCO 2006). As much as many schools see it as a corrective action that should be taken in case of academic failure, it is considered that by repeating grade pupils have a greater opportunity to improve their learning skills. In many schools test scores are being used to determine whether the pupils will be promoted to the next grade or repeat the same grade. This implies that pupils repeat grade when they do not achieved the required test scores and are subjected to the same material they had covered the year before (UNESCO 2006).

Grade repetition is extremely high in sub-Saharan Africa. It was reported that 11.4 million pupils repeated primary grade in the year 2010, which is more than one third of the global total (UNESCO 2010). The findings of this report concur with the studies by Holmes (2006) who revealed that Togo, Congo and Chad had high rate up to 53% grade retention.

U.S had been lagging behind other countries in primary grade retention, however, the No Child Left Behind Act of 2001(ED, 2004) stopped the social promotion

stating that all children must meet state requirements in order to move to the next grade. The implication of the state requirements here is that pupils are required to attain required mark to be promoted to the next grade.

Majority of those who repeated grades in schools in England were the children of the migrants, refugees and military workers who in the process of induction in language literacy had to repeat grades (Shart and Boyson 2012). Although there is no specific legislation in UK concerning grade repetition, a fundamental principle enshrined in legislation which states, 'education should be for suitable age, ability and aptitude' (PISA Data 2009). This implies that pupils are required to be in a particular grade at the required age.

In California, studies done by Canno and Lipscomb (2008) on early grade retention and students' success, revealed that grade retention was high at the elementary stage (K-1 to K-3) and decreased to almost non in the upper grades (Canno and Lipscomb 2008). This is contrary to the developing countries where grade repeating is high at towards the final year of primary cycle (Eisenmo and Schwille 1991). However, in other lower levels grade repeating may be associated with low academic achievement and may cause a variety of negative socio-emotional outcomes which may result in pupils' mobility (Anderson, Jimerson and Whipple, 2002).

There is no policy in place that spells out the issue of grade retention in Kenya but the Basic Education Act (2013) gives the directives on the required entry age for

grade one as six years and that pupils are not allowed sit for KCPE examinations below the age of thirteen (ROK). However, schools have their own policies entangled as part of school rules which guide promotion of pupils between grades. The school policies in a way may cause pupils' mobility since grade retention increases level of stress to pupils (Byrness 1989).

2.7 The nature of parents' occupation and pupils' mobility

Australian's Bureau of Statistic (2009) report revealed that student mobility in Australia had become a social phenomenon where it was defined by their frequent moves of pupils among schools. One of the reasons for the mobility was unstable employment opportunities that saw influx of people during winter season, mainly casual worker, to harvesting in North Queensland. This was in line with what Lee (2000) and Neighbour (2001) observed that schools with high rate of mobility have a number of children from low income background.

The abolition of the apartheid in South Africa was an open door for the people (especially the Blacks race) who had been restricted to some areas in towns and major cities (Wentzel and Tlabela 2005). As people flocked in the towns and cities looking for job opportunities, pupil mobility was realized from rural to urban rendering the school in the rural area vacant while those in urban centers were overcrowded.

2.8 Summary of literature review

From the reviewed literature Dobson et al (2000), Lee (2000) and Neighbour (2001), concentrated on the type of population who are affected by mobility, while Eisenmon and Schwille (1991) looked at the percentage rate of grade repeating and the reasons why pupils repeat grades in Sub-Saharan Africa. Kang et al (1996) and Katherine et al (2013) looked at long distance from home to school affecting pupils' academic achievement. Danarher et al (2009) looked at pupils' mobility as a transition between grades. A study by Olaniyan and Olabnji (2008) looked at poor academic performance in northern Nigeria as the cause of pupils' mobility to private schools. It is evident that none of these studies saw factors influencing pupils' mobility in public primary schools. Therefore, there was a gap that this study sought to fill by looking at the factors that influence learners to move from one public school to another within the division.

2.9 Theoretical framework

This study was guided by Rational Choice theory by John Scott of 2000 (Schott 2000). The theory states that human beings behave in a purely rational manner and that the choices they make are for their own benefits. International Academy of Education (IAE) observed that the transfer of primary school pupils may be initiated by pupils themselves or by their families since they are still under their parents' authority. Therefore they choose schools that are likely to benefit them based on their expectations. This is in line with the theory which assumes that an individual has perfect information on the outcome of the choices they make. For

instance, the distance between home and school and the performance of the school they want to move to.

In this theory individuals are seen as being motivated by want or goal that are expressed in their preference from many choices around them, in this case the goal could be school performance, fear of being ridiculed when they repeat grade, influenced by teachers' transfer or parents' occupation that may cause change of residence.

2.10 Conceptual framework

As a guide to data collection and analysis, the theory was further conceptualized to link the existing literature and the objectives of the study as shown in figure 2.1.

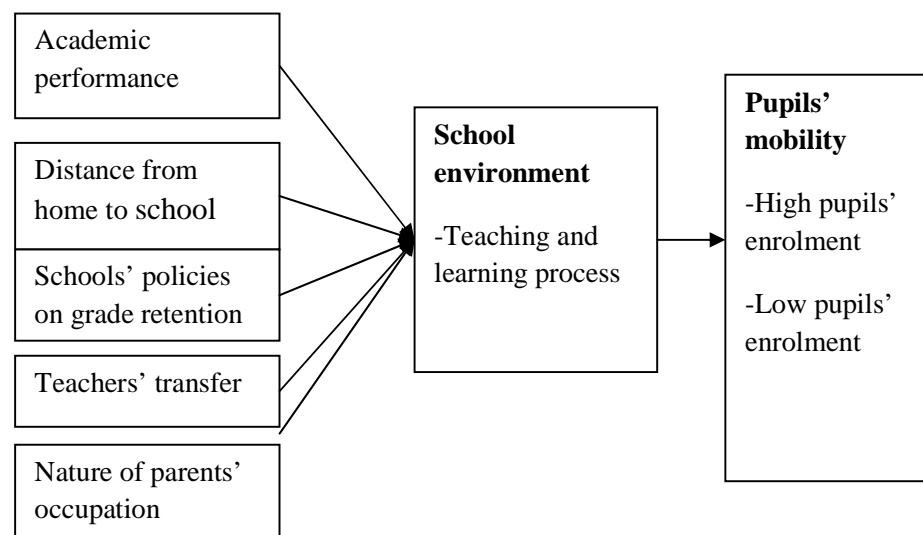


Figure 2.1 Factors influencing pupils' mobility in public primary school

In this study it was conceptualized that there are factors which influence pupils' mobility among public primary schools. The conceptual framework in the Figure 2.1 starts with the independent variables being the input factors. These include, but not limited to academic performance, distance from home to school, school policy on grade retention, teachers' transfer and nature of parents' occupation. These factors through the process of teaching and learning determine the movement of pupils which is the dependant variable. This means when the schools' performance are relatively low, definitely parents would look for better performing school. Occupation and distance may determine the choice of school for in most cases schools near the residence are the most appropriate. The embarrassment of repeating a grade may influence many pupils to transfer. Teachers' transfer which may lead to understaffing or dedicated teachers transferred to a nearby school may influence pupils' mobility. Therefore pupils' mobility in this case is dependent variable.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the system of methods and principles used in the study. It comprises the following; research design, target population, sampling size, sampling procedures, research instruments, validity and reliability of research instruments, data collection procedures and data analysis techniques.

3.2 Research design

A research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions (Mnaduakonam 1998). Descriptive research design is valid method for research of specific subjects and is a precursor to quantitative studies. The design therefore, was deemed for this study since the researcher wished to obtain the information that describe the existing status of a phenomenon and where possible draw valid general collusions from the facts discovered on factors influencing pupils' mobility in public primary schools in Sotik Division.

3.3 Target Population

According to Mugenda and Mugenda (2003), a target population is a total number of individuals to whom the researcher intends to generalize the results of the findings. This study was conducted in all public primary schools in Sotik division in Bomet County. Records obtained from D.E.O's office indicated that there are

40 public primary schools in Sotik Division grouped into two zones namely Sotik zone and Rongena zone. The division has a population on of 40 head teachers, 367 teachers and approximately 13340 pupils.

3.4 Sample size and sampling procedures

Orodho (2004) defines sampling as the process of selecting a subset of cases in order to draw conclusion about the entire set. The study area, Sotik Division comprises of two Zones, Rongena which has 19 public primary schools and Sotik Zone having 21 schools. In order to make the study manageable as well as representative, a formula was adopted to decide the sample size was 30 percent as proposed by Gay (1992).

The formula was applied to obtain 12 schools out of 40 public primary schools in the Division. To get the 12 primary schools from the two zones, the researcher applied systematic random sampling method of selection where all the 40 public primary schools in the division were randomly listed then the researcher determined the sampling interval by dividing the total number of pupils by sample size ($40/12=3.3$). At the intervals of three, the required 12 schools were picked.

With the help of the check list (Statistics Sotik Division 2014), the researcher was able to get the total of 124 teachers in the 12 selected schools. Thirty percent of the 124 teachers gave a figure of 37 teachers. This was translated to three teachers per school. The number was narrowed down to the class teachers of the three selected classes (VI, VII and VIII) for this study.

Ten percent of the large population of pupils drawn from classes VI, VII and VIII purposely selected because of their ability to understand and give the required information. A hundred and eighty- eight pupils (188) were obtained from a total of 1812 pupils. To get the number of pupils per school, 188 pupils by 12 selected schools gave 15.6. This figure was translated to 16 pupils for the first eight schools in the selection list and 15 pupils in last four schools. Since head teachers were part of the respondents in this study, 12 head teachers from the 12 selected schools were included in the sample size to give a total of 237 respondents.

3.5 Research instruments

This study employed interview guide, questionnaires, focused group discussion and observation checklists as research instruments. The **Questionnaires** were used to collect data from teachers and the pupils. According to Best and Khan (2000), questionnaires are the most appropriate because they enhance collection of data from a wide population. Both teachers' and pupils' questionnaires were in two sections. Section A was the demographic data and section B contained questions stemmed from the objectives.

Interview guide was one of the instruments used in this study to gain more insight from the head teachers on factors influencing pupils' mobility. According to Kombo and Tromp (2006), interviews provide in-depth information about the cases of interest to the researcher. They allow the researcher to gain a detailed understanding of the topic under study and are useful for studying sensitive

topics. The instrument was found suitable for the study because of in-depth information.

The researcher further used **Observation checklist** as a tool to collect data from DEO's office and the schools' administration. According to McMillan and Schumacher (2001), observation checklist is used to describe data that are collected regardless of the techniques employed. From the DEO's office, the researcher observed the staffing records of the sampled schools, schools' performance in KCPE mean scores, and schools' enrolment records between the year 2010 and 2013 (Sotik Division Office 2014). The admission records and the registers were observed in the selected schools to ascertain the pupils' mobility.

Finally, the researcher used **Focus Group Discussion** tool on class six, seven and eight pupils from two schools which had low and high enrollment and which could be as a result of pupils' mobility.

Before administration of the instruments a pilot study was conducted in two schools, the schools where outside the sample identified for the study. The respondents were; two head teachers where interviewed, six teachers and thirty pupils filled the questionnaires. This process was repeated after two weeks and the data of the first and the second tests were analyzed using Pearson's Product Moment. A correlation coefficient(r) of 0.963 was obtained in head teachers' interview schedule, 0.825 in teachers' questionnaire and 0.765 in pupils'

questionnaire. According to Gay (1992), a coefficient of 0.7 and 1.0 is considered appropriate therefore, the instruments were considered reliable.

Through the pilot study ambiguities in the questions asked were done away with and new questions deemed relevant were introduced for example; question 5 and 12c were introduced in the head teachers' interview schedule before the actual study was carried out. Irrelevant items were discarded and others reworded to elicit the required response. For example; questionnaire 4 in pupils' questionnaire were reworded. Test items in the questionnaires were re-arranged to flow in line with the objective of the study.

3.5.1 Validity of instruments

Validity is the degree to which test measures what it purports to measure (Borg and Gall, 1989). The items in the instruments were tested for content validity and face validity. Content validity is the extent to which questions in the instruments provide adequate coverage of the investigative questions. It includes the issues, the actual wording, the design of the items or questions and how adequately the instrument answers the research questions of the study (Best and Khan 2009). The researcher sought the experts' knowledge from supervisors and colleagues to further assess the instrument whether they were essential and useful (Kothari 2004). Their feedback and recommendations were incorporated to improve the validity.

3.5.2 Reliability of instruments

Reliability is the degree to which a test consistently measures what it purports to measure. According to Orodho (2004), it is the degree to which a particular measuring procedure gives a similar result over a number of several trials of tests. The more reliable a test-retest result is the more confirmation that the scores obtained from the administration of the test would be the same scores obtained even if the tests were to be re-administered (Borg and Gall 1996).

Reliability was assessed in terms reliability coefficient. According to Frankel and Wallen (2000), reliability coefficient value of .65 is sufficient for social science research. The reliability of teachers' and pupils' questionnaire items was determined using Pearson's Product Moment where a value of 0.8256 and 0.765 were obtained. According to Gay (1992), any research with a correlation coefficient between 0.7 and 1.0 is considered reliable enough for study. Therefore the researcher found the instruments (questionnaires) reliable enough to be used.

The administrative data obtained from interviewing the head teachers were confirmed by use of observation checklist obtained from the DEO's office (Statistics Sotik Division, Education office 2014). Focused group discussion was used to triangulate some of the responses from the interview, questionnaires and observation check list.

3.6 Data collection procedures

The researcher obtain permit from the National Commission for Science Technology and Innovation (NACOSTI). She then visited Sotik Education office to present the permit and asked for consent to visit schools. The sampled schools were visited to book appointment on when to administer the questionnaires to the respondents. The researcher administered the instruments personally whereby the head teachers were interviewed and the teachers and the pupils filled their questionnaires.

The focused group discussion involved pupils drawn from two sampled schools based on classes six, seven and eight was conducted in May 2014. The discussion was cordial and all the participants discussed freely the factors that influence pupils' mobility in public primary schools. The discussions were used to generate qualitative data that the researcher used to support quantitative data.

3.7 Data analysis techniques

Data processing and analysis seeks to provide answers to research questions and fulfill research objectives. Data analysis technique is a process of summarizing the collected information and putting it together so that the researcher can meaningfully organize categories and synthesize information from the data collection tools. It involves breaking down of data into constituent parts to obtain answers to the research questions (Borg and Gall 1996). Quantitative data was analyzed through content analysis basing on the respondents general information

on pupils' mobility. Inferential statistics was done using Pearson Product-Moment where the responses from the questionnaires were collected and tallied. Frequency and percentage frequencies were calculated and presented using frequency distribution tables and correlation table. This was done through the use of the Statistical Package for Social Sciences (SPSS). Mujis (2004) asserts that SPSS software has the capability of offering extensive data handling and numerous statistical analysis routines that can analyze small to very large statistics.

Qualitative data was analyzed and presented in frequency tables and figures where major concepts and themes were identified and discussed. Data from the head teachers' interview and researcher's observation in collaboration with the teachers' and pupils' questionnaires were analyzed qualitatively. The themes were explained in line with the previous findings and were presented thematically in line with the study objectives and research questions.

The study used correlation to determine the relationships between grade repetition and the basis of promotion through end year examination cut mark. The result was 0.791 at two tailed significant of 0.45.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

In this chapter, the results of data analysis are presented. Data were collected and processed in response to the problem posed in chapter one of this study and in line with its objectives. Head teachers, teachers and pupils were the respondents whose data were captured through interview guide; questionnaires focused group discussions and observation checklist.

The quantitative data obtained is analyzed using SPSS computer program version 20 and presented in form of tables, pie charts and graphs. The qualitative data from focus group discussions are analyzed through discussions based on themes created by the objectives and recommendation given based on the outcome of the responses.

4.2. Response rate of the study

Questionnaire return rate is the proportion of the questionnaires that were returned after administering to the respondents. The head teachers, teachers and pupils were used to gather data. The return rates of the two questionnaires and number of head teachers interviewed are presented in Table 4.1.

Table 4.1: Response rate of the study

Category	Issued	Returned	
	Freg.	Freg.	%
Head teachers	12	11	91.6
Teachers	37	37	100
Pupils	188	177	94.1
Total	237	225	94.9

Table 4.1 shows the questionnaires return rate and head teachers' interviews conducted. Out of 12 primary schools visited 11 head teachers were interviewed. The total respondents for this study were 94.9% which was deemed good for study. The high response rate was attributed to the data collection procedures where the researcher personally administered the instruments and waited for them to fill.

4.3 Demographic Data

The head teachers and teachers' demographic data were based on gender, academic qualification and the number of years they had been in their current school, while for the pupils they were based on gender, age, and the grade they were.

4.3.1 Distribution of Respondents by Gender

Gender was one of the demographic values for the respondents to determine whether it influence pupils' mobility in Sotik division. Teachers and pupils were asked to indicate their gender and observation was made during head teachers' interview on the same. The findings are presented in Table 4.2

Table 4.2 Distribution of Respondents by Gender

Categories	Male	%	Female	%	Total
Head teachers	11	100	-	-	11
Teachers	14	38	23	63	37
Pupils	98	55	79	45	177

The Table 4.2 show that none of the head teachers in the sampled schools was a female. The dominance of male in management of schools portrayed an image of gender disparity in the division. The finding also shows that boys were more than the girls by 10.8%.

4.3.2 Distribution of Pupils by Age

One of the demographic variables of the pupils was the age. Pupils were requested to indicate their age category and the findings are here presented in table 4.3.

Table 4.3 Pupils' Age Category

Category	Frequency	Percent
Below 10 years	2	1.1
Between 10 - 13 years	40	22.6
Above 14 years	135	76.3
Total	177	100

Table 4.3 shows that the majority of the pupils were of age 14 years and above representing 76.3%. The findings are in line with the report by the World Bank that most schools in developing countries where FPE has been introduced have learners of 14 years and above enrolled in primary schools (World Bank 2009).

4.3.3 Distribution of head teachers and teachers by Academic Qualification

The demand to improve schools' performance weighs heavily on schools heads and teachers. Therefore, their qualification was paramount in this study to shade light on competency of the school administration which can offer schools' performance that may determine pupils' mobility. The qualification of primary school teachers is a P1 certificate and above whereas the head teachers are required by the MoEST to have a diploma in management skills (ROK 2011). Teachers' response through the questionnaires in collaboration with head teachers' response in their interviews are presented in Table 4.4.

Table 4.4 Academic Qualification of head teachers and teachers

Qualifications	Head teachers		Teachers	
	Freq.	%	Freq.	%
P1	1	9.1	14	37.8
ATS IV	1	9.1	2	5.4
ATS III	1	9.1	6	16
Diploma	5	45.5	13	35.1
Degree	3	27.3	2	5.4
Total	11	100	37	100

The data in Table 4.4 shows the highest academic qualification of head teachers and teachers. From the table it can be seen that the majority of the head teachers representing 72.8% had diploma qualifications and above. This indicates that majority of them fulfillment MOEST requirement hence have the capacity, skills and management acumen to steer school activities successfully.

Teachers' education is regarded as a driving force behind development in any field. In this study, 40.5 % of teachers had diploma qualification and above. This indicates that most of the teachers in Sotik Division are graduates are competent to teach at the primary schools.

4.3.4 Work experience of the head teachers and teachers

The study sought to determine how long the head teachers and teachers had been in their respective schools before the study. This was to assess to the extent they could have been relied upon to make contributions for the study based on pupils' mobility in the Division. Both head teachers and teachers were asked to indicate the number of years they had been teaching in their current schools. Their results are presented in table 4.5

Table 4.5 Number of years teaching in current school

Category	Head teachers		Teachers	
	Freq.	%	Freq.	%
Below 2	4	36.4	13	35.1
3 -6	4	36.4	14	37.8
7 – 12	2	18.1	8	21.6
Above 12	1	9.1	2	5.4
Total	11	100	37	100

The data in Table 4.5 shows the experience of head teachers and teachers in their current schools. The study unveiled that the majority of the head teachers had been in their current schools long enough to give substantial report on pupils' mobility in the division. Those who have been in their current schools for three and more years were 27.2%.

4.4 Effects of schools' performance in KCPE on pupils' mobility

Objective one of this study was to determine the effects of schools' performance in KCPE on pupils' mobility. The researcher sought schools mean scores in KCPE dating back to 2010. Data from the teachers' responses was used to capture the details presented in Table 4.6.

Table 4. 6 Schools' Performance in KCPE from 2010 to 2013

School' mean score	2010		2011		2012		2013	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Below 200	3	25	1	8.3	5	41.6	1	8.3
200 - 250	5	41.6	3	25	1	8.3	3	25
250 - 270	2	16.6	5	41.6	2	16.6	1	8.3
270 - 300	1	8.3	2	16.6	3	25	5	41.6
Above 300	1	8.3	1	8.3	1	8.3	2	16.6
Total	12	100	12	100	12	100	12	100

The data in Table 4.6 shows the categories of the schools' average mean scores from 2010 to 2013 fluctuated. From the table it can be observed that performance in the division is generally average at 41.8% of possible 500 marks for the four years. Most of the head teachers whose schools had fluctuating mean scores reported that schools' performance were affected by frequent pupils' transfer.

It was necessary to establish the attributes that make pupils attracted to schools.

One of the attributes determined was the effect of schools' performance in KCPE

on pupils' mobility in public primary schools as stated in objective number one. Data was collected from the pupils by asking them to pick from the list given the attributes that attracted them most in their schools in addition to that obtained from focused group discussions. The findings are presented in Table 4.7.

Table 4.7: Attributes that make pupil attracted to schools

Attributes	Freq.	%
Schools which post good results in KCPE performance	90	50.8
Hard working teachers and quality learning	50	28.2
Friendly and approachable teachers	33	18.6
The school is near home	4	2.2
Total	177	100

The Table 4.7 shows that the majority of the pupils representing 50.8% were attracted to their schools by the KCPE performance.

The researcher was further attempted to establish from the respondents the number of pupils admitted in various schools in classes VI, VII and VIII between 2010 and 2013. The data was obtained by analyzing the class registers and admission books. Teachers' response are used to capture the values presented in Table 4.8.

Table 4.8: Number of pupils admitted in std. VI-VIII from 2010 to 2013

	2010		2011		2012		2013	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Below 5	10	27	9	24.3	7	18.9	7	18.9
5 – 10	8	21.6	6	16.2	6	16.2	4	10.8
10 – 20	9	24.3	12	32.4	10	27	14	37.8
20 – 30	6	16.2	6	16.2	6	16.2	7	18.9
Above 30	4	10.8	4	10.8	6	16.2	5	13
Total	37	100	37	100	37	100	37	100

Table 4.8 it shows that the majority of the schools in four years admitted high number of pupils ranging from ten and above. The findings further revealed that 12.5% of schools had over 30 pupils admitted. The number of pupils admitted was high given that a majority of the schools are situated in the rural.

The researcher sought to determine the number of pupils transferred in various schools between January and May 2014 this was to ascertain the magnitude of the number of those who transferred. The values are here presented in Table 4.9

Table 4.9 Number of pupils transferred between January and May 2014

Numbers	Std6		Std 7		Std 8	
	Freq.	%	Freq.	%	Freq.	%
Below 5	15	40.5	15	40.5	4	10
5 – 10	11	29.7	8	21.6	5	13.5
Above 10	7	18.7	5	13.5	2	4.4
None	4	10.8	9	24.3	25	67.5
Total	37	100	37	100	37	100

Table 4.9 shows that the majority of those who transferred were from classes six and seven representing 89.1% and 70.2% respectively. These findings may explain the cause of fluctuating performance in KCPE whereby pupils' mobility seems to target the prime pupils of various schools rendering some underperforming. These findings concur with those of Dobson et al (2000) in England who found out that pupils' mobility posed a challenge on pupils' academic achievement that led to grade repetition and establishment of induction programs.

From the findings therefore it can be concluded that schools' performance in KCPE had an impact on pupils' mobility. Schools' Performance attracted most pupils more so in upper classes. Therefore, the high number of pupils admitted in classes six and seven in various schools indicates that there is a mounting pressure to prepare pupils for better performance. A sharp inequality in numbers of

transferred pupils per school shows that pupils are likely to move if the school they attend has average performance level.

4.5 Distance between school and home on pupils' mobility

To establish whether distance between home and school influenced pupils' mobility as stated in objective number two, the researcher sought to determine the average distance between public schools in the division. Teachers were asked to estimate the distance between their various schools and the neighbouring public schools. Their findings are presented in the Table 4.10

Table 4.10 Distance between public primary schools

Distance in meters	Frequency	Percentage
Less than 500m	2	5.4
Above 500m	15	40.5
More than 1000m	25	54.1
Total	37	100

Most of the public primary schools 46% in the study area as illustrated in Table 4.10 are close to each other with an average distance of less than one kilometer apart. The researcher sought to determine the distance pupils cover from home to school. Pupils were requested in their questionnaires to indicate the distance they cover to various schools in the study area. Their findings are presented in Table 4.11.

Table 4. 11: Average distance between home and school

Distance in meters	Frequencies	Percentage
Below 500m	15	8.5
Between 600m and 1000m	65	36.7
More than 1000m	97	54.8
Total	177	100%

Table 4.11 shows that most of the pupils 45% cover a distance of one kilometer and below. This implies that most of the schools are near their residential areas.

Further, pupils were asked to indicate the number of times they went to school late. This was to determine the distance between home and school in relation to the objective number two. The responses were categorized by giving approximate figure in a month. Their answers are presented in Table 4.12

Table 4.12 Number of times pupils went late to school

Responses	Frequency	Percent
Many times(over 10)	40	22.6
Few times(5-10)	19	10.7
Occasionally(1-5)	51	28.8
Not at all (0)	67	37.9
Total	177	100.0

Table 4.12 shows that the majority 61.1% of the pupils never reported to school regularly within the stipulated time of 8.00 am in the morning yet the distance between home and school was relatively short. This denotes laxity in schools' administration to instill discipline on pupils' punctuality. However, 37.9% of the pupils who went to school on time may be attributed to the short distances between their residents and school as discussed in Table 4.11.

Pupils were further asked to state the reasons for their lateness this was to shade light on the distance from home to school. Data obtained from their questionnaires and that of focused group discussion was used to generate the findings presented in Figure 4.1.

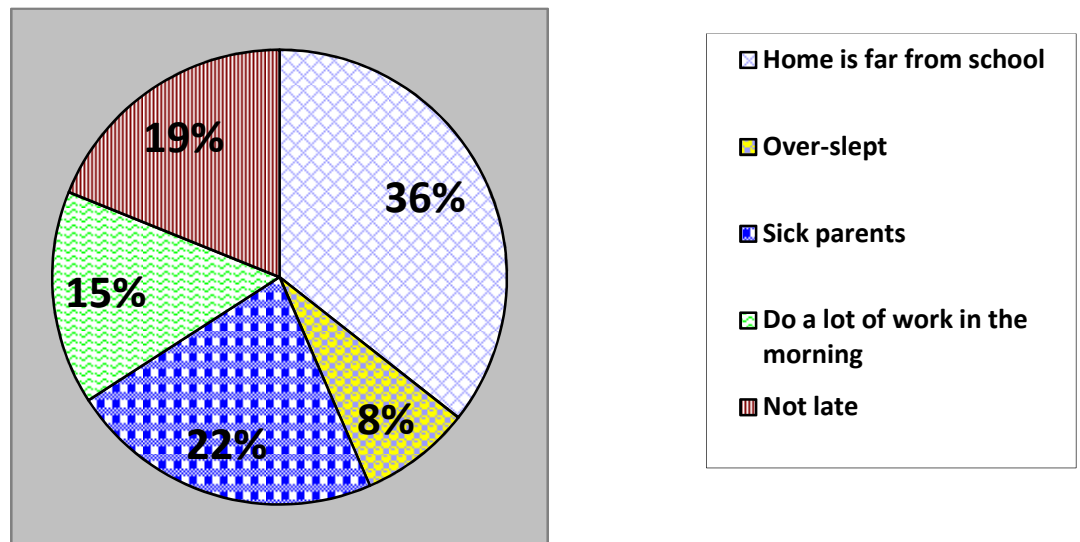


Figure 4.1 Reasons for going late to school

The findings in Figure 4.1 reveal that 45% of the pupils went late to school but gave reasons that were not related to distance. This indicates that distance may not have been a factor of their mobility between schools. From the findings of this objective, it can be concluded that distance from home and school was not a factor that influenced pupils' mobility in Sotik Division.

4.6 Effects of teachers' transfer on pupils' mobility

The objective number three sought to examine how the teachers' transfers influenced pupils' mobility. Data on this objective was obtained by requesting teachers to give the number of teachers transferred from their various schools from the year 2010 to date. The responses from the head teachers' interview affirmed the figures given by the teachers in their questionnaires. The findings were categorized and presented in Figure 4.2

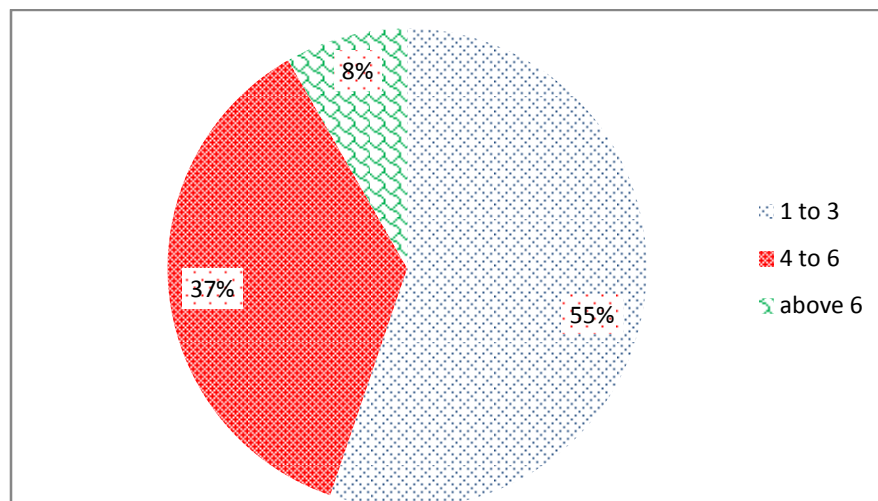


Figure 4.2: Number of teachers transferred in a school since 2010

Figure 4.2 that most teachers 45% reported that four teachers and above transferred per school. This may suggest that pupils are subjected to frequent changes as new teachers are introduced. This may influence pupils' mobility as they tend to follow the teachers they have confidence in.

The researcher further sought to investigate how the community reacted to teachers' transfer from their schools. Data was found by seeking the teachers and the pupils' opinions. The head teacher' interview was used to triangulate the information voluntarily given by pupils and the teachers in the questionnaires and focused group discussion. The findings are presented in Figure 4.3.

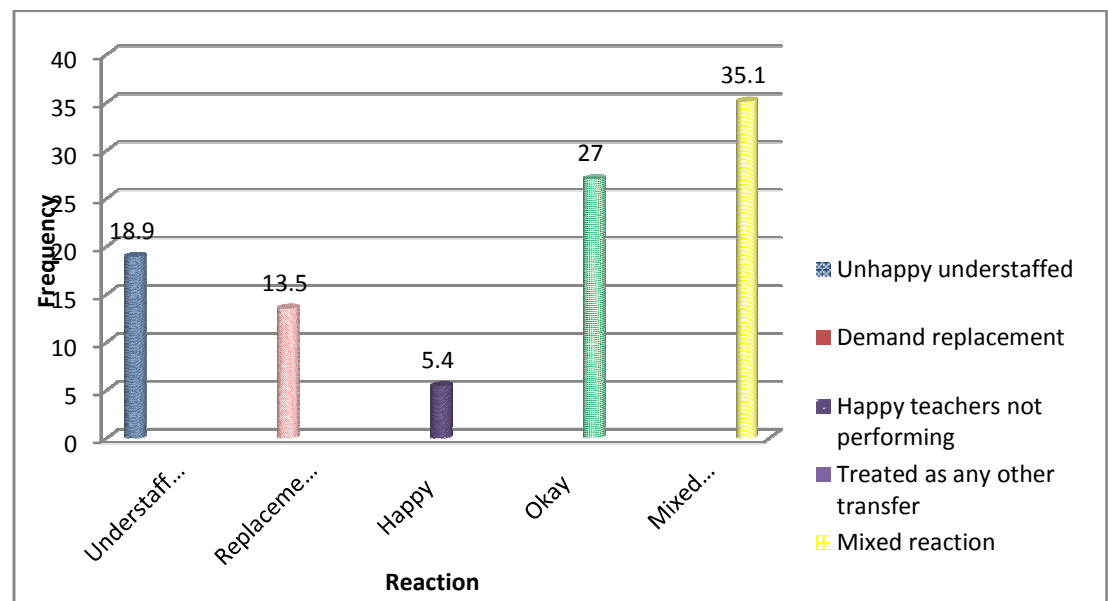


Figure 4.3 Community's reaction over teachers' transfer

Figure 4.3 shows that 35% of the teachers reported that the community had mixed reaction. This implies that there was no communal reaction whenever the teachers are transferred.

To find out whether there were cases of pupils' mobility influenced by teachers' transfers, the teachers in their questionnaires were asked to clarify on this. Head teachers' interview together with the information from focused group discussion gave the data presented in Figure 4.4.

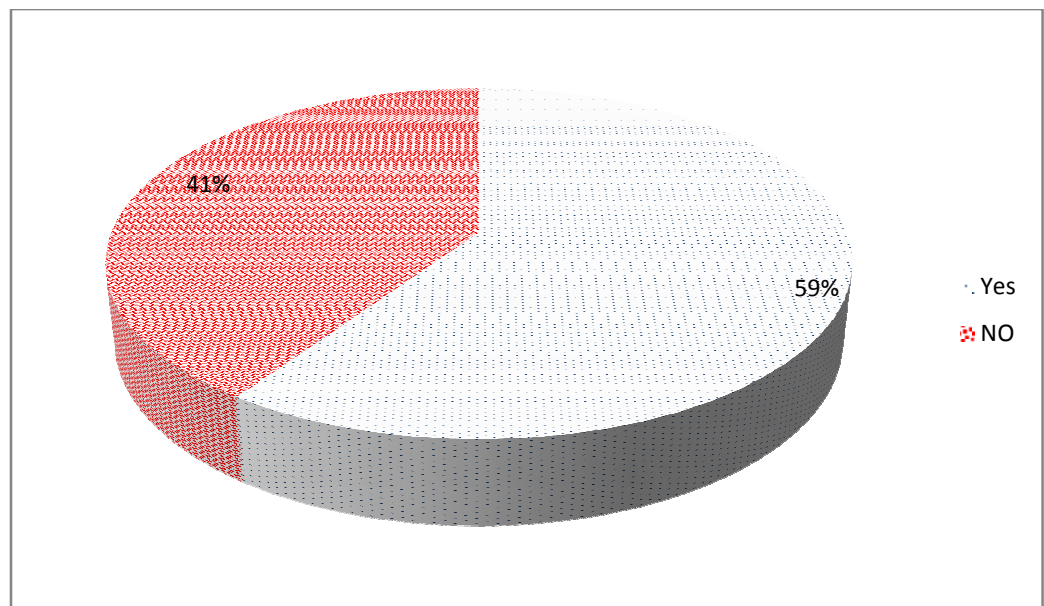


Figure 4.4 Teachers' transfer influence pupils' mobility

The findings in Figure 4.4 revealed that there are cases of pupils' mobility due to teachers' transfer where 59% of the teachers were in agreement. Therefore, frequent transfer of teachers in some schools may have had some effect on pupils' mobility.

4.7 Schools’ policies on promotion of pupils between grades and pupils’ mobility

The objective number four was on how the schools’ policies on promoting pupils between grades affected their mobility from one school to another. The researcher sought to investigate the grades mostly repeated in schools. Teachers were asked to indicate the number of repeater in the selected classes. Their data is presented in Table 4.13.

Table 4.13 Grades repeated

Number of pupils	Std 6		Std.7		Std 8	
	Freq.	%	Freq.	%	Freq.	%
Below 5	27	72.9	23	62.1	16	43.2
5-15	8	21.2	12	32.4	11	29.7
None	2	5.4	2	5.4	10	27
Total	37	100	37	100	37	100

The Table 4.13 shows 72.9% of the teachers reported that there were repeaters in their schools. The highest percentage was in classes VI and VII tying at 94.5 percent. The findings differ from those with studies of Conno and Lipscomb (2008) in California where grade repeating is concentrated in elementary grades other than in the upper grades.

To ascertain whether end of year’s examination influenced grade repetition, it was necessary to establish the basis of promoting pupils between grades. The head teachers in their interview reported that there was no policy in place that guided the promotion of pupils between grades but end year’s examination was largely used. The information given by the teachers is presented in Table 4.14.

Table 4.14 Basis of promoting pupils between grades

	Freq.	%
Through examination cut mark	34	91.9
Automatic	3	8.1
Total	37	100

The findings in Table 4.14 show that the majority of schools 91% promote their learners through end year’s examination where pupils must attain the schools’ required mark. The findings concurs with the US education policy of ‘No Child Left Behind’ (Education Act 2004) which states that all children had to meet state requirements in order to be promoted to the next grade. These included examination for pupils to qualify for the next grade.

The respondents further indicated that there were other considerations that do not conform to end year examination as a basis of promotion a majority of the teachers (65%) reported that learners with special needs (SNE) and over aged

pupils in most schools may not conform to schools' policies of promoting learners between grades.

To find out the most appropriate examination cut mark that pupils must get to determine their promotion between grades, teachers were asked to state the most appropriate cut applied in their schools. Their answers are presented in Table data 4.15.

Table 4.15 Schools' grade promotion cut mark

Responses	Frequency	Percent
200 marks	6	16.2
Above 250	25	67.6
300 marks	4	10.8
Above 300	2	5.4
Total	37	100

Table 4.15 shows that the majority of the teachers 68% reported that above 250 marks out of 500 is largely used in the study as the cut mark that determines pupils' promotion between grades. This implies that pupils may have repeated grades in order to get the required mark to be promoted.

The researcher further sought to find out whether there was relationship between grade repetition and pupils' mobility. The variables were the number of repeaters

in class seven and the basis of promotion through examination cut mark. These two were correlated using Pearson Product- Moment and their findings are presented in Table 4.16

Table 4.16 Relationship between grade repetition and basis of promotion between grades

	No. of repeaters in std. VII	Basis of promotion through examinations
Pearson Correlation	1	.45
No. of repeaters std. VII	Sig. (2-tailed)	.791
	N	37
Basis of promotion through examinations	Pearson Correlation	.45
	Sig. (2-tailed)	.791
	N	37

Correlation coefficient of $r(37) = .45$, $P < .79$ was obtained. This shows that there is strong relationship between the two variables. Therefore, there is relationship between grade repetition and promotion of pupils through end year examination cut mark which may have influenced pupils' mobility.

4.8 Effects of parents' occupation on pupils' mobility

Objective number five was on how the nature of parents' occupations affected pupils' mobility in public primary schools. Data was obtained by seeking the teachers and pupils' responses. Head teachers interview together with the information freely given by teachers and pupils in questionnaire was collaborated and the findings are presented in Figure 4.6.

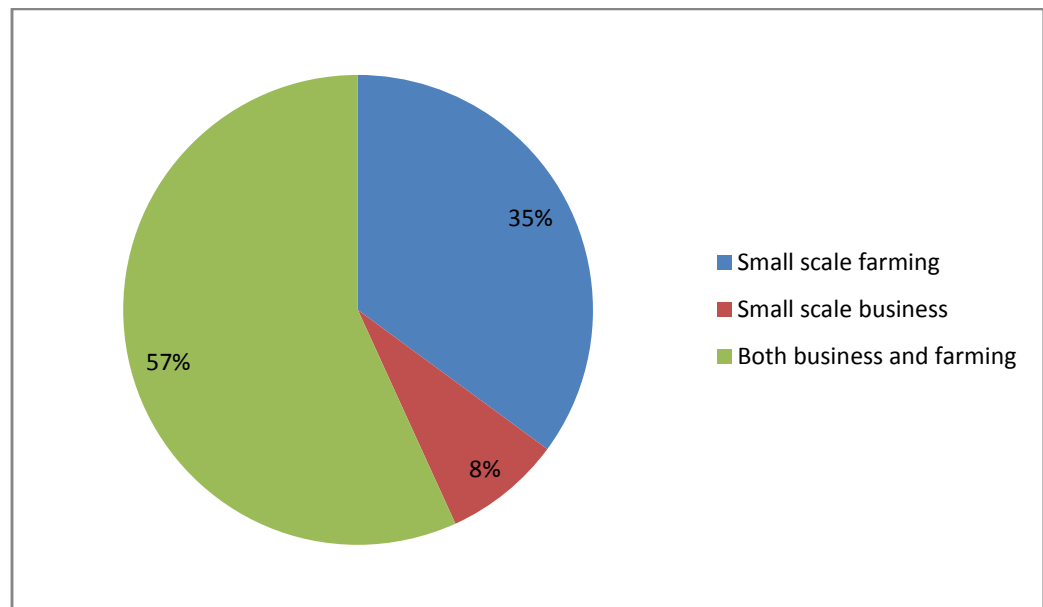


Figure 4.5 Parents' occupation influencing pupil' mobility

Figure 4.5 revealed that the highest proportion 57% work in their farms and operate small scale business to earn their living. This finding is line with what Lee (2000) and Neighbour (2001) observed when they concluded that schools with high rate of pupils' mobility have a number of children from low income background.

The researcher sought to determine the location of schools in the study area. Pupils were asked to describe the direction of their schools. The findings are presented in Table 4.17.

Table 4. 17 School Location

Responses	Frequency	Percent
Near the shopping center	37	20.9
Near milk factory	2	1.1
Near tea estate	11	6.2
In the rural	110	62.1
Both near the road and near shopping center	16	9.0
Both near the road and near tea estate	1	0.6
Total	177	100.0

From the Table 4.17, majority of the pupils 62.1% reported that the schools which they attended were situated in the rural. Though the majority of schools are in rural, 36.9% of pupils attended schools situated in market places, along the road, near tea estate and near milk factory.

To determine the effects of predominant economic activity on pupils' mobility, the researcher used the teachers' and pupils' responses in their questionnaires. The data obtained in collaboration with head teachers' response and focused group discussions is presented in Table 4.18.

Table 4.18: Predominant economic activity in schools' catchment area

Activities	Frequency	Percent
Mixed farming	17	45.9
Small scale business	4	10.8
Tea farming	3	8.1
Farming and business	13	35.1
Total	37	100.0

Most of the teachers 45.9% observed that the predominant economic activity in the study area was mixed farming. Finally, the researcher sought to determine the effects of predominant economic activity on school enrolment. A majority (72%) of the head teachers interviewed reported that schools near tea estates, shopping center and along the main road had high enrolment and that schools near tea estates were affected by frequent pupils' transfers. This implies that pupils whose parents are plucking tea are faced with frequent relocation which contributes to pupils' mobility.

Therefore, it can be concluded that pupils' mobility is associated with unstable parent' occupation confirming the findings made in Australia where a lot of pupils' mobility was as a result of parents' occupation (Australia Bureau of Statistic 2009).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives summary of the findings in chapter four and conclusions made from the findings. It also presents the recommendation made by the researcher and offers suggestions for further research. All these are done in respect to the laid down objectives of the study.

5.2 Summary of the study

The purpose of the study was to investigate the factors influencing pupils' mobility in public primary schools in Sotik division, Bomet County, Kenya. The study focused on five objectives where the researcher sought to establish the effects of: schools' performance in KCPE on pupils' mobility in public primary schools in the division; distance from home to school on pupils' mobility; teachers' transfer on pupils' mobility; schools' policies on promotion of pupils between grades on pupils' mobility and how the nature of parents' occupation influence pupils' mobility. The study targeted the head teachers, teachers and pupils' responses. The data was obtained through the interview guide, questionnaires, focused group discussion guide and observation checklist which anchored on; effects of schools performance on pupils' mobility, effects of distance between home and school on pupils' mobility, influence of teachers' transfer on pupils' mobility, effects of schools' policies on promotion of pupils

between grades on pupils' mobility and the nature of parent' occupation on pupils' mobility.

The study adopted descriptive survey design to gather both quantitative and qualitative data. The study involved 11 head teachers, 37 teachers and 188 pupils as respondents. The schools were selected through simple random sampling, purposive random sampling to select the upper primary class teachers, systematic random sampling to select pupils from each of the three classes (VI, VII and VIII) and purposive sampling to select two schools and classes for focused group discussion. Data was collected by use of interview guide for the head teachers, questionnaires for teachers and pupils and focused group discussion for a sample of pupils. The instruments were approved by the supervisors. Pilot study was done to test their reliability. Therefore, a response rate of 97.6% was realized.

5.3 Summary of the findings

The findings of the study are based on the five objectives: effects of schools' performance in KCPE on pupils' mobility, effects of distance between home and school on pupils' mobility, influence of teachers' transfer on pupils' mobility, effects schools' policies on promotion of pupils between grades on pupils' mobility, and the nature of parents' occupation on pupils' mobility.

Effects of schools' performance in KCPE on pupils' mobility

To determine the effects of schools' performance in KCPE on pupils' mobility in public primary schools, the research sought to find out the mean scores of the sampled schools in KCPE. The findings revealed that 53.2% of the schools had mean score of 250 and below. These dismal performances seem to have influenced pupils to move from one to another. For example the number of pupils admitted in various schools in classes VI, VII and VIII between 2010 and 2013 ranged between 20 and 30. This is a very big number given that pupils commute to school or generally go to schools near their homes. However, the transfers were mostly in classes VI and VII at 89.1% and 70.2% respectively. Therefore schools performance played a very significant role in pupils' mobility.

Influence of distance on pupils' mobility in public primary schools

Objective number two sought to find out whether distance from home and school influenced pupils' mobility. The findings revealed that most public primary schools (46.3%) are close to each other with a distance of one kilometer and below. Forty five percent of pupils cover a distance of one kilometer and below to school. Pupils who went to school late were 61.1% whereby 45% gave a reason of long distance to school. Therefore, distance was not a factor that influenced pupils' mobility in Sotik Division.

Effects of teachers' transfer on pupils' mobility

Objective number three sought to find out whether pupils' mobility is influenced by teachers' transfer. The findings revealed that from the year 2010 to the time of the study 2014, most schools (45%) had four teachers and above transferred. During the same period there were major transfers of pupils in classes six and seven representing 89.1% and 70.2% respectively and an average of 12.7% schools admitted over thirty pupils in the same classes. This was confirmed by the majority of the teachers (59.5%) who reported that there have been cases of pupils' mobility because of teachers' transfer.

Effects of schools' policies on grade repetition on pupils' mobility

Objective number four sought to find out whether pupils' mobility is influenced by grade repetition. The findings revealed that all the schools had repeaters with the majority (94.5%) of them from classes VI and VII. It also revealed that 91.9% of schools use examination cut mark in promoting pupils between grades with consideration of pupils with special needs and those who are over aged. The study found that 250 marks out of the possible 500 marks seem to be the most applied policy in majority of the schools (67.6%) to determine pupils' promotion to the next grade. As a result, the study found out that pupils may choose to repeat grades in other schools to avoid embarrassment in their current schools.

A correlation between number of repeaters and the basis of promoting pupils between grades through end year examination gave a contingent coefficient of $r(37) = .45, < .97$. This indicated that there is strong relationship between the variables. Therefore, schools' policy on promotion of pupils between grades influences pupils' mobility. Therefore grade repetition had an effect in pupils' mobility.

The nature of parents' occupation and pupils' mobility

Finally, objective number five sought to investigate whether the occupation of parents influenced pupils' mobility. The study revealed that 58.6% are the majority of parents who work in their farms and operate small scale business and that their predominant economic activity is mixed farming. It also revealed that the majority of the schools (62.1%) are situated in rural. Significant figures of schools (37.9) are near shopping centers and tea estate. These were schools with high rate of pupils' mobility and high enrolment. Therefore, the nature of parents' unstable jobs influence pupils' mobility when there is frequent relocation.

5.4 Conclusion

The following conclusions were drawn from the findings of the study basing on the objectives. It has been found that schools' performance in KCPE affect pupils' mobility to a great extent. Pupils and even parent are attracted schools that do well in KCPE.

The schools' policies on promotion of pupils between grades had great influence on pupils' mobility. The study found that pupils may choose to repeat grades in other schools to avoid embarrassment in their current schools. Teachers' transfer had an effect on pupils' mobility. Frequent transfers of teachers as a move to improve the quality of learning have affected pupils' mobility.

Lastly, the findings of this study on how parents' occupation influence pupils' mobility found out that parents with unstable jobs change residence frequently forcing their children to change schools more often.

5.5 Recommendations

In view of the research findings, the researcher makes the following recommendations:

- i) Schools which post good results in KCPE yearly seem to attract many pupils. The schools' head teachers in collaboration with teachers should work towards improvement of schools' performance which may attract and retain learners.
- ii) That the MoEST should formulate a policy that stops grade repetition in schools.
- iii) Lastly, school administration should keep school records properly for future reference.

5.6 Suggestions for further research

- i) This study was limited to the factors influencing pupils' mobility in public primary schools. More research is needed to find out effects of pupils' mobility on performance.
- ii) The study was limited to Sotik Division in Bomet County; a similar research may be done in a county in order to compare the results since every division may be experiencing unique factors.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

Sr. Pauline Kebenei,
University of Nairobi,
P.O. Box 30197.
NAIROBI.

The head teacher,
.....Primary School,

Dear sir/madam,

RE: REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a postgraduate student at the University of Nairobi, pursuing a Master of Education Degree in Educational Administration. I am writing to solicit your support in carrying out a research on the topic “Factors influencing movement of pupils in public primary schools in Sotik Division, Bomet County”

Kindly respond to the questionnaire attached. The responses will be used for the purpose of study only. Your identity will remain confidential.

Thank you in advance.

Yours sincerely,

Sr. Pauline.

APPENDIX II

INTERVIEW GUIDE FOR HEAD TEACHERS

Section A: Personal information

1. What is your highest professional qualification?
2. How many years have you been a head teacher of this school?

Section B: Academic performance and pupil' mobility

3. What was your school's KCPE mean score in the years in the following years?

2010 [] 2011 [] 2012 [] 2013 []

4. How many new comers in upper classes (VI, VII and VIII) were admitted in the following years?

2010 [] 2011 [] 2012 [] 2013 []

5. How many pupils in upper classes have left your school on transfer since January 2014?

Std 6 [] Std 7 [] Std 8 []

Section C: Distance between home and school on pupil' mobility

6. What is the average distance between your school and other public primary schools in the neighborhood?
7. What is the approximate distance that pupils travel daily to school (in meters?)

Section D: Teachers' transfer and pupils' mobility

8. How many teachers have transferred from your school since the year 2010?
9. How did the community react to their transfers?

10. Are there any cases of pupils seeking admission in your school following a transfer of a new teacher?

School E: Policy on promotion of pupils between grades and pupils, mobility

11. How many repeaters are in the following classes?

Std 6 []

Std 7 []

Std 8 []

12. On what basis are pupils promoted from one grade to another in upper primary?

a) Through examination cut mark []

b) Automatic promotion []

c) Any other method [] specify-----

d) If your answer is through examination cut mark, what is the schools' cut mark that determines promotion of pupils between grades?

Section E: The nature of parents' occupation and pupils' mobility

13 Where is your school located?

14. What are the general parents' occupations of your school?

15. What is the general parents' occupation of your school?

16. What are the predominant economic activities around your school?

17. How does the economic activity within the school environment affect the school enrolment?

THANK YOU FOR YOUR COOPERATION

APPENDIX III

TEACHERS' QUESTIONNAIRE

Please read the questions below and kindly give the appropriate response by either ticking (✓) or by giving further information in the space provided. This study is purely for academic purpose your identification will be treated with strict confidentiality.

Section A: Personal information

- 1). Gender: Male [] Female []
- 2). What is your highest professional qualification?
- P1 [] ATS 4 [] ATS 3 [] Diploma []
- Degree [] Masters Degree []
- 4). How many years have you been teaching in this school?
- Below 2 years [] Between 2-6 years []
- 6-12 years [] Above 12years []

Section B: Academic performance and pupil' mobility

- 5). What was your school's KCPE mean score in the years in the following years?
- 2010 [] 2011 [] 2012 [] 2013 []
- 6). How many new comers in upper classes were admitted in the following years?
- 2010 [] 2011 [] 2012 [] 2013 []
- 7). How many pupils have left your class on transfer since January 2014?
- Std 6 [] Std 7 [] Std 8 []

Section C: Distance between home and school on pupil' mobility

9) What is the average distance between your school and other public primary schools in the neighborhood?

i). Less than 1km []

ii) 1 km. []

iii) Above 1km []

10).What is the average distance pupils travel daily from home to school (in meters?)

i) Below 500m []

ii) 500m []

iii) Above 500m []

iv) More than 1000m []

Section D: Teachers' transfer and pupils' mobility

11). What is the number of teachers who have transferred since the year 2010?

[]

12).How did the community react to their transfers?-----

13). Are there any cases of pupils seeking admission in your school following a transfer of a new teacher to your school?

Yes []

No []

School E: Policy on promotion of pupils between grades and pupils, mobility

14). How many repeaters do you have in your classes both from other schools and your current school?

ii) Std 6 []

iii) Std 7 []

iv) Std 8 []

15). On what basis are pupils promoted from one grade to another in upper primary (vi-vii)?

a) Through examination cut mark []

b) Automatic promotion []

c) Any other method [] specify-----

d) If your answer is through examination cut mark, what is the schools' cut mark that determines promotion of pupils between grades?

Section E: The nature of parents' occupation and pupils' mobility

16). What are the general parents' occupations of your school?

Occupation	Below 50%	50%	100%
Small scale farming			
Tea farming			
Teaching			
Working in the hospital			
Working in school/ polytechnics			

17) What is the general parents' occupation of your school?

18) How does the economic activity within the school environment affect the school enrolment?

19) Where is your school located?

i).Along the main road []

ii) Near major shopping center []

iii) Near tea estate []

iv) In the rural []

THANK YOU FOR COOPERATION

APPENDIX IV

PUPILS' QUESTIONNAIRE

Please read the questions below and kindly give the appropriate responses by either ticking (✓) or by giving further information in the spaces provided. This study is purely for academic purpose your identification will be treated with strict confidentiality.

- 1). Gender: Male [] Female []
- 2). How old are?
 - i). Between 9-10 years []
 - ii). Between 11-12 []
 - ii). Above 12 []
- 3). Indicate your class
 - i) Std 6 []
 - ii) Std 7 []
 - iii) Std 8 []
- 4). What do you like most in your school? (Tick the ones applicable to you)
 - a) Teachers teach well []
 - b) It is the best school around that perform well in KCPE []
 - c) Teachers are friendly and approachable []
 - d) The school is near my home []

5). Of the pupils you were admitted with last year 2013 are there any who transferred?

Yes [] No []

6). Is your school located

a) Along the main road []

b) Near major shopping center []

c) Near tea estate []

d) In the rural area []

7). On average how many times have you come to school late?

Many times [] few times [] occasionally [] None []

a) Why were you late?-----

8). What is the average distance pupils travel daily to and from school (in meters?)

i) Below 500m []

ii) 500m []

iii) Above 500m []

iv) More than 1000m []

9). Are there teachers in your school who were transferred?

Yes [] No []

a) Were you happy when they were transferred?

Yes [] No []

10). How did the community react to their transfers? -----

11). Where you in this school last year 2013?

Yes [] No []

12). Which classes have you repeated since you joined class one?

1 [] 2 [] 3 [] 4 []

5 [] 6 [] 7 [] 8 []

13). Are you required to get a pass mark in end year's exams before promoted to the next class?

Yes [] No []

b). If yes what is the required pass mark that determine promotion to the next grade?

14). Where do your parents live and work?

a) Along the main road doing business in the shopping center or town []

b) Near tea estates working in tea farms []

c) Near milk factory working in the factory []

d) In the village working in the farm []

e) Near school or hospital working in any of them []

THANK YOU FOR COOPERATION

APPENDIX V

PUPILS' FOCUS GROUP DISCUSSION GUIDE

The purpose of this focus group discussion guide is to gather information about the factors that influence pupils' mobility in public primary schools.

Date _____

Venue of FGD: _____

Group: Pupils

Gender: Boys [] Girls []

Age range of participants 12-14 years Number of participants in the FGD: []

1. What do you like most in this school?
2. What will you do if your school's performances are poor?
3. Who came to this school this year?
4. Why did your classmates transferred from this school?
5. Who among you has been coming late to school late almost every day?
6. What are the reasons for late coming?
7. How far is your home from school (in meters)?
8. How far from your school is the next public primary school?
9. Who has ever repeated a class?
10. Why do pupils repeat classes?
11. What do teachers check before promoting pupils between grades?
12. Are there teachers who have transferred from this school?
13. Who among you came to this school because the teacher they love was transferred here?

14. Where do your parents work?

15. How do people around your school earn their living?

THANK YOU FOR YOUR COOPERATION

APPENDIX VI
AUTHORIZATION LETTER



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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

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

Ref. No.

Date:

NACOSTI/P/14/8425/1637

26th May, 2014

Pauline Jelagat Kebenei
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing pupils mobility among public primary schools in Sotik Division, Bomet County-Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Bomet County** for a period ending **31st December, 2014.**

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

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


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Bomet County.



APPENDIX VIII

LETTER OF AUTHORIZATION

MINISTRY OF EDUCATION

Telegram: "ELIMU"
Telephone 052-532135
When replying please quote
Email address-deosotik@yohoo.com



DISTRICT EDUCATION OFFICE
SOTIK DISTRICT,
P.O. BOX 27,
SOTIK


13th May 2014.

TO WHOM IT MAY CONCERN

RE: KEBENEI PAULINE JELAGAT REG NO. E55/75233/12

The above mentioned is undertaking post graduate studies at the University of Nairobi. She is currently doing her research on "Factors Influencing Pupils Mobility Among Public Primary Schools in Sotik Division, Bomet County Kenya."

She has been allowed to visit Public Primary schools in Sotik Division. She will carry out document analysis in selected schools. Please give her the necessary assistance.

 **DISTRICT EDUCATION OFFICER**
SOTIK DISTRICT.

James Angatia
FOR:
**DISTRICT EDUCATION OFFICER
SOTIK**