INFLUENCE OF INSTITUTIONAL FACTORS ON TRANSITION OF PUPILS FROM PRIMARY TO SECONDARY SCHOOL IN ATHI RIVER SUBCOUNTY, MACHAKOS COUNTY

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A Research Project Report Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Educational Planning

UNIVERSITY OF NAIROBI

2015

DECLARATION

This research project report is my original work and has not been presented for the award of a degree in any other university.

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DEDICATION

I dedicate this project to my parents Michael Mulwa and Annastacia Mwikali for their support and guidance. I also wish to dedicate it to my children Olivia Mutua and Oliver Mutua for their understanding and emotional support during this period of my study.

ACKNOWLEDGEMENTS

I wish to express special thanks to the Almighty God for his guidance and protection throughout the period of study. In writing this report, I have been helped by very many people to whom I am sincerely grateful. I will not be able to mention all those people who helped me along the long and challenging as well as exciting journey to the completion of this project.

I would also like to thank my family: my husband, Jonathan Mutua; my daughter, Olivia Mutua; and son, Oliver Mutua, who gave me the much needed moral and material support to go through this programme. I greatly feel indebted to my supervisors, Dr. Mari Nelson and Mr. Ferdinand Mbeche, who patiently helped me to notice and correct the many mistakes I made and gave invaluable advice and guidance. Finally, anyone else who in any way contributed to the completion of this project, kindly feel deeply appreciated.

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LIST OF ABBREVIATIONS AND ACRONYMS

EFA: Education for All

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNHCR: United Nations High Commissioner for Refugees

CREATE: Consortium for Research in Education Access

UPE: Universal Primary Education

KCPE: Kenya Certificate of Primary Education

MoE: Ministry of Education

SPSS: Statistical Package of Social Science

DEO: District Education Officer

DQASO: District Quality Assurance and Standards Officer

NCOSTI: National Council of Science Technology and Innovations

NGO: Non – Governmental Organization.

MDGS: Millennium Development Goals

PISA: Programme for International Students Assessment

OECD: Organisation for Economic Co-operation and Development

UPE: Universal Primary Education

TIQET: Totally Integrated Quality Education and Training

CHE: Commission for Higher Education

NACECE: National Centre for Early Childhood Education

KICD: Kenya Institute of Curriculum Development

ASALS: Arid and Semi-arid Lands

NARC: National Rainbow Coalition

ABSTRACT

The purpose of this study was to investigate the influence of institutional factors on transition of pupils from primary to secondary in Athi River Sub-county, Machakos County. The study was triggered by relatively low transition rates in the sub-county, in comparison to other sub-counties in the county. The study was guided by three specific objectives, which were to establish; the influence of tuition fees on transition rates, the influence of the availability of secondary school places on transition, and the influence of geographical location of students on transition rates. The literature review for the study focused on previous work done by other scholars and researchers on the factors affecting transition rates from primary to secondary in Kenya and other parts of the world. Through the literature review, the researcher was able to identify knowledge gaps that aided further research. The target population for the study comprised all the 1225 pupils in all 35 primary school head teachers in primary schools. The sample size comprised of 301 pupils and 32 primary school head teachers. Stratified and simple random sampling procedures were used to pick the sample that took part in the study. The study adopted descriptive survey research design because of its ability to collect data without any manipulation of the variables under study. The main tool for data collection was questionnaires and interview schedules. Through data analysis the study established that, the data was collected and analyze. Through data analysis, the study established that, the average transition rates in Athi River Sub County were below 57%. Between 2011 and 2014 the average transition rates for all the schools over the years were 52%, 51%, 55%, and 56% respectively. These relatively low transition rates are attributable to the geographical location of the schools in terms of proximity to the pupils and to big towns. The study revealed that 66.7% of the schools were located on urban areas while 33.4% are in the rural. The study also established that 55.8% of children from households never joined secondary schools. The number of vacancies in secondary schools was also identified as one key factor contributing to low rates of transition. The number of vacancies in this case is directly proportional to the number of available secondary schools. The geographical location, and the proximity of a school to the learner, interferes with his/her psychological orientation, enthusiasm to learning and time of study, so that, only a few determined students make it to completion. Based on the findings of the study, it is recommended that, the government should make secondary education free and compulsory for all children, and in so doing, ensure that, learners seamlessly proceed from primary to secondary without being forced to repeat a class. The study also recommends that, the government, in collaboration with the local community and sponsors to over-see the construction of more schools so as to increase the vacancies of transition, the key stake-holders in education should also sensitize pupils, parents, and the community on the importance of education. In order to supplement the findings of this study, it is suggested that we carry out a study in all the other counties in order to all generalization and they is also need to carry out study on Home Based factors that influence transition rates.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is a fundamental human right because it empowers individuals with the knowledge, competences and skills needed to increase production and income (United Nations Educational, Scientific and Cultural Organization (UNESCO, 2005). Additionally, education enables individuals to take advantage of employment opportunities, which eventually contributes to the alleviation of poverty in a country. Investing in education is therefore one of the smartest economic growth and human development investments. The provision of primary education for all eligible school going children is a goal that most world governments have achieved.

As countries shift their focus on provision of post-primary Education for All (EFA) goals, there is a mismatch between enrollment in primary school and transition to secondary school. However transition rates from primary to secondary vary from one country to another. For instance, in developed regions such as Eastern Europe, Latin America and East Asia transition rates from primary to secondary were 96.1%, 91.0% and 89.7% respectively in the year 2005 (UNESCO, 2005).

Other countries like Brazil bear the highest secondary gross enrolment rate at 100% (World Bank, 2005). Sweden and the United Kingdom had relatively high secondary school participation rate though below 50% (World Bank, 2005). Singapore and South Korea adopted policies to increase quality and access to secondary education, yet such policies did not guarantee

increased access to secondary education as participation rate in vocational secondary education remained below 50% (Mundle, 1998; Gill et al, 2000; World Bank, 2005). Japan benefits greatly economically due to increasing transition to secondary education. According to UNESCO (2005), the need for better education seems unlimited. Ignorance, narrowness of outlook, inability to cope with personal and social problems, among other symptoms of insufficient education, is dominant features of contemporary life. In this case then as the society develops and becomes more complex and artificial the need for holistic education increases.

To the contrary, only a hand full of sub Saharan African countries such as Mauritius and South Africa have achieved rates of access to secondary education above 80% for junior secondary. Other countries such as Rwanda and Burkina Faso have not yet achieved rates of 20% (Secondary Education in Africa (SEIA, 2007). In Kenya, the transition levels in the year 2013 were 73%.

The educationists are concerned of the transition rates because any education system should have a smooth transition rate for it to be considered efficient. Transition to secondary education is beneficial for economic and social cohesion since it increases trust and tolerance amongst individuals (World Bank, 2005).Secondary education is very important for many individuals because it improves their standard of living through acquisition of jobs which determine their future life chances and mobility out of poverty (Lewin, 2007).

According to EFA Monitoring Report (2012), Kenya is among the countries which have significantly increased secondary enrollment. Other countries include Chad, Congo, and Tanzania. Secondary education in African countries tends to be neglected, receiving an average of 15-20% of state resources. Performance is important to transition to secondary school in many countries of the world (UNESCO 2004; Deolauka, 1999). Education is both consumption and an investment. Education is a means through which a country can achieve such benefits as poverty eradication, health and democracy, and economic growth (Watkins 1999; Bogonko, 1992)). According to Heneveld (2006), education is a life necessity for all human beings because it is part and parcel of their day to day activities. Education equips citizens with skills, competencies, and capabilities hence increasing productivity of the world market (Republic of Kenya, 2006).

Part 2 section 6 of the Children's Bill passed by Kenyan Parliament in 2001 states that "every child shall be entitled to education, the provision of which shall be the responsibility of the government and parents". This bill is a concrete manifestation of action to domesticate the 1989 United Nations High Commissioner for Refugees (UNHCR) and other international conventions, treaties and declarations, which have implications for the protection, care and education of children(Republic of Kenya, 2001).

Several commissions were founded to address the challenges facing the education sector and to seek out more responsive educational systems. The Kenyan educational system has undergone several changes in structure and in curriculum. For instance, in the current 8-4-4 system, Primary Education is

supposed to start at the age of 6-8 years. Four years are allocated to secondary education and this paves way for higher education which is imparted through technical institutions, polytechnics or universities, and takes at least 4 years in universities. The data collected in 1997 on the educational pyramid reveals that 44% of the working age population had not completed primary school while 21% had not attained at least 8 years of schooling after completing primary school. About 17% had begun but had not completed lower secondary education (Form 1 and 2) while 13.7% had completed education (Kimalu et al, 2001).

This indicates that transition from primary to secondary schools has been challenged over the years. Kenya and Uganda has introduced Universal Primary Education (UPE) hence there was a necessary tradeoff between implementing this policy and investing in building new schools and improving school infrastructure(Consortium for Research in Education Access (CREATE, 2001)

Efforts have been put in place to address the low transition rates from primary to secondary. A study by World Bank, (2008) indicates that there are some school based factors that affect transition rates from primary to secondary. Some of the factors vary from country to country. For instance, In Senegal, secondary schools enroll only 25% of the students who complete primary level education due to the limited number of schools. In addition, the schools are unevenly distributed hence most of the pupils do not access secondary education (World Bank, 2008). In Eritrea, transition to secondary

schools is very low because many pupils repeat primary school owing to poor performance in their final examinations (World Bank, 2008).

The Kenya Government, like other developing countries has invested heavily in the education sector. From independence in 1963, Kenya in particular has been on the move trying to ensure that education is provided to all the citizens. For example, in the 1963 elections when the Kenya National Union KANU became the ruling party, it published a Manifesto entitled "*What a KANU government offers you*" which committed the party to offering a Minimum of seven years of free primary education (Sifuna 2004). In the 1969 (KANU) election Manifesto, the party again re-echoed its commitment to providing seven years of free primary education. A second presidential decree on 12th December 1973 during the celebration of ten years of independence radically brought the country close to achieving "universal free primary education". The decree directed free education be provided to all children in standard I-IV in the country.

In 1971 a presidential decree abolished tuition fees for districts with unfavorable climatic conditions because the majority of population in those areas was poor (Sifuna 2004). The aim of free primary education programme was to provide more school opportunities, especially for the poor communities notably communities in the Arid and Semi Arid Lands (ASALs).

The argument was that the payment of school fees discouraged large proportion of children from attending school. The government pledged to continue building primary and secondary schools so that every child in areas which had below average enrolment, could get an opportunity to attend

school. The targeted included North-Eastern province, the districts of Marsabit, Isiolo, Samburu, Turkana, West-pokot and Mwala among others. After the directive, enrolments almost doubled in most districts except those in ASAL (Sifuna 2004).

During the 2002 general elections in Kenya, the party which formed the government National Rainbow Coalition (NARC) made the provision of Free Primary Education part of its election manifesto. After its assent to power, an estimated 1.5 million children who were previously out of school reported to school (Daily Nation February 3rd 2003). In 2007/2008 the government started Subsidized Secondary Education. The Free Primary and Subsidized Secondary Education initiatives however, did not have a great impact among the arid and semi-arid area in the country.

Education and training in Kenya is governed by the Basic education act (2013) and other related Acts of Parliament, including Teachers Service Commission Act, Kenya National Examination Council Act, Adult Education Act, University Act, and various Acts and Charters for universities. However, the Education Act of 1968, and the related Acts are not harmonized, and no longer adequately address the current and emerging trends in education and training fields. The legislation governing the sector has therefore not kept pace with new developments.

Since independence, the Government has addressed the challenges facing the education sector through Commissions, Committees and Taskforces. The first Commission, after independence, came up with the Kenya Education Commission Report (The Ominde Report, 1964). It sought to reform the

education system inherited from the colonial government to make it more responsive to the needs of the country. The Commission proposed an education system that would foster national unity and creation of sufficient human capital for national development. Sessional Paper No: 10 of 1965 on African Socialism and its Application to Planning in Kenya formally adopted the Ominde Report as a basis for post-independence educational development.

The Report of the National Committee on Educational Objectives and Policies (The Gachathi Report, 1976), focused on redefining Kenya's educational policies and objectives, giving consideration to national unity, and the economic, social and cultural aspirations of the people of Kenya. It resulted in Government support for 'Harambee' schools and also led to establishment of the National Centre for Early Childhood Education (NACECE) at the Kenya Institute of Curriculum Development (KICD)

The Report of the Presidential Working Party on the Second University in Kenya (The Mackay Report, 1981) led to the removal of the advanced (A) level of secondary education and the expansion of other post-secondary training institutions. In addition to the establishment of Moi University, it also recommended the establishment of the 8:4:4 systems of education and the Commission for Higher Education (CHE).

The Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and beyond (The Kamunge Report, 1988) focused on improving education financing, quality and relevance. This was at a time when the Government scheme for the provision of instructional materials through the National Textbook Scheme was inefficient and therefore

adversely affected the quality of teaching and learning. From the recommendations of the Working Party in 1988, the Government produced Sessional Paper No 6 on Education and Training for the Next Decade and beyond. This led to the policy of cost sharing between government, parents and communities.

The Commission of Inquiry into the Education System of Kenya (The Koech Report, 2000) was mandated to recommend ways and means of enabling the education system to facilitate national unity, mutual social responsibility, accelerated industrial and technological development, life-long learning, and adaptation in response to changing circumstances. The Koech Report recommended Totally Integrated Quality Education and Training (TIQET). While the Government did not adopt the Report due to the cost implications some recommendations, such as curriculum rationalization have been adopted and implemented. Recent policy initiatives have focused on the attainment of EFA and, in particular, Universal Primary Education (UPE). The key concerns are access, retention, equity, quality and relevance, and internal and external efficiencies within the education system.

The effectiveness of the current 8-4-4 structure and system has also come under increasing scrutiny in light of the decline in enrolment and retention particularly at the primary and secondary school levels in the last decade. The Government is committed to the provision of quality education and training as a human right for all Kenyans in accordance with the Kenyan law and the international conventions, such as the EFA goal, and is developing strategies for moving the country towards the attainment of this goal. The

implementation of Free Primary Education (FPE) is critical to the attainment of UPE as a key milestone towards the realization of the EFA goal and subsidized secondary education.

Vision 2030 singles out education and training as one of the levers that will drive Kenya into a middle-income status economy. The Kenyan Constitution (2010), the Basic Education Act of 2013, and Sessional Paper No. 14 of 2012 on *Reforming Education and Training Sectors in Kenya* provide for free and compulsory basic education as a human right to every Kenyan child irrespective of their tribal, religious, social and economic backgrounds.

Sessional paper, No. 10 of 1995 on "*African Socialism and its application to Planning of Education in Kenya*" recognized the necessity to eradicate paucity and disease which are impediments to development. An education oriented strategy was believed to be the silver bullet to do away with the above drawbacks. Kenya's government guiding philosophy is to make education a basic right and accessible to all.

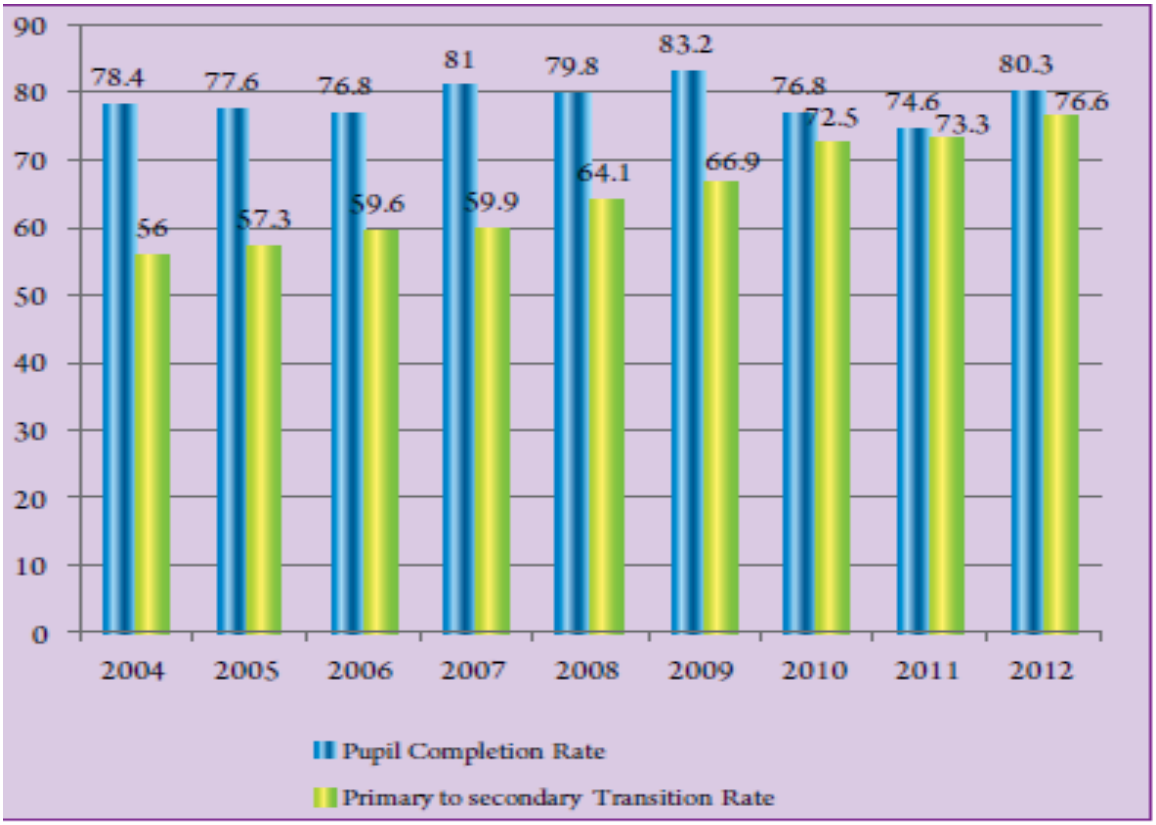
Education emerged as a leading topic in the March 2013 presidential elections, with the quality of education, lack of teachers and transition rates from primary to secondary all coming up in the first presidential debate on February 11, 2013.

Kenya has made some great strides in education over the past dozen years. When the government abolished primary school fees, the net enrolment ration surged from 62% in 1999 to 83% in 2009 (Education for All Global Monitoring Report, 2012). The number of primary schools in Kenya grew from 25,929 in 2006 to 27,489 in 2010, the number of pupils rose from 1.6

million to 2.1 million over the same period. Public and private schools kept pace with each other in terms of investing in construction of new schools: 1,113 schools were built by the government from 2006 to 2010 while the private sector put up 447 schools over the same period representing a 5% increase in each case (Economic Survey, 2011).

In order to address the low transition rates the government of Kenya introduced Free Day Secondary Education with the aimed at increasing the transition rates to 70% by the year 2015 at the national level. These gains have been realized because transition rates increased from 56% in the year 2004 to 76% in 2012. This is as presented in figure 1.0

Figure 1.1 Primary Completion Rate and Primary to Secondary Transition Rates, 2004- 2012



Source: Ministry of Education EMIS; and Government of Kenya 2012 Economic Survey.

Figure 1.1 shows that the transition rate from primary to secondary school has been increasing over the years from 59.6% (56.5% for males and 63.2% for females) in 2007 to 66.9% (64.1% for males and 69.1% for females) in 2009, further increasing to 72.5% (69.9% for males and 75.3% for females) in 2010 and 73.3% in 2011.

Despite the national increase on transition rates, the transition In Athi River Sub County remained below the national level and also below the sub counties in the same county as presented in Table 1.1

Table 1.1 Transition of Pupils to Secondary Schools in Three Sub Counties in Machakos County 2010-2013

Year.	Machakos	Kangundo	Athi River
2010	69%	68%	68%
2011	70%	69%	52.98%
2012	72%	70%	51%
2013	73%	72%	55%

Source : Machakos Education County Office

Table1.1 shows that transition rates in Athi River Sub County are always lower than the Transition rates for the neighbouring counties and that of the national government. Therefore, it is the interest of this study to find out the factors that influence transition of pupils from primary school to secondary school in this sub-county.

1.2 Statement of the Problem

Statistics provided by UNESCO (2008) show that children in sub-Saharan Africa have the lowest opportunity to enroll in secondary schools at their official age. In Kenya, efforts have been made to ensure that all children have access to basic education. This is evidenced by the introduction of Free Primary Education introduced in 2003 and subsequent Free Day Secondary Education introduced in 2008. The introduction of Free Day Secondary Education envisaged that the transition rate from primary to secondary would be 70%. Despite the government's efforts to introduce Free Day Secondary Education in Athi River Sub-county, the transition rates from primary to

secondary has remained below 60% with the highest transition rate being 68% in 2010 and thereafter declined to 51%.

This trend implies that the goal of achieving 70% transition rate will be a mirage if interventions are not put in place. Table 1.1 shows that indeed, Athi River, lags behind other counties within Machakos County and also lags behind the national transition rate. This scenario prompted the need to establish the institutional factors affecting transition rates from primary to secondary in Athi River Sub- County.

1.3 Purpose of the Study

The purpose of this study was to establish the influence of institutional factors on transition of pupils from primary to secondary school in Athi River Sub County.

1.4 Objectives of the Study

The study was guided by the following objectives:

i. To establish the influence of tuition fees charged in secondary schools on pupils transition rates from primary to secondary school in Athi River Sub-County.
ii. To determine the influence of school places in secondary schools on pupils transition rates from primary to secondary school in Athi River Sub County
iii. To determine the influence of geographical location of the secondary school on pupils transition from primary to secondary school in Athi River Sub-County.

1.5 Research Questions

i. To what extent does the secondary school tuition fee influence transition of pupils from primary to secondary school in Athi River Sub County?

ii. What is the influence of secondary school places on pupils transition rates from primary to secondary school in Athi River Sub County?

iii. To what extent does geographical location of the school influence pupil's transition from primary school to secondary school in Athi River Sub County?

1.6 Significance of the Study

The findings and recommendations of this study may provide up-to-date information which is useful to educational planners, administration, donors, parents, pupils and other stakeholders. To the donors they might use the findings to identify the level of intervention in order to improve transition rates. The ministry of education may use the findings to revise the education policy on education subsidies. The findings of the study me help the pupils and parents to devise ways of joining secondary education in time.

1.7 Limitations of the Study

The study did not involve the pupils who did not join secondary school though they were best placed to outline the reasons that hindered them to transit to secondary schools. In order to overcome the limitation, the study focused on class eight pupils because they were the next group to join secondary schools and may be aware of the factors that affect pupils to transit to secondary school.

1.8 Delimitations of the Study

The study was confined to Athi River Sub County in Machakos County. The study considered the views of head teachers of those pupils who dropped out after standard eight as well as the views of the head teachers, class eight pupils and the district education officer (DEO). The study focused on specific institutional factors influencing transition to secondary schools which include tuition fee charged on students, availability of form one vacancies, and geographical location of the school. The generalizations made in this study only apply to Athi River Sub County and can be used only in other districts with similar characteristics.

1.9 Basic Assumptions of the Study

This study was based on two assumptions that the teachers and pupils were truthful in their responses and the information given by the pupils, teachers and education officers reflected the views of the pupils who cleared primary education and have never enrolled in secondary schools.

1.10 Definitions of Significant Terms

Secondary education- refers to the stage of education after completion of primary education.

Pupil refers to a learner in a primary school.

Enrolment refers to the act of registering at an institution for a fee.

Drop out refers to a person who leaves school after completing the designated eight years of primary school cycle and does not proceed to secondary school.

County refers to an administrative unit in Kenya headed by a governor

Transition refers to the process of progressing from one level to the next. In this case pupils moving from primary to secondary level of education.

Efficiency refers to the ability to obtain maximum output from a given input.

Gross enrollment ratio refers to the ratio of total enrollment, regardless of age, to the population of the age group that officially corresponds to the level of education in question.

Net enrollment ratio refers to the ratio of children of official school age who are enrolled in school to the population of the corresponding official school age.

Repetition rate refers to pupils who repeat the same grade in a subsequent year divided by the number of pupils in same grade in the previous year.

1.11 Organization of the study

The project report was organized into five chapters. Chapter one was the introduction which consists of the background of study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations, basic assumptions of the study, definitions of the significant terms and organization of the study.

Chapter two dealt with literature review on institutional factors influencing transition of pupils from primary to secondary school like tuition fee, availability of form one vacancies, and the geographical location of the school. It also has a theoretical and conceptual framework.

Chapter three focused on the research methodology which contains research design, target population, area of study, sample size and sampling

procedures, research instruments, validity of the instruments, reliability of the research instruments, data collection procedures and data analysis techniques. Chapter four was organized into data analysis, interpretations, and discussion of findings. Chapter five comprises of the summary, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides an in-depth literature review of studies on institutional factors influencing transition rate of pupils from primary to secondary schools. The researcher reviews literature on such issues as tuition fee charged, availability of Form one vacancies, academic performance at KCPE and the geographical location of the school. Finally theoretical and conceptual frameworks are discussed.

2.1.1 The Concept Transition Rate

Transition in the Kenya education system can be defined as the percentage of form one enrolment in secondary schools to the total number of pupils who completed class 8 the previous year. A low transition signifies education wastage as most pupils who complete one level of education do not proceed to the next. School drop-outs are severely limited from both the economic and social perspective due to educational deficiencies and this persists through to their adult lives (Education for All Global Monitoring Report, 2012)). The medium term plans for Kenya's vision 2030 recognizes the need to have literate citizens and sets a target of increasing the adult literacy rate from 74% in 2007 to 80% by 2012. Improving literacy rates will require not only improving enrolment but also increasing transition rates from primary to secondary and from secondary to tertiary institutions.

Although substantial increase in participation rates at all level of education has been noted, there are disparities across regions and counties.

Participation rates are particularly low across counties in arid and semi-arid lands and those with high poverty levels. Primary school education recorded the highest participation rates while access rates to secondary and tertiary education are relatively still low. Urgent interventions are needed if the country is to enjoy the benefits of education identified and documented by scholars like Schultz (1961), Blaug (1967, 1969) and Psacharopoulos (1973). The education, benefits to both the self and society in general are immense.

2.1.2 Importance of Investing in Secondary School

According to Easterly and Levine (2002), there are several reasons why parents invest on education for their children in secondary schools. Easterly and Levine (2002) postulate that, education increases individual productivity, as measured by the well-documented link between educational attainment and personal earnings. At the national level education plays an important role in fostering economic growth. Today's rapidly growing economies depend on the creation, acquisition, distribution, and use of knowledge and this requires an educated and skilled population. In addition, there is growing evidence that perhaps half or even more of aggregate economic growth is driven by increases in factor productivity rather than by factor accumulation in either capital or labor (Easterly and Levine 2002). Secondary educations play a particularly important role in this regard. In many countries the increased demand for workers with secondary schooling has been associated with skill-biased technological change.

Barro (1999), analyzing a panel of about 100 countries observed between 1960 and 1995, finds that economic growth is positively related to the (1960)

starting level of average years of adult male school attainment at secondary and higher levels but is insignificantly related to years of primary attainment. His interpretation is that there is a strong effect of secondary and higher schooling on the diffusion of technology. In an increasingly globalized economy, developing countries may be able to achieve increases in factor productivity through technology transfer from global "leaders." Such technology transfer may take place through trade, foreign direct investment, and learning across international supplier producer chains. Much of the technology developed in the leader countries, however, is very skills-intensive and therefore "inappropriate" for developing countries without a minimum threshold level of skills Acemoglu and Zilibotti (2001).

Secondary education is a vital part of a virtuous circle of economic growth within the context of a globalized knowledge economy. Many studies by Borensztein, de Gregorio, and Lee (1998); Caselli and Coleman (2001) and Xu (2000) have shown that a large pool of workers with secondary education is indispensable for knowledge spillover to take place and for attracting imports of technologically advanced goods and foreign direct investment. In a study on education and technology gaps in Latin America, De Ferranti et al. (2003) found that the bulk of the difference in computer penetration between Latin America and the East Asian "tigers," with their significantly wider computer coverage, can be explained not only by differences in the share of trade with countries of the Organisation for Economic Co-operation and Development (OECD) but also, and most important, by the proportion of the workforce with secondary schooling.

The authors further speculate that this explains why the demand for skilled workers has not increased in Brazil, which has much lower schooling levels than other countries in Latin America.

A case for expanding secondary education can also be made on the grounds of economic growth, even where the rate of return to secondary education is low in comparison with that to tertiary education as is the case in many Latin American countries (de Ferranti et al. 2003) and where expansion of secondary education might have a smaller short-term effect than would expansion of the coverage of the university system. Historically, the countries that have experienced the most rapid and sustainable increases in educational attainment, as well as outstanding economic performance, have pursued balanced upgrading of the primary, secondary, and tertiary levels of education. Goldin (1999) demonstrates the importance of the extension of secondary schools in the United States between 1910 and 1940—a transformation that gave the United States a half-century lead over European countries. De Ferranti et al. (2003) stress the importance of balanced upgrading of an education system after analyzing the examples of Korea, Singapore, Taiwan (China), and other East Asian "tigers," which make a stark contrast with the "unbalanced" transitions observed in many Latin American countries.

Although a central goal of education is to allow all individuals to develop to their full potential, the realization of this goal does not imply the elimination of individual differences in educational achievement and the associated benefits, nor does it necessarily mean access for all to the same educational experiences. It does, however, imply full access to intellectual and

skill development opportunities that will enable each individual to develop his or her full potential. Thus, consideration of equity in education must address issues related to outcomes, as well as to access. The question is not whether outcomes vary but whether they vary to an unreasonable extent and whether the distribution of outcomes is equivalent in groups among which it is not reasonable to expect differences—for example, between the genders (Blondal, Field, and Girouard 2002).

A significant challenge for public policy is to provide learning opportunities for all students irrespective of their home backgrounds. International evidence from the Programme for International Student Assessment (PISA) provides encouraging evidence in this regard (OECD 2001b). While the results for all participating countries show a clear positive relationship between home background and educational outcomes, experience in some countries demonstrates that high average quality and equity in educational outcomes can go together.

One of the most important findings of PISA is that students' home background explains only part of the story of socioeconomic disparities in education, and in most countries it is the smaller part. The combined impact of the school's socioeconomic intake can have an appreciable effect on the student's performance, and it generally has a greater effect on predicted student scores than do the characteristics of students' families. Thus, the message from PISA findings is that national education policy and practice can mitigate the influence of social and economic privilege on educational achievement without sacrificing the overall level of achievement.

Public policy affects the distribution of the costs and benefits of secondary education most directly through the arrangements for public funding. Analysis of the shares of public resources allocated to various social sector interventions going to poor and non poor households (the average incidence of public expenditures) often finds investments in secondary schooling to be of intermediate incidence. These expenditures are not as regressive as spending on university (which is often captured by rich elites) but are not as progressive as spending on primary schools (because of the greater coverage of primary education and because poor families tend to have more children). It is obvious; however, that such analyses of average incidence could be misleading as a guide for government policy, as the average and marginal incidence of expenditures can be quite different.

A simple example will illustrate this point. If all children from rich families are already in secondary school and no children from poor families are, the average incidence of expenditures on secondary school would be highly regressive, but the marginal incidence (a measure of who benefits from one additional unit of funding spent) may be highly progressive. This kind of analysis may show that the poor stand to benefit a great deal from expansion of the coverage of secondary education in some countries. Investments in secondary school can also be justified on the basis of distributional arguments, although the case here is somewhat speculative. Further research is needed to better establish the likely distributional implications of secondary school expansion.

Children who receive more education now may have higher earnings in the future, and investments in schooling can therefore influence the future distribution of per capita income or of consumption. “Simple” simulations of the effect of educational expansion on the Gini coefficient are feasible; an example is the work done by Bourguignon, Ferreira, and Leite (2003). Such simulations essentially compare the current distribution of earnings with the distribution of earnings if an additional number of workers in the future have more education and therefore earn higher wages, where these wages are imputed on the basis of the present-day rate of return to schooling. Unfortunately, these simulations yield only very rough measures of the impact of school expansion on distributional parameters because the rate of return to education is itself endogenous, a function of the supply of and demand for workers with different amounts of schooling.

Expanding the coverage of secondary school, other things being equal, will depress the earnings of workers with secondary education relative to those with only primary education, as well as relative to those with university education. The extent to which changes in supply would change the returns to a particular level of education depends on the degree to which workers with secondary education are substitutes in production for those with primary or university education. This is intimately related to the elasticity of substitution among different kinds of worker.

The exact value of these elasticities of secondary-to-primary and secondary-to-tertiary workers in developing countries is largely unknown, and there is therefore little agreement on the likely effect of expansion of

secondary coverage on the future distribution of earnings. A simulation exercise with "reasonable" elasticity values (perhaps between 1 and 3) and "reasonable" assumptions on changes in relative demand (perhaps an extrapolation from current trends) would provide policy makers with upper- and lower-bound estimates of the effects of secondary school expansion on aggregate measures of inequality in individual countries Millennium Development Goals (MDGs).

Investing in secondary education can have a direct impact on the effort to reach Millennium Development Goal achieving to universal primary education. Increasing the provision and coverage of secondary education can boost completion rates in primary education. If a student has a realistic opportunity to continue with studies in (lower) secondary school, this can increase motivation (and the family's perceived incentives) for graduation from primary school. An analysis of global education trends by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) shows that developing countries need "some critical mass of secondary participation" (UNESCO 2004b), in order to meet the goal of universal primary education. Clemens (2004) observes that "no country today has achieved over 90% primary net enrollment without having at least roughly 35% secondary net enrollment."

In Ghana, Lavy (1996), found that improving access to secondary education facilities not only improved enrollment at the secondary level but also served as an incentive for primary school completion. If transition rates from primary to secondary education fall, it is likely that primary completion

will decline as well and that dropout rates in the final years of primary education might not be easily reduced. In addition, gender equality cannot be achieved without expanded and balanced access to secondary education. Education for All (EFA) policies tend to position lower secondary education within the realm of basic (and compulsory) education.

Lower secondary education is therefore being increasingly identified with primary or basic education, and the emphasis is more on a general than on a specialized curriculum. For example, in many African countries junior (that is, lower) secondary education is now being incorporated as the last stage of basic education, which many governments are defining, when possible, as free and compulsory (Bregman and Bryner 2003).

Curriculum, teacher training and recruitment, and even school organizational arrangements are increasingly converging at the primary and lower secondary levels. In addition to appropriate basic and compulsory education policies, the achievement of the MDGs and of the EFA goals set in the Dakar Framework for Action in 2000 call for a systematic policy for post basic or post compulsory education in developing countries.

2.2 Influence of Tuition Fees on Transition Rates from Primary to Secondary

The amount of money required to join secondary school influences transition from primary to secondary school (Lewis, 2007). According to Lewis, (2007), tuition fee is the greatest challenges to access to secondary school education in sub- Saharan Africa. The parents are expected to meet some of the operational costs such as tuition, maintenance fee and may be

required to pay for many other things including food, uniforms, learning materials and special equipment (Lewis, 2007).

State investment in secondary education tends to be the most neglected of the education sector, receiving on average between 15% and 20% of total education budgetary allocation (World Bank, 2007).The low investment in secondary education directly affects the transitions to secondary schools. The government needs to prepare to invest more in secondary education so as to improve transition and increase economic growth and social progress. Without such investment it will become increasingly hard to compete in today's knowledge based global economy (World Bank, 2008).

Secondary education makes important contributions to the intergenerational maintenance and accumulation of human and social capital. As the society becomes increasingly complex and less traditional, secondary education tends to become a central builder of networks of civic engagement that form the core of the collective capabilities of communities to work for the common good (Welsh 2003). Education contributes to the development of social capital by increasing individual propensity to trust and be tolerant. Research by Balatti and Falk (2002) and Schuller et al. (2002) shows that learning as a social activity not only has a strong influence on the development of shared norms and the value placed on tolerance and understanding within a community but is also an important determinant of the three key building blocks of social capital—building trust, extending and reconstructing social networks, and reinforcing behaviors and attitudes that influence community participation.

Research conducted by Dee (2003) on civic returns to education shows that in the United States additional secondary education "significantly increased the frequency of newspaper readership as well as the amount of support for allowing most forms of possibly controversial free speech Secondary education also helps build social capital by raising the likelihood that citizens will participate in democratic institutions and will join community organizations and engage in politics. Findings of studies conducted in the United States and the United Kingdom (Dee 2003; Milligan, Moretti, and Oreopoulos, 2003) show strong evidence that secondary education contributes to changes in attitudes and behaviors that enhance interest in politics, voter participation, and civic activity, thus helping promote active citizenship.

In addition to contributing to civic participation, secondary education can help reduce criminal activities and imprisonment, which in turn can yield important monetary benefits for society. In the United States Lockner and Moretti (2001) found that high rates of dropout from secondary school increase the probability of incarceration for both white and black males and that a 10 percent increase in the high school graduation rate reduces the arrest rate by 14 to 27 percent.

According to the study, the social benefits of a 1 percent increase in the U.S. high school graduation rate could generate savings of about $0.9 billion to $1.9 billion per year. A similar study conducted by Feinstein (2002) in the United Kingdom found a comparable trend in crime reduction, which the author attributes to the positive impact of secondary school graduation on wages. According to Feinstein, in the United Kingdom the "benefit in terms of

reduced crime through the effect on wages of a 1 point increase in the proportion of the working age area population with O Level or equivalent qualification

2.3 Availability of Form One Vacancies for Pupils in Secondary School and its Effects on Transition

One challenge with secondary school education enrolment is that the growth in the number of secondary schools has always been out-paced by that of primary schools. According Policy Framework for Education Paper (2012), the number of secondary schools increased from a total of 6,566 secondary schools in 2008 to 7,308 in 2010 against 27,489 primary schools in 2010 having increased from 26,206 in 2008. This represented an 11% increase in the number of secondary schools and an approximate 5% increase in the number of primary schools.

With the implementation of FPE and the projected increase in demand for secondary school education, the imbalance is likely to deteriorate. For example out of 843,626 candidates who sat for KCPE examination in 2013 in Kenya, only 647,602 (i.e. 77%) secured secondary school places. Approximately 200,000 (i.e. 23%) having no skills and no avenue to develop any skills to participate in gainful economic activity will be forced to join the growing ranks of unemployment (MoEST, 2013).In the 2013/2014 financial year, the government's aim was to build 560 new secondary schools and while upgrading 29 provincial secondary schools to national status.

In addition, even where secondary schools do exist, they lack material relevant resources and are understaffed. According to a UNESCO report

(2000) on the state of the world's children, many public schools and especially in developing nations have little in both resources and incentives making them less appealing and relevant to students.

Bedi et al. (2004) argue that the number of available secondary school spaces determines the transition from primary to secondary school. As there are limited places in public schools in Kenya, a limited number of students join secondary school. After completing KCPE the students expect to be selected to form one in various schools in the country hence some do not receive any calling letter.

Alston and Kent (2006) argue that the number of secondary schools per square kilometer determines access to secondary education. In some regions, secondary schools are few. Not many schools are found in regions inhabited by poor people and most are not within a reasonable walking distance hence this becomes a barrier of transition especially in rural areas (World Bank, 2007). In addition, students who choose day schools are affected due to distance.

2.4 The Influence of Geographical Location of the School on Transition Rate

From the supply side of education school characteristics determine child schooling outcomes. Among the most important school characteristics include the distance from the child's home and the quality of the school. The distance of the nearest school from the homestead negatively affects enrollment completion probabilities.

There is a negative and significant effect on child educational attainment of travel time to the nearest school in rural Honduras (Chaudhury et al. 2006; Gitter and Barham (2007). School availability and its distance determine child's age at starting schooling in Ethiopia (Abebaw, et al. 2007). In addition to access to school, availability and quality of textbooks and instructional materials, teachers and class size are also found to be important determinants of child schooling (Woldehanna, et al., 2006; Abebaw, et al., 2007; Chaudhury, et al., 2006). This study sought to establish the effect of school distance from the household on students' performance. In Athi River Sub County, some secondary schools are located in rural areas while others are in urban areas.

2.5 Summary of the Literature Review

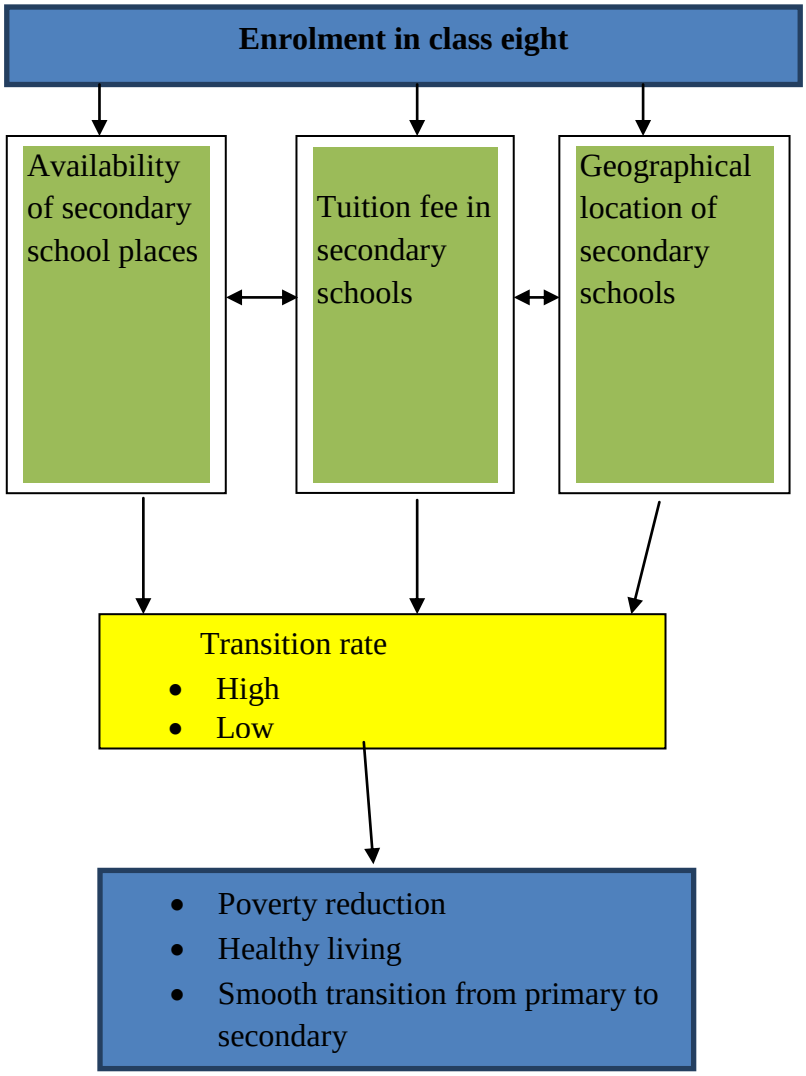
All this literature revolves on showing transition rate and a number of measures that have been put in place to address different levels of reducing the barrier children face when transiting to secondary school. In primary level, pupils are put through a rigorous training to ensure that they perform well in National examination so as to compete for the few vacancies available at National level. At the same time the government should ensure more new secondary schools are put in place in both rural and urban areas to enable students join secondary education. Infrastructure in both secondary and primary are essential to ensure maximum performance. It includes enough teachers, books and other resources required for learning.

2.6 Theoretical Framework

Mugenda and Mugenda (2003) outline a theory as asset or basis of argued ideas intended to explain a situation. Self-formulated theories are reviewed in relation to the research objectives. This study was hinged on human capital theory. The theory was proposed by Schultz (1961) and later supported by Becker (1964). The two proponents argue that education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers 'future income by increasing their lifetime earnings.

The human capital theory postulates that education is an investment and therefore raises the productivity of the workers. Based on this assertion, there is need to have more students move from one level of education to another with the aim of raising their productivity. Psacharopoulus (1994) argues that the higher the level of education, the higher the productivity. This implies that the more the country has people with more education the higher the productivity of the country. Based on this argument, there is need to have more people with secondary educations, implying that the transition rate from primary to secondary should be high. This theory suits this study because it champions for more people getting higher level of education like secondary level and above in order to be more productive in the society.

2.7 Conceptual Frame Work



Source: Researcher

Figure 2.1 Conceptual Framework

Figure 2.1 shows that the transition rates from primary to secondary depends on the number of secondary school places available, the amount of secondary school fees charged, the level and the geographical location of the secondary schools in relation to the distance of the school to the households. The government policies also come into play where the policies may determine the level of pupils' enrolment.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on research design, target population, samples and sampling techniques, research instruments, instruments validity, instrument reliability, data collection, procedures and data analysis techniques.

3.2 Research Design

The study adopted descriptive survey research design. According to Best and Kahn (2006) descriptive survey design seeks to determine peoples' opinion, attitudes and ideas. Orodho (2005) also defined descriptive survey as a method of collecting information without manipulating the variables. It involves describing the situation as it is without the manipulation of the variables. This study involved the collection of information on the institutional factors affecting transition rates from primary to secondary without manipulating it. This design was suitable for this study because there were no manipulation of the variables and the situation of the transition rate was described as it is.

3.3 Target Population

The target population was all the 35 primary schools with 1225 pupils, 35 head teachers in the primary schools and District Education Officer in the sub county. Therefore the total target population was 1261. (Ministry of Education 2014)

3.4 Sample Size and Sampling Techniques

The sample size was arrived at using proportions provided by Yamane (1967).

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

Where; n = minimum desired sample size

N = the target population

e = degree of precision (5%)

By substitution for the pupils the sample size was arrived at as follows $n = \frac{N}{1+(Ne^2)}$, Which, is 1225/1+ (1225×0.05×0.05) =301 therefore 301pupils will be sampled.

To get the sample size for the head teachers the same formulae was used where by substitution as shown in the expression 35/1+ (35×0.05×0.05) = 32 implying that 32 head teachers were sampled to participate in the study.

Stratified random sampling was used where the girls and boy were being put in different categories. This ensured that both boys and girls were given equal chances to participate in the study. After stratified sampling, Simple random sampling was used to get the pupils to participate in the study. In every school 8 pupils, that is 4 girls and 4 boys participated. To get the eight pupils in every class, papers were written yes and No, whereby there were 8 Yes papers and several other No papers in line with the number of the pupils. The pupils who picked yes were involved in filling in the questionnaires.

3.5 Research Instruments

The main tools for data collection were questionnaires and interview schedules. The questionnaires were used to get information on the institutional factors affecting transition rate from head teachers and the students. The questionnaire was used because it was easier to administer to a large group of people and get information at the same time. Questionnaires also enable one to get information which can be compared from one individual to another since all the questions are the same. The questionnaires contained open ended and closed questions and it was divided into two sections. Section A gathered demographic information of the respondents and section B gathered information on the institutional factors affecting transition rates from primary to secondary.

The interview guide was used to collect qualitative data from key informants of education, including Quality Assurance Officer in the sub county and the District Education Officer. The interview guide was used because; it gave the researcher room to probe more from the respondents in order to get more information on a specific area. The interview schedules also provided information which was triangulated with the information from the questionnaire.

3.6 Instrument Validity

According to Kombo (2004), validity is the quality of measurement procedure that provides respectability and accuracy. In this study the questionnaire and interview schedule tools were given to University of Nairobi supervisors who were experts in the field to ascertain the content validity. The

face validity was validated by reading through the questionnaire to establish whether there were questions which were ambiguous.

3.7 Instrument Reliability

According to Kombo (2004), reliability is a gauge of the level to which a research instrument yields dependable results or data after repetitive trials. The standardized error must be minimized to boost the reliability of the research instruments. Pearson's product moment correlation coefficient formula was used to work out correlation coefficient in order to ascertain the extent to which the contents of the questionnaires were steady in eliciting the identical reply every time the instrument was administered. The reliability was calculated using person's correlation coefficient formula given by Best & Kahn, (2006) as:

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

Where, $\sum xy$= Sum of the gross product of the values of each variables.

N = Number of total items.

$(\sum x)\ (\sum y)$ = Product of sum of x and the sum of y.

The researcher used test to retest technique in order to test the reliability of the instrument. The results yielded 0.86 implying that the instruments were very reliable

3.8 Data Collection Procedures

The researcher sought a research permit from the National Council of Science Technology and Innovation (NACOSTI). A copy of the permit will be submitted to the DEO's Machakos County. The researcher visited the

selected schools and created a rapport with the respondents, after which, she explained the purpose of the study. She then administered the questionnaires to the respondents and collected them immediately after they were dully filled.

3.9 Data Analysis Techniques

The study used both qualitative and quantitative data. The quantitative data was collected by use of questionnaires from the students and the head teachers, while the qualitative data was gathered using indepth interview schedule with the DEO and DQASO. The quantitative data were coded, edited and analyzed by use of statistical Package for Social Sciences (SPSS) (Fraenkel & Wallen, 2006).

Qualitative data were analyzed thematically by organizing the responses into themes guided by the research questions. The results were then tabulated for easy interpretation. The study findings were then discussed and relevant conclusions and recommendations were made.

3.10 Ethical Considerations

As all the respondents were below 18 years of age, prior consent was sought from their parents to interview them. Further, they were told the reasons for the research so that at no time would they feel that their privacy was being intruded upon or they were being spied upon. The researcher obtained an introductory letter from the university which explained to the administrators of the different schools why he intended to collect data from teachers and students in their schools. In addition, the researcher applied for and obtained a research permit from the National Commission for Science, Technology and Innovation (NACOSTI).

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

In this chapter the researcher presents the analysis of data, presents the same and interprets the findings. The presentations is done using diagrams. Interpretation of these data is done as per the research objectives and research questions.

4.2 Questionnaire Return Rate

Questionnaire return rate is the proportion of the questionnaires returned after they have been administered to the respondents. Out of the 332 questionnaires administer to the pupils and head teachers, 321 were returned making a questionnaire return rate to be 97%. According to Mugenda and Mugenda (2003), any questionnaire return rate above 90% in considered representative enough. That was the case for this study.

4.3 Demographic Information of Respondents

This section deals with the demographic information of the respondents, such as age, gender and level of education.

4.3.1 Age of Respondents

The study sought to establish the age of the respondents with the aim of ensuring that, they were within the age brackets of interest to the study. The ages of the pupils were particularly significant as there is a policy regarding the age when a pupil is expected to sit their KCPE exam and transit to form one. The ages of the head teachers were also important because they translated

to their experience in matters education and transition. The ages of the respondents are as summarized in Figure 4.1 and 4.2.

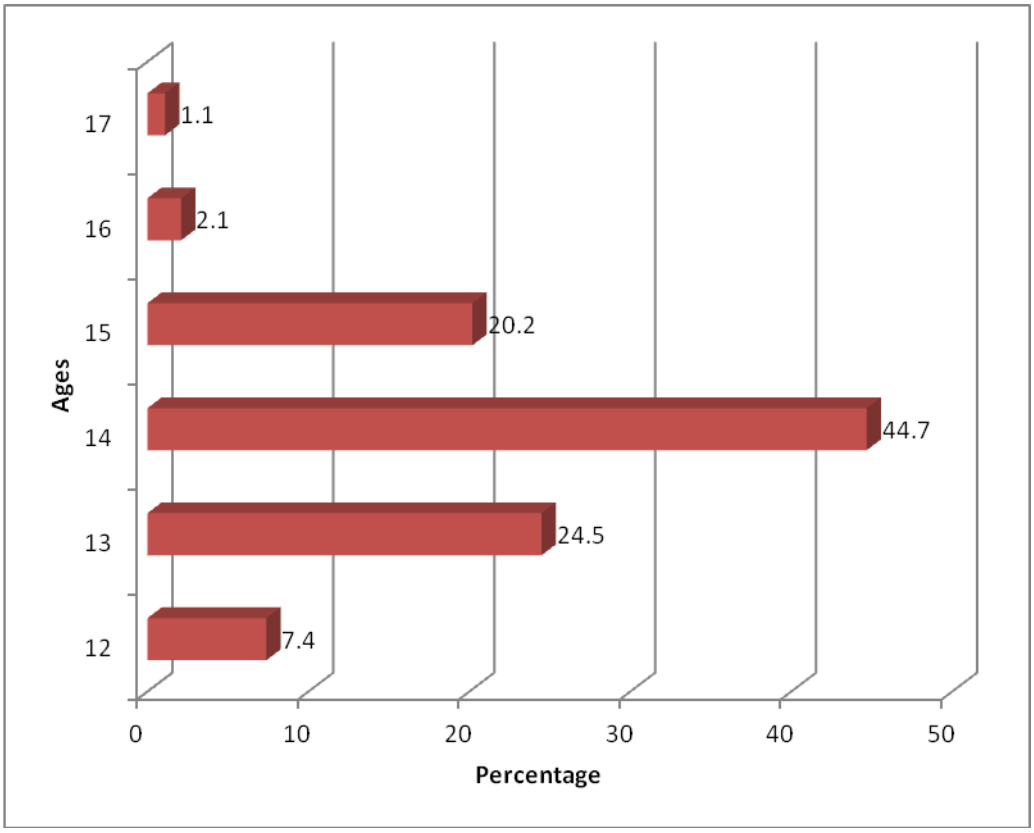


Figure 4.1 Age of the Pupils

From the statistics in the Figure 4.1, it is evidently clear that, most of the pupils are 13years (24.5%) and 14years (44.2%). A small group, comprising 2.1% and 1.1% are 16 and 17 years old, respectively, and only 7.4% are 12 years of age. However, the striking thing is that 23% of the pupils are above 15 years an age way above the 14 years which ids the secondary school age going age. The ages of the pupils as presented in Figure 4.1 is generally considered as the ages when most pupils are waiting to have just completed (KCPE) examinations and are at the verge of transition to the next

level (secondary). This means that, the information they provide is very relevant to the study.

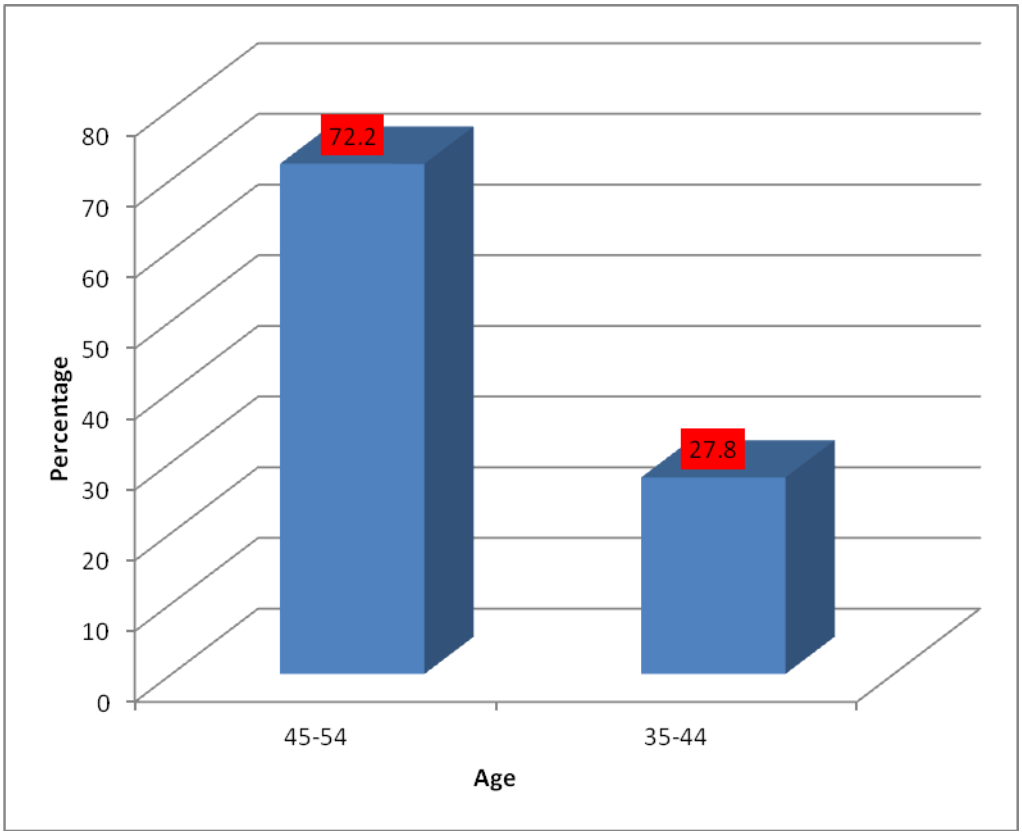


Figure 4.2 Distribution of the Head Teachers by Age

The distribution shows that, 26 (72.2%) head teachers are of the ages between 45 and 54 years and 10 (27.8%) are between 35 -44 years of age. This represents a group with many years of teaching and life experience in the villages on education matters; having contributed to, and witnessed several transmissions within their tenure of headship.

4.3.2 Gender of the Respondents

The respondents were asked to indicate their gender. This aimed at ensuring that the study was gender representative, and that, there was no

gender bias. The gender of the pupils and teachers is as summarized in Figure 4.3 and table 4.1

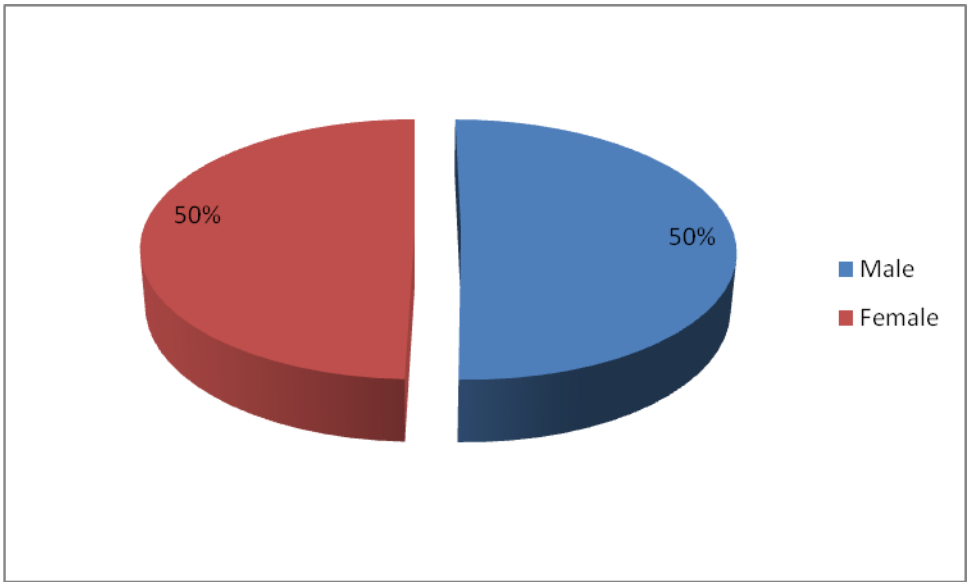


Figure 4.3 Gender Distribution of the Pupils

The summary shows fair gender distribution of the pupils at 50% for Boys and 50% for Girls. This shows that, pupil representation in the study was gender sensitive an indication that effort was made to ensure that equal number of boys and girls were sampled to participate in the study

Table 4.1

Gender Distribution of Teachers

Gender	Frequency	Percentage
Male	26	80.6
Female	6	19.4
Total	32	100.0

Table 4.4 shows that, 26, (80.6%) of the head teachers are males, while 6, (19.4%) are females. This shows a lot of gender imbalance in primary school

headship which can be attributed to low level of women enrolling in colleges and low aggression levels of women on leadership positions.

4.3.3 Highest Academic Qualification of the Head Teachers

The head teachers were requested to indicate their highest academic qualifications, as summarized in figure 4.4

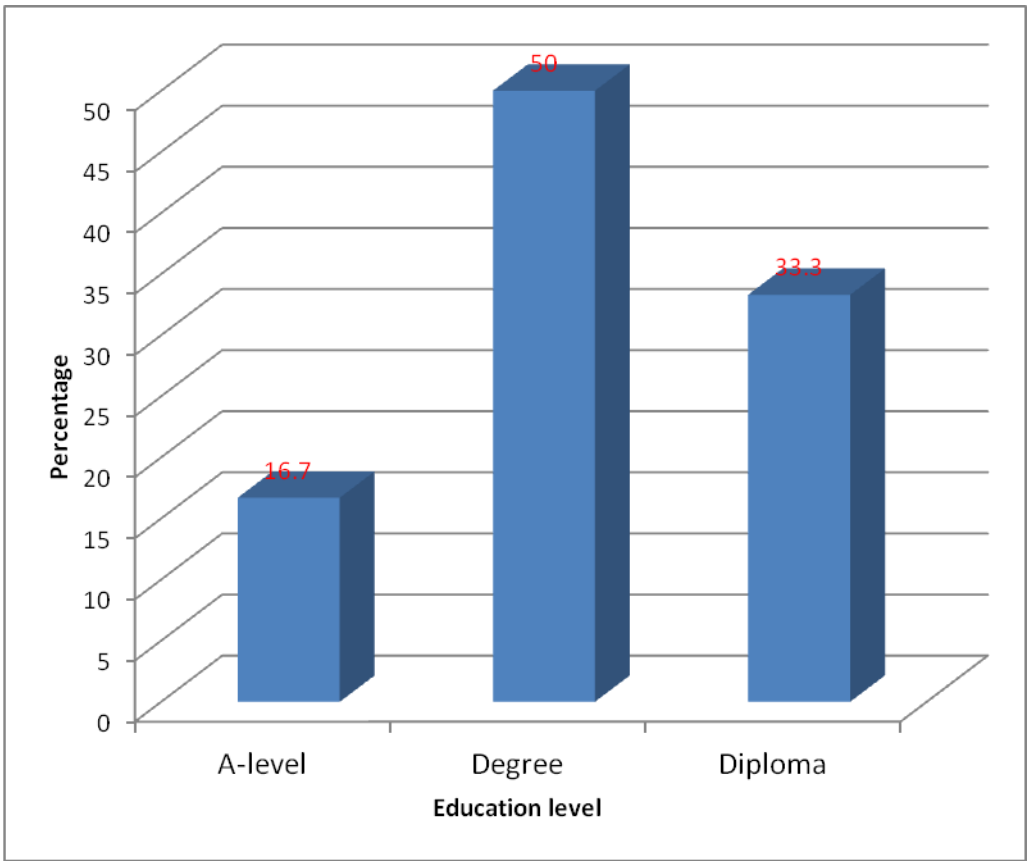


Figure 4.4 Highest Academic Qualification of the Head Teachers

As presented in Figure 4.4 (50%) of the head teachers are degree holders, and 33.3% are diploma holders. Only, 16.7% have an A-level qualification. This shows that there is a wealth of knowledge and experience amongst the head teachers an indication that the TSC policy that requires primary school heads to be degree holders is being implemented gradually.

4.3.4 The Duration of Headship of the Head Teachers

The head teachers were also asked to indicate the length of time (in years), they have served as head teachers. Their responses were as summarized in table 4.2

Table 4.2

The Duration of Headship of the Head Teachers

Duration of Headship	Frequency	Percent
Less than 3years	5	16.7
3-6 years	5	16.7
Above 11 years	21	66.6
Total	32	100.0

Table 4.3 clearly indicate that, majority of the head teachers have long stints of service as primary school heads, spanning above and over 11years (66.7%), while the rest are below ten years, at 3-6years (16.7%) and below 3years (16.7%) respectively.

4.4 Transition Rates from Primary School to Secondary Schools in Athi River Sub-county

In an attempt to establish the rates of transition from primary to secondary, the researcher collected data on the number of candidates who sat

for KCPE and those who transited to secondary school, for the period spanning 2011-2014. From the data, the researcher calculated the rates of transition for each school in every year and obtained transition rates as presented in table 4.3

Table 4.3

Number of Candidates Who Sat for KCPE and Those who Joined Secondary Schools

Year	frequency	Total sat for KCPE	Total joined secondary	Transition Rate
2011	25	4669	2428	52%
2012	27	4935	2517	51%
2013	30	5033	2768	55%
2014	32	4900	2744	56%

The results show a trend of general improvement of the transition rates over the years under study. This can partially be attributed to the interventions made by the government such as introduction of free primary education and subsidizing secondary education. However, it is key to note that, the transition rates are relatively below the national target of 70%. These figures correspond with the figures showing transition rate from primary to secondary in line with the statistics at County Education Commissioner's office.

The teachers were also asked to rate the performance of their pupils on a scale ranging from 1-4 Very Good (1), Good (2), Fair(3) and poor (4) respectively. A summary of their responses is as shown in table 4.4.

Table 4.4

Head Teachers' Rating of Their Pupils' Performance

Response	Frequency	Valid Percentage
Good	21	66.7
Fair	11	33.3
Total	32	100.0

According to the statistics in Table 4.4, the head teachers responses revolve around, good (66.7%) and fair (33.3%), meaning that the performance of the pupils, according to their head teachers, is neither poor nor very good, but average. This means that, with proper intervention, the rating might soon change for the better. When asked to state reasons for their ratings, the head teachers gave diverse and varied responses as follows.

Table 4.5

Teachers' Explanations on Ratings

Response	Frequency	Valid Percentage
Financial implications	15	47.2
Hard work	6	19.4
Mean score target is achieved	5	16.7
Performance has been improving	5	16.7
Total	32	100.0

From the table, shortage of finances has been singled out 47.2% of the head teachers, as a major factor contributing to the average performance of their pupils. Other factors mentioned include hard work (19.4% achieved mean scores (16.7%), and improved performance (16.7%) respectively. This shows that lack of money to pay for the levies charged in primary schools affects pupil's academic performance hence minimizing pupils' chances of joining secondary school. A number of factors affecting transition rates were identified in this study. These include tuition fee charged, vacancies available in secondary schools and the geographical location of schools.

4.4.1 Influence of Tuition Fees on Transition Rates

One of the objectives of the study was to establish the influence of tuition fees on transition rates from primary to secondary. However, effort was put to establish the number of children in a household who were in secondary schools. This is because the number of children in a household who are in secondary schools at the same time has effect on the family income.

Table 4.6

Brothers and Sisters Attending School

Number of Brothers and Sisters	Frequency	Percentage
1	142	49.8
2	120	42.1
3	21	7.4
4	2	0.7
Total	285	100.0

The pupils were asked to indicate whether they had any brothers and sisters who were attending school. 150 of them, representing 52.6% agreed, while 135 (47.4%) said disagreed. They were further requested to state their exact number, and the statistics are as shown by Table 4.6

The statistics show that, all the pupils have at least one brother or sister in school. In light of the same, they were further asked to state the size of their nuclear families with reference to number of children in the family. Table 4.11 below summarizes their responses

Table 4.7

Family Sizes with Relation to the Number of Children

Number	Frequency	Percentage
One	12	4.2
Two	18	6.5
Three	27	9.8
Four	66	21.7
Five	69	25.0
Six	63	22.8
Seven	18	6.5
Eight	6	3.3
Twelve	6	1.1
Total	285	100.0

The results in table 4.11 above show that, most families have between 4 and 5 children representing percentages of 21.7% and 25.0% respectively.

However, it is also imperative to note that, some families have more than 5 children; with highest being 12. This large number of dependents could cause suffocation of family income, which in turn paralyzes other key sectors that require family input.

The pupils were also asked to state as to whether or not, there was any member of their family who did not join secondary school, and if yes, how many are they. 69 of them (24.2%) said YES, 159 (55.8%) said NO, and 30 (20%) were neutral. Table 4.8 below shows their actual numbers.

Table 4.8

Family Members who Did not Join Secondary School

Number	Frequency	Valid Percent
One	118	52.9
Two	79	35.4
Three	18	8.1
Four	6	2.7
Five	2	0.9
Total	223	100.0

It is evident from the table that, in almost every family, there is a member who did not have the privilege to join a secondary school; with some families having as many as four members. This can be attributed to the following data captured by an item in the questionnaire that required the respondents to state some of the possible reasons why they think these members failed to join secondary.

Table 4.9

Reasons for Failure to Join Secondary School

Reasons	Frequency	Valid Percent
lack of school fees	125	56.1
Failed exams	87	39.0
Bad company	11	4.9
Total	223	100.0

The results in the table show that, lack of school fees is the biggest impediment to transition, at 56.1%. Other factors stated are failure in exams, 39.0% and influence of bad company, at 4.9%. The pupils were asked to state whether they thought that they would join secondary schools after KCPE. (99.2%) of them agreed, (4.2%) said NO, while (3.2%) were undecided. Those who gave a NO response were asked to give a reason for their decision. 65.6% attributed it to lack of school fees while the rest said that they had made a deliberate decision to repeat standard eight. This implies that secondary school fees acts shuts the dreams of many pupils to join secondary school.

The results of this study, mirrors the work of Lewis, (2007), who established that, the amount of money required to pay in order to join secondary school influences transition from primary to secondary school. Lewis, (2007), further postulated that, tuition fee is the greatest challenges to access secondary school education in sub- Saharan Africa where, parents are expected to meet some of the operational costs such as tuition, maintenance

fee and may be required to pay for many other things including food, uniforms, learning materials and special equipment.

4.4.2 The Influence of Secondary School Places on Transition Rates

The study sought to establish the influence of secondary school laces on the transition rates. To this effect, the pupils were asked to indicate the distance between their households to their nearest schools, as presented in figure below.

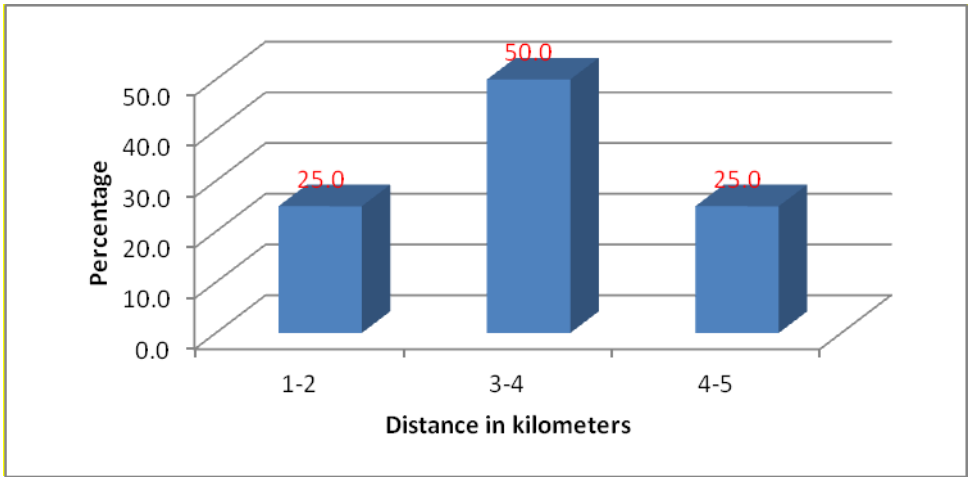


Figure 4.5 Distance between Households to the Nearest Schools

Figure 4.5 shows that, that so many students; boys and girls alike, walk over long distances to their nearest schools. In particular, 75% of them walk over 3 to 5 kilometers to their nearest school, an indication that, there are few secondary school places in the area. The absence of many secondary schools in Athi River Sub-County, forces majority of the students to walk for long distances in order to access secondary schools. This contradicts the Policy Framework for Education Paper (2012), which showed that, the number of secondary schools increased from a total of 6,566 secondary schools in 2008 to 7,308 in 2010 against 27,489 primary schools in 2010 having increased

from 26,206 in 2008. This implies that, there was an increment in the number of secondary schools, skewed towards other Sub Counties, as opposed to Athi River Sub-County.

The findings of this study are also in agreement with Bedi et al (2004), who argued that the number of available secondary school spaces determines the transition from primary to secondary school. Alston and Kent (2006) also established that, the number of secondary schools per square kilometer determines access to secondary education, in that, distance from school to the homestead, and affects those students who opt for day-schooling mode of study.

Earlier studies also indicated that there is a negative and significant effect on child educational attainment of travel time to the nearest school in rural Honduras (Chaudhury et al. 2006; Gitter and Barham (2007). School availability and its distance determine child's age at starting schooling in Ethiopia (Abebaw, et al. 2007). In addition to access to school, availability and quality of textbooks and instructional materials, teachers and class size are also found to be important determinants of child schooling (Woldehanna, et al., 2006; Abebaw, et al., 2007; Chaudhury, et al., 2006). This study sought to establish the effect of school distance from the household on students' performance. In Athi River Sub County, some secondary schools are located in rural areas while others are in urban areas.

4.4.3 Influence of Geographical Location on Transition Rates

An item in the questionnaire also required the head teachers to classify the geographical area in which their schools were located. 24 of them,

representing 66.7% chose urban and only 12 (33.4%) chose rural. When asked to mention the factors that affected smooth transition of learners from primary to secondary, 16.7% of the head teachers sited urban influence due to the proximity of schools to the town.

Table 4. 10

What Happened to Students who Failed to Join Secondary School?

Explanation	Frequency	Valid Percent
Head teacher assisted in getting a school	3	11.1
Join polytechnics	5	16.7
Look for casual jobs	17	55.6
Parents sought admission in private schools	5	16.6
Total	32	100.0

The results in the table shows that, 55.6% of the candidates who miss admission letters become casual laborers, 16.6% seek late admissions in private schools, 16.6% join village polytechnics and the remaining 11.1% are assisted by their head teachers to secure late admission into a secondary school.

4.5 Interventions to Improve Transition Rates from Primary to Secondary Schools

The study sought to find out some of the viable interventions that can be put in place, by key education stakeholders, in order to ensure 100% transition of learners from primary to secondary schools. The responses were grouped and presented as follows.

Table 4.11

Interventions by Government

Intervention	Frequency	Valid Percent
Enforce education laws and acts	5	17.6
Increase capitation/ funding of schools	25	82.4
Total	30	100

The results in the table show that, majority of the head teachers 82.4%, want to see increased funding of education by the government while 17.6% want the government to formulate and strictly enact laws that govern transition.

Table 4.12

Interventions by Parents

Intervention	Frequency	Percent
Sensitize their children on the importance of education	14	44.4
Work hard to cater for the individual needs of the children	9	27.7
Ensure that pupils attend school at all times	9	27.7
Total	32	100.0

In order to increase transition rates, 44.4%, the teachers expect parents to sensitize their children on the importance of education, 27.7% want them to become responsible and cater for the basic needs of their children, and an equal number (27.7%) said they wanted the parents to ensure that all children of school going age attend school.

Table 4.13

Interventions by Pupils

Intervention	Frequency	Valid Percent
Sensitize their parents on the importance of education	8	27.8
Work harder in their academics	19	61.1
Ignore family challenges and focus on their academics	4	11.1
Total	32	100.0

On their part, the pupils are expected by the teachers to sensitize their parents on the importance of education (27.8%), work hard to improve in their academics (61.1%), and to overlook the present challenges and have focus for their future (11.1%).

Table 4.14

Interventions by Community

Intervention	Frequency	Valid Percent
Sensitizing parents on the importance of education	13	40.6
Help in improving the infrastructure of the school	10	31.3
Discard practices such as child labour	6	18.7
Embrace positive attitudes towards education	3	9.4
Total	32	100.0

The teachers think that, the community surrounding the school has a lot to offer; in as far as improvement of transition rates, are concerned. These include, sensitizing parents on the need for education (40.6%), contributing to the development of infrastructure (31.3%), do away with such practices as child labour (18.7%), and embracing positive attitudes towards education (9.4%).

Table 4.15

Interventions by Teachers

Intervention	Frequency	Valid Percent
Plan well for better grades	18	57.6
Sensitize learners and parents on the importance of education	13	39.4
Set standards that will make students attain their targets	2	6.0
Total	32	100.0

The results in the table shows that, the head teachers are of the feeling that, the teachers need to plan well for better grades (57.7%), sensitize learners and parents on the importance of education (39.4%), and set realistic goals for their learners (6.0%)

4.6 Pupils' Suggestions on what can be done by Key Stake Holders to increase Transition Rates.

Table 4.16: Pupils' Suggestions on what Can be Done by Key Stake Holders to Increase Transition Rates

Suggestions	Responses		Percent of Cases
	N	Percent	
Government to offer free secondary education	41	25.2%	47.7%
Sponsor pupils from poor families	37	22.7%	43.0%
Educate people on the importance of secondary education	4	2.5%	4.7%
Lower school fees	7	4.3%	8.1%
provide more books	4	2.5%	4.7%
Employ more teachers	17	10.4%	19.8%
Offer bursaries to the needy pupils	12	7.4%	14.0%
Ensuring good foundation in lower primary	1	0.6%	1.2%
Build more Day secondary schools	21	12.9%	24.4%
Maintaining discipline	10	6.1%	11.6%
Supply electricity to enable pupils to read longer and better	1	0.6%	1.2%
Lower entry marks to secondary schools	1	0.6%	1.2%
Stop corruption in the system	1	0.6%	1.2%
Avoid bad company	2	1.2%	2.3%
Teachers to become more dedicated to their teaching	2	1.2%	2.3%
Introduce/improve feeding programmes	2	1.2%	2.3%
Total	163	100.0%	189.5%

The table above shows that the pupils are very much concerned about their academic performance, and are also very optimistic that things will and can work for the better, if only, the issues and interventions they have raised are given the attention they deserve. From the suggestions listed above, three of them have adversely been mentioned; i.e. government to offer free secondary education (25.2%), sponsor pupils from poor families (22.7%) and Build more secondary schools (12.9%). Employment of more teachers (10.4%) and offer of bursaries to needy pupils (7.4%) also appear to deserve a lot of attention

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMEDATIONS

5.1 Introduction

This chapter summarizes the findings of the study and presents conclusions, recommendations and suggestions for further research.

5.2 Summary of the Study

The main purpose of this study was to investigate the influence of institutional factors on transition of pupils from primary to secondary in Athi River sub-county, Machakos County. The study was triggered by relatively low transition rates in the sub-county, in comparison to other counties in the county. The study was guided by three specific objectives, which were to establish; the influence of tuition fees on transition rates, the influence of the availability of secondary school laces on transition, and the influence of geographical location of students on transition rates.

The literature review for the study focused on previous work done by other scholars and researchers on the factors affecting transition rates from primary to secondary in Kenya and other parts of the world. Through the literature review, the researcher was able to identify knowledge gaps that aided further research. The target population for the study comprised all the 1225 pupils in all 35 primary schools in the sub county, all the 35 head teachers in the primary schools and the DEO. The sample size was arrived at using proportions provided by Yamane (1967).The sampling process started by Stratification of the pupils into Boys and Girls to ensure that both boys and girls were given equal chance to participate in the study. After stratified

sampling, Simple random sampling was used to get the pupils who participated in the study.

The study adopted descriptive survey research design because of its ability to collect data without any manipulation of the variables under study. The main tool for data collection was questionnaires and interview schedules. The questionnaires were used to get information on the institutional factors affecting transition rate from head teachers and the students. Questionnaires were used because they were easier to administer to a large group of people and get information at the same time. The questionnaires used in this study had both open ended and closed ended questions. They were also divided into two sections; A and B. Section A will gather demographic information of the respondents and section B will gather information on the institutional factors affecting transition rates from primary to secondary.

The interview guide was used to gather qualitative data from sub- County District Education Officer. The interview guide was chosen because they allow further probing of respondents for more information; alongside supplying information which can easily be triangulated with that in the questionnaire. The data was collected and analyzed by use of Statistical Package for the Social Sciences (SPSS) computer package. The findings were presented through descriptive statistics by use of percentages, charts, tables and frequencies.

Through data analysis, the study established that, the average transition rates in all the sampled schools in Athi River Sub County were below 57%. This was as evidenced by the averages of the transition rates of the schools,

for four consecutive year's i.e. 2011-2014. The average transition rates for all the schools over the years were 52%, 51%, 55%, and 56% respectively. These relatively low transition rates could be attributed to the geographical location of the schools in terms of proximity to the pupils and to big towns. The study revealed that 66.7% of the schools were located on urban areas while 33.4% are in the rural. This distribution contributes to low transition rates in the sense that, their proximity to towns lures pupils to casual jobs at the expense of their academics. On the other hand, those pupils in rural areas suffer from lack of adequate learning centers. The study also revealed that, the few available schools in the rural areas are sparsely distributed so that, pupils have to walk for long distances to school and back every day.

As discussed in the introduction to this study, any education system should have a smooth transition rate for it to be considered efficient. This means that, all the learners sitting for KCPE should join secondary schools (100% transition). The data collected in 1997 on the educational pyramid revealed that 44% of the working age population had not completed primary school while 21% had not attained at least 8 years of schooling after completing primary school. This statistic is in agreement to the findings of this study which shows that, in almost every homestead, there is a member who either dropped out of, or never joined secondary school at all. It is also in harmony with the average transition rates which show that the numbers of learners sitting for KCPE are far much more than those exiting to secondary.

The study also revealed that most families have between 4 and 5 children representing percentages of 21.7% and 25.0% respectively. With these

relatively large families, and with low income generating activities, the expectation is that, these families will have a challenge in raising the tuition fees for their schooling children. As a confirmation to the same, the pupils were also asked to state as to whether or not; there was any member of their family who did not join secondary school. 159 (55.8%) said Yes and 69 of them, representing (24.2%) said No. in line with the same, the study found that, in almost every family, there was a member who did not have the privilege to join a secondary school; with some families having as many as four members. The main reason cited for this, was lack of school fees, at 56.1%. Other factors stated are failure of in exams, 39.0% and influence of bad company, at 4.9%.

When the pupils were asked to state some of the interventions that they would like the government to put in place, so as to improve transition rates, 47.7% said that, secondary education be made free and compulsory, 43.3% were of the opinion that, children from poor background be given sponsorship/ scholarships, and 8.1% wished to see a reduction in tuition fees. The head teachers and the sub County director of education on their part also felt that, poverty was contributing to the dismal performance in academics. In particular, 47.2% of the head teachers attributed dismal academic achievement and low transition rates to financial constraints. From this discussion, it can be concluded that, families have difficulty in paying school fees, and hence, in as long as tuition fees in schools still remain high, the transition rates will forever be low.

The number of vacancies in secondary schools was also identified as one key factor contributing to low rates of transition. The number of vacancies in this case is directly proportional to the number of available secondary schools. The literature review of this study had identified that the number of primary schools were way far beyond that of secondary schools. According Policy Framework for Education Paper (2012), the number of secondary schools increased from a total of 6,566 secondary schools in 2008 to 7,308 in 2010 against 27,489 primary schools in 2010 having increased from 26,206 in 2008.

It goes without saying that, the fewer the number of secondary schools, relative to that of primary, the lower the transition rates. For example out of 843,626 candidates who sat for KCPE examination in 2013 in Kenya, only 647,602 (77%) secured secondary school places. Approximately 200,000 (23%) having no skills and no avenue to develop any skills to participate in gainful economic activity will be forced to join the growing ranks of unemployment.

Researchers have argued out that, the number of secondary schools per square kilometer and their geographical locations determines access to secondary education. In some regions, secondary schools are few. Not many schools are found in regions inhabited by poor people and most are not within a reasonable walking distance hence this becomes a barrier of transition especially in rural areas (World Bank, 2007). In addition, students who choose day schools are affected due to distance. The literature review of this study cited that, the distance of the nearest school from the homestead negatively affects enrollment completion

probabilities. Furthermore, School availability and its distance determine child's age at starting schooling.

Revelations from the study showed that, 66.7% of the schools in Athi River sub-county were located in urban areas, and only 33.4% are in rural areas. The study also revealed that, many students; boys and girls alike, walk over long distances to their nearest school. The geographical location, and the proximity of a school to the learner, interferes with his/her psychological orientation, enthusiasm to learning and time of study, so that, only a few determined students make it to completion. In fact, the proximity to towns motivates the learners to drop out of school and search for cheap labour. This is as attested by the responses from the head teachers which showed that, out of all candidates who miss calling letters to join secondary, 55.6% join the labour force, as casual laborers. In relation to the same, (16.7%) of the head teachers sited urban influence due to the proximity of schools to the town, as a one of the major reasons hindering smooth transition of pupils.

When responding the interventions that can be put in place by the government, 12.9% of the respondents suggested that the government should construct more day schools. Their specification of day schools is mainly due to the fact that, day school are less expensive and have fewer requirements than boarding schools. They are also more likely to be nearer to the learners than boarding schools.

Finally, the study revealed that 83.3% of the schools in the area were headed by males, while 17.7%. Of them were headed by females. This shows a lot of gender imbalance which can be attributed to low level of women

enrolling in colleges and low aggression levels of women on leadership positions. On a positive note, the study found out that, 66.7% of the head teachers had a headship experience spanning 11years and above. Majority of them also have high academic qualifications at 50.0% for degree holders and 33.3% for diploma holders respectively. With this academic qualification and headship experience, the head teachers are well equipped with knowledge and skills necessary for progressive education administration and management. They are also expected to well inform of the challenges facing smooth transition, since it is an issue of concern to them.

5.3 Conclusions

From the foregoing discussions and the evidences provided by the analysis of data, it is clear that the transition rates in almost all the schools in Athi River are still far below the national set target of 70 % transition; and if the statistic is a replica of what happens in other sub counties in Kenya, then urgent interventions ought to be put in place to raise the rates, lest we see a drop of the existing ones. The interventions should particularly be related to the creation of more vacancy laces in secondary schools, reduction or abolishment of learning fees and re-considering the geographical locations of schools to ensure easy access by all learners to education, and minimizing external interference to the teaching-learning environment. If all these measures are put in place, and the education stakeholders take a front role in ensuring their attainability and sustainability, then the transition rates will automatically go up.

5.4 Recommendations

In the view of the research findings, the research recommends the following:

i. The government should make secondary education free and compulsory for all children, and in so doing, ensure that, learners seamlessly proceed from primary to secondary without being forced to repeat a class.

ii. NGOs, religious organizations, private entities and Well-wishers, should provide sponsorship to those pupils who are financially challenged in paying for their learning fees and providing them with essential learning materials.

iii. The government, in collaboration with the local community and sponsors is to over- see the construction of more schools so as to increase the vacancies of transition.

iv. The government is to employ more teachers in order to reduce the teacher-learner ratio, and improve the quality of teaching and learning.

v. The key stake-holders such as Ministry of Education is to sensitize pupils, parents, and the community on the importance of education.

vi. The government should provide essential teaching and learning resources such as books, and other resources, in all primary and secondary schools.

5.5 Suggestions for Further Research

Based on the findings of the study the researcher suggested that a research on the influence of school factors affecting transition rates from primary to secondary in all counties ought to be done in order to have a wider comparison between the sub counties. In addition a research on Home- Based factors that influence transition rates from primary to secondary schools in Kenya needs to be researched.

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APPENDICES

APPENDIX I LETTER OF INTRODUCTION

University of Nairobi

Department of Educational Administration and Planning

P.O. Box 92, Kikuyu

The Headteacher

Dear Sir/Madam,

REF: PARTICIPATION IN RESEARCH

I am a student at the University of Nairobi pursuing a Master Degree in Educational Administration. I am conducting a research on Factors influencing transition of pupils from primary to secondary school. The study is to take place in public primary school in Athi River Sub County Machakos county. The information given will be used solely for this research and shall be treated with confidentiality.

Thank you in advance.

Yours faithfully,

Jacinta Kyuli

APPENDIX II QUESTIONNAIRES FOR HEADTEACHERS

This Questionnaire aims at collecting data on factors affecting transition from Primary to Secondary school. The information sought by use of this questionnaire will be treated with high degree of confidentiality. Please respond to all items as honestly as possible.

Section A

Please indicate the correct option as honestly as possible by ticking (√) on one of the options. Kindly respond to all questions.

1. What is your gender?

   a) Male [ ] b) Female [ ]

2. What is your age?

   a) 25-34 [ ] c) 45-54 [ ]

   b) 35-44 [ ] d) Above 54 [ ]

3. What is your highest academic qualification?

   a) CPE/KCPE [ ] d) Degree [ ]

   b) A levels [ ] e) Diploma [ ]

   c) O levels [ ]

4. For how long have you been a headteacher?

   a) Less than 3 years [ ] d) 7-10 years [ ]

   b) 3-6 years [ ] e) 11 years and above [ ]

Section B

1. Among the pupils in your school who sat for KCPE in the years given below how many entered Secondary school?

Year	**KCPE Candidates**	**Number Joining Secondary**
2011		
2012		
2013		
2014		

2) a) How can you describe the performance of pupils in your school?

Very good ☐

Good ☐

Fair ☐

Poor ☐

b) Give reasons for the answer in (a) above.

……

……

……

……..

c) Please indicate the factors related to school issues that hinders transition from primary to secondary school……

…….

3. What happened to the pupils who never got the calling letters?

   ……

   ……

   ……

4. Where is your school located?

   Rural area ☐

   Urban area ☐

5. How many students walk to school?

   Boys ☐

   Girls ☐

6. How many kilometers do you cover to your school?

   ……

   ……..……

7. In your opinion what can be done by the following stakeholders in order to increase transition rate from primary to secondary.

   i) Government

   ……...……..

   ……..……..…….

   ii) Parents

   ……..…….……

   ……..…..…

   …….

iii) Community

……..…….……...

……

iv) Pupils

……

……

v) School Headteachers

……

APPENDIX III INTERVIEW PROTOCOL

The interview seeks to determine factors that influence transition of pupils from primary to secondary schools in Athi River County. The information provided will be strictly for the purpose of this research only and will be treated with utmost confidentiality.

1. Give general idea of performance in the sub county for the last three years
2. What are the main challenges afflicting education of the children in this sub county?
3. How often do you call meetings with parents and other stakeholders in the sub county to discuss education matters?
4. Make a brief comment on the number of teachers (staffing) in this sub county.
5. In summary how many pupils in your sub county joined the following category of schools in 2013 KCPE examinations
    a) National
    b) Sub-county
    c) District
    d) Private schools
    e) CDF schools
6. In your opinion, why do some pupils fail to carry on with secondary education
7. Recommend ways on how pupils admission to secondary education can be enhanced and who should be involved

APPENDIX IV QUESTIONNAIRE FOR THE PUPILS

This questionnaire seeks to collect data on: Factors that influence transition of pupils from primary to secondary schools in Athi River Sub County. The information provided will be strictly for the purpose of this research only and will be treated with utmost confidentiality.

DO NOT WRITE YOUR NAME.

Section A: Personal information

Please indicate the correct option by ticking (√) on one of the options given below each question. Be honest and truthful. Kindly respond to all the questions.

1. What is your gender?

   a) Male [ ] b) Female [ ]

2. What is your age? …….

3. Do you have sisters or brothers attending secondary school?

   a) Yes [ ] b) No [ ]

4. If YES, how many……..

5. How many are you in your family?

6. Is there any family members who did not join secondary after class eight?

7. If yes how many……..

8. For those who did not join secondary, what made them not join…….

9. Are you likely to join secondary school? Yes No

10. If no give reasons……

11. In your own opinion, give suggestions on what can be done to improve enrolment in secondary school.

APPENDIX V RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. JACINTA WANZA KYULI
of UNIVERSITY OF NAIROBI, 30197-100
nairobi,has been permitted to conduct
research in *Machakos County*

on the topic: *INFLUENCE OF INSTITUTIONAL FACTORS ON TRANSITION OF PUPILS FROM PRIMARY TO SECONDARY SCHOOL IN ATHIRIVER SUBCOUNTY, MACHAKOS COUNTY*

for the period ending:
30th September,2015

Permit No : NACOSTI/P/15/5503/6630
Date Of Issue : 30th June,2015
Fee Recieved :Ksh 1000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County 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 without 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) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

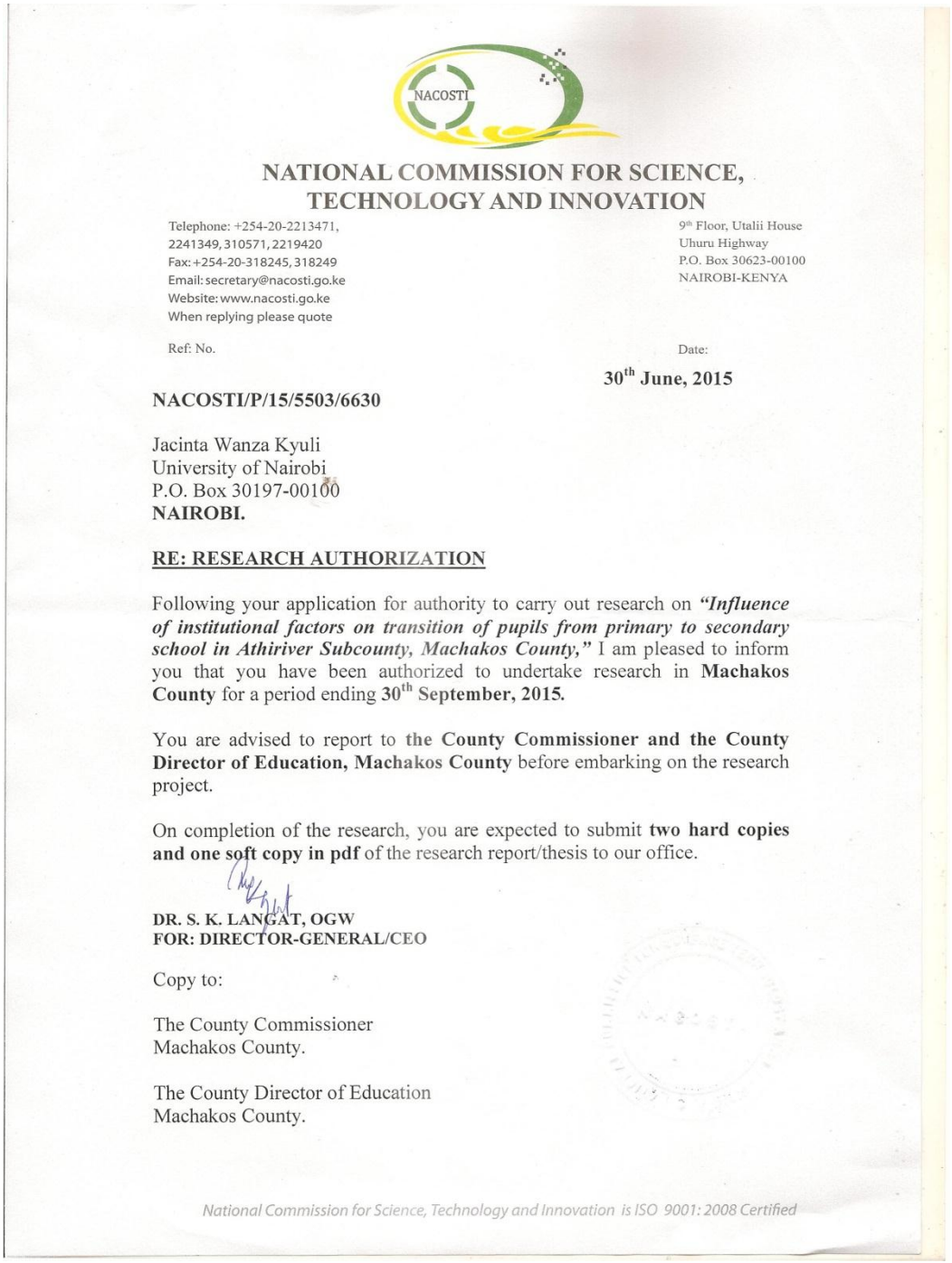
National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 5602

CONDITIONS: see back page

APPENDIX VI RESEARCH AUTHORIZATION



NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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30th June, 2015

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Jacinta Wanza Kyuli
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of institutional factors on transition of pupils from primary to secondary school in Athiriver Subcounty, Machakos County,"*** I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for a period ending **30th September, 2015.**

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

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

DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified