FACTORS THAT INFLUENCE LOW TRANSITION RATE FROM PRIMARY TO SECONDARY SCHOOLS IN KAKAMEGA EAST AND KAKAMEGA SOUTH DISTRICTS

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DECLARATION

This research project is my original work and has never been presented to any other university.

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DEDICATION

To:

Betty Maleche

Derrick Amwayi

Sonnia Amwayi

And

My Late Father Saul Materu Amwayi

Acknowledgement

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ABBREVIATIONS AND ACRONYMS

AIDS	–	Acquired Immune Deficiency Syndrome
ASAL	–	Arid and Semi Arid Land
FPE	–	Free Primary Education
GER	–	Gross Enrolment Rates
GNP	–	Gross National Product
HIV	–	Human Immuno-Deficiency Virus
KANU	–	Kenya African National Union
KCPE	–	Kenya Certificate of Primary Education
MoEST	–	Ministry Of Education Science and Technology
NARC	–	National Alliance Rainbow Coalition
NCES	–	National Centre for Education Statistics
NIC	–	Newly Industrialized Country
SPSS	–	Statistical Package for Social Science
TIQET	–	Totally Integrated Quality Education and Training
UNESCO	–	United Nations Educational Science and Culture Organization
UNICEF	–	United Nations Children's Education Fund

UPE – Universal Primary Education

CHAPTER ONE

1.1 Background of the study

According to the human capital theory, education is a cornerstone of economic and social development. It improves the productive capacity of societies and their political, economic and scientific institutions. It helps to reduce poverty by mitigating its effects on population, health and nutrition. It also increases the value and efficiency of the labour offered by the poor. As technology advances, new methods of production depend on well-trained and intellectually flexible labour force (Block, Englebert, Fuller, King, Markine, Verspoor &Welmond, 1991).

Education is not only a human right in itself but is also an indispensable means of realizing other human rights, (U.N, 1999). It is one of the most powerful instruments for reducing poverty and inequality and lays a foundation for sustained economic growth (World Bank, 1998). It also promotes economic growth national productivity and innovation and values of democracy and social cohesion. Education is a key to attaining the Millennium Development Goals, two of which pertain to education (Universal primary completion and gender parity in primary and secondary schooling), and education for all (EFA) goals. Kenya subscribes to both the Millennium development Goals (MDGs) and Education for All (EFA) initiatives.

Education reform efforts in less industrialized countries have aimed at making education an effective vehicle for national development Governments, policy makers, and civil society have emphasized that developing countries need to invest more in education and ensure that systems of education are efficiently managed that limited funds allocated to the sector have maximum impact, and that cost-recovery measures are adopted (Abagi & Odipo, 1997).

Many governments in developing countries allocated much of their resources to education after independence (UNESCO, 2000). This resulted in considerable growth of educational activities world over. To date, education is one of the largest sectors in most countries (UNESCO, 2000). Kenya is no exceptional to this trend of increasing allocation of resources towards education. For example, since 2002, when NARC took over Kenya Government, heavy investments have been made in the education sector. In addition, other stakeholders such as parents have increased their investments in education too (Ng'ethe, 2004).

In 2003, the newly elected government of Mwai Kibaki enacted a dramatic policy that enabled millions of children to attend school: it abolished school fees. The implementation of Free Primary Education (FPE) – which had been a central campaign promise of the incoming administration, was heralded by poor Kenyan parents and international development policy makers alike. The abolition of school fees constitutes a significant step toward achieving Universal Primary Education (UPE), which is both a human right and a millennium development goal. UPE is the proposition that every Kenyan child can have full access to education, and the institution of EPE removed one large barrier to UPE.

Despite the heavy investment in the sector, and the resultant quantitative expansion of education, the country faces a number of challenges. These include the escalating cost of education and training whereby the Government spends significant percentage of GNP on education. This rose even higher when the government introduced free primary education, which led to the government calling for assistance from the donor community (Ng'ethe, 2004). Another challenge is that of inequality in access. Always and Schech, (2004), in a study to investigate ethnic inequality in education in Kenya, established that educational inequalities exist among different ethnic groups indicated by variations in Gross Enrolment Ratios, the number of schools and the number of qualified teachers.

There also exists the problem of high wastage rates in the country. The Kenya's 9th National Development Plan (Republic of Kenya, 1999) highlighted the high school wastage rates associating it with dropout in school, low transition rates between sub-sectors, over centralized school curriculum, and unduly lengthy completion periods in higher education. This renders the education system inefficient and translates to wastage of resources.

Below is a national data showing transition rates from primary to secondary

Table 1. Transition rate by province (%) 2007-2010 in Kenya

Province	2007	2008	2009	2010
Nairobi	32.5	33.5	34.5	50.9
Coast	30.4	31.0	32.1	34.0
N.Eastern	42.9	43.8	44.9	45.1
Eastern	47.5	48.9	51.2	49.4
Central	57.3	58.5	59.6	63.7
R.Valley	21.1	21.6	41.7	48.5
Nyanza	35.4	36.1	47.3	57.1
Western	52.6	53.7	55.8	52.0
National averages (%)	41.7	42.6	45.8	52.1
Wastage (%)	58.3	57.4	54.2	47.9

Source: Statistical Abstract 2011

Table 2. Shows transition rate (%) in Kakamega East and Kakamega South Districts 2009-2011

	2009	2010	2011
Kakamega East	23.8	20.7	24.1
Kakamega South	31.6	30.7	32.7

Source: EMIS, MOE (Kakamega East & Kakamega South)

Table 1 shows that for the year 2007-2010 transition rate has steadily been increasing although less than 50% except 2010 that was 52% nationally. In Western Province the transition rate shows a percentage average of more than 50% since 2007 – 2010 which is

quite opposite as indicated in Table 2 where records in Kakamega East and Kakamega South districts which has been part of western province shows very low transition rates even lower than the national averages indicating a very big percentage on wastage. This is therefore an indication that there is a serious problem of transition from primary to secondary schools in Kakamega East and Kakamega South districts and thus there was the need to find out the causes of and possible solutions to low transition rates in the two districts comparatively.

1.2 Statement of the problem.

As it was revealed in the background of the study, the transition rate from primary to secondary schools in Kakamega East and Kakamega South is very low. The two districts have consistently registered or admitted low number of students in secondary schools compared to those who really sat for KCPE since 2007 to 2010. (Table 2) in the same districts and this is despite the fact that the government of Kenya introduced free primary education in 2003 and subsidized day secondary education in 2008. The problem which was addressed by this study therefore, was the low transition rate from primary schools to secondary schools in Kakamega East and Kakamega South Districts. To do this, it was important to find out the factors that contributed to low transition rate in both Kakamega East and Kakamega South districts.

1.3 Purpose of the study

The purpose of the study was to comparatively investigate and examine the factors that contributed to low transition rate from primary to secondary in two districts of Kakamega East and Kakamega South. The study recommended measures to be taken to improve on the transition rate from primary to secondary schools in both districts.

1.4 Objectives of the study

a) To determine the factors that affect transition rates from primary to secondary to schools in Kakamega East and Kakamega South.

b) To compare and contrast the factors that affect the transition rates from primary to secondary in Kakamega East to those that affect Kakamega South districts

c) To recommend the measures that could be taken to maximize the transition rates in Kakamega East and Kakamega South districts.

1.5 Research question

a) What factors affect transition rate from primary to secondary schools in Kakamega East and Kakamega South district?

b) What are the similarities and differences in the factors that affect transition rates in Kakamega East and Kakamega South districts?

c) What measures should be taken to maximize the transition rates in both districts?

1.6 Significance of the study

The study findings if implemented are aimed at helping policy makers, teachers and parents to understand the factors causing low transition rates and come up with ways of curbing this problem.. This will translate into improvement of the internal efficiency of Kenyan primary schools and completion rates.

The Ministry of Education will benefit from the study as it indicated the factors that lead to education wastage and suggest ways of dealing with this, which the Ministry can take up and implement. The benefits of free primary education can only be fully realized if a significant number of pupils completing primary schooling join secondary school. The

study was able to provide the government with information on factors affecting transition and therefore pointed to measures that could be taken to improve transition rates

Headteachers and teachers benefitted in that the study suggested ways through which transition rates can be improved. Headteachers gained information that could be used to advice parents on measures that they could take to ensure that their children join secondary schools after completing primary education. The researcher aimed at using the findings in both districts to educate parents during PTA meetings and through church organized seminars on various ways of ensuring that pupils joined secondary schools after primary school through comparisons of other areas as well as creating positive attitudes towards education in the community

1.7 Assumption of the study

The study based on the following assumption

a) All the respondents were truthful in the responses and their responses were a true reflection of the situation in Kakamega East and Kakamega South district.

b) There exist children who completed primary school in Kakamega East and Kakamega South but who have never joined secondary school

1.8 Scope of the study

The study investigated the factors that influence low transition rates from primary to secondary schools in Kakamega East and Kakamega South. Data for the study was collected from primary school Head teachers, Class teachers, and house hold heads of families with children's who dropped out of school after class eight in both districts. The factors which were considered in the study included family economic status, education background of parents, family size and family type and the economic activity of the area.

1.9 Limitation and delimitation of the study

The study was limited to the fact that data was collected randomly only in selected schools from Kakamega East and Kakamega South Districts, meaning that the study may not be a true reflection of the entire country. The study also limited itself to factors that contribute to low transition from primary to secondary public schools leaving out the private schools sector. Another limitation in this study was that the dropouts in the target population may not give out the correct information about themselves and the circumstances under which they dropped out

1.10 Definition of operational terms

Absenteeism – Days spent out of school during a school term or year

Completion rates – The proportion of pupils who complete the last grade at the beginning of the cycle.

Dropout rates – Percentage of pupils withdrawn from school prematurely or from a grade within a given year.

Graduate – A person who has completed a given level of education e.g class eight or form four.

Transition – Flow of pupils from one grade to another without any incidences of repetitions and dropout.

Repetition rates – Percentage of pupils repeating a grade in a subsequent year.

Wastage in education – Incidences of dropout and repetition

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter of the proposal presents a review of literature related to the study. The chapter covers the following

- Overview of Transition from Primary to Secondary Schools

- Transition from Primary to Secondary Schools in Kenya

- Policy interventions for improving Transition Rates

- Internal Efficiency Education

- School Dropout and Transition Rates

- Dropout and Repetitions as Dimensions of Wastage in Kenya

2.2 Overview of Transition from primary to secondary schools

Since so few children complete primary school, those who do must be able to continue their schooling in order for students and society to reap the full benefits of their initial investment in a literate, educated population Kirungi, (2006) observe s that failure to absorb the growing number of primary schools leavers will undermine Universal primary Education and boarder national goals like the elimination of poverty. Unfortunately, this is exactly what is happening. Currently 83.8 percent of children worldwide attend primary school, but the rate drop to 59.3 percent for secondary school Huebler, (2007). The transition rate to secondary school or the percentage of children who complete primary education and continues to secondary education is 67.1 percent for East and Southern Africa and only 52.4 percent for West and Central Africa. This contrasts sharply with 98 percent in the industrialized countries and 85 percent worldwide Huebler, (2007). In fact as a UNESCO (2006) fact sheet puts it in one out of every four African countries, just half of children enrolled at the end of primary school move on to study at the secondary

level. In another 25 percent of African countries, only on in three continue on to the secondary level. In two countries – Tanzania and Burundi- less that 20 percent of children do so.

The reasons for this low transition are many. As UNESCO (2006) explains. "Some families cannot afford to continue sending their children to school. And in some countries, there simply are not enough places in secondary schools and so authorities screen children through public examinations or by using other methods."

2.3 Transition from primary to secondary schools in Kenya

Before January, 2003, the number of Kenyan children estimated to be out of school was over three million. Children's enjoyment of the right to education had been curtailed by the cost sharing policy in education which made schooling unaffordable to many families in Kenya (ANPPCAN, 2004). This saw many children pushed out of school and subsequently found their way into child labour situations. It was therefore very welcome when the National Rainbow Coalition (NARC) Government that took power at the beginning of 2003 implemented the Free Primary Education Policy. This has seen an estimated 1.3 million children getting back to school.

Kenya is a signatory to several international conventions that aim at promoting education. These include the United Nations Convention on the Rights of the Child and African Charter on the Rights and Welfare of the child, which provide for education as a basic right for all children. The realization that making education free and compulsory is key in the struggle to achieving universal education prompted the Kenya Government to begin implementing the Free Primary Education (FPE) policy in January 2003.

However, in spite of the commendable efforts that Kenya has made towards this, achieving Education For All still remains an uphill task, unless the issue of transition in

education, especially for primary school leavers is adequately addressed (ANPPCAN, 2004)

Transition from primary to secondary school level still remains a challenge and is sure to undermine the gains made in the education sector. Many children , particularly in the age of 14-18 years, still remain at risk of lacking access to education and joining child labour including domestic work, commercial agriculture, commercial sexual exploitation, mining, fishing and quarrying, just to mention a few.

The issue of transition in education is of great concern today than before because of the numbers of children who are unable to proceed with post-primary education. Out of the 587,961 candidates who sat for Kenya Certificate of Primary Examinations KCPE) at the end of the year 2010, only 270,205 got chances to proceed to secondary schools (Onyango, 2004). This means that the remaining 317,756 (over 54%) of the children who completed their primary school are unable to get opportunities to further their education. This, unfortunately, has remained the trend for the last two decades. This means that there is a dire need to address the issue of transition with effective interventions that would cater for the over 300,000 children who are unable to proceed with further education (ANPPCAN, 2004). Mutahi (2004) cited the factors that contributed to low transition rates as being the inadequate capacity in secondary schools, reduced household capacity to cost-share at secondary school level, poverty, social-culture attitudes and the increase in the number of orphans resulting from HIV/AIDs pandemic.

MoEST, in collaboration with other key players, has put in place several measures to enhance transition from primary to secondary school. These include elimination of school levies and other barriers to increase access to primary school education, providing bursary for needy secondary school children and establishing a policy that prohibits grade repetition. Others include establishing a policy on expansion of the existing secondary

schools to a minimum of streams per school, working closely with stakeholders in the education sector to provide other opinions to public secondary schools and creating child friendly and gender responsive environment in schools (ANPPCAN, 2004). However, in spite of these interventions, over fifty percent of primary school leavers are still excluded. There is therefore the need to have a corresponding post primary education infrastructure to sustain the gains made by FPE (Onyango, 2004)

2.4 Policy intervention for improving Transition Rates

Since independence, Kenya has witnessed the expansion of learning institutions and an increase in adult literacy. The achievements reflect the country's impressive progress in expanding access to education.

Since independence, several policy interventions have been formulated that have led to increased participation in basic education. These include:

In its 1963 manifesto, Kenya African National Union (KANU) which later became the ruling party committed itself to providing free primary education for a minimum of seven years, which was re-echoed in the 1969 election manifesto (ANPPCAN, 2004)

The year 1971 saw a presidential decree which abolished tuition fees for districts which unfavorable geographical conditions – Arid and Semi arid Land (ASAL)

In 1973, during the celebrations to mark ten years of independence, the president H.E. Jomo Kenyatta made a decree which brought the country close to achieving UPE. The decree provided FPE for all children in standard 1-4 in the country and a common fee structure for pupils in class 5-7 (Kshs 60pa). This led to an increase in enrolment and instead of the annual estimate of 400,000, school enrolment increased by approximately one million children (Sifuna, 2004)

In 1978, the government officially abolished all forms of school levies in all public primary schools in the country. With the introduction of the school milk programme by the government in the same period, primary and school enrolment rose by 23.5%.

In January 2003, the NARC Government launched the FPE and in so doing, fulfilled one of its pre-elected pledges. Consequently, school fees and other levies for tuition in primary school education were abolished (ANPPCAN, 2004)

Sifuna, (2004) noted that in order to make sure that enrolment rates remained high, the government needed to address attrition rates. He reiterated that data on the dropout rate is inadequate and very few schools maintain proper records on retention. Factors which contribute to high drop put rates include poverty and poor quality of education, especially with the launching of the FPE programme. The government therefore, needs to consider issues of staffing, congestion in classrooms and text books in order to make the participation in FPE meaningful. Class repetition is scanty, considering the official policy of the ministry of education which forbids repetition of classes.

As a result of the aforementioned issues, among others, the transition and completion rates have remained steadily low. Completion rates at primary school level have remained between 44% and 49% and transition to secondary school is around 50.9%.

The issue of transition is a challenge considering that the government does not have an expansion programme for secondary schools to match the number of primary school leavers. In the last two decades, the number of secondary school has remained 3,000, which currently noted that although the demand for secondary school far outstrips the facilities available, there are no efforts by the ministry of education to address the impending transition problem paused by FPE

Sifuna (2004) came up with three key recommendations that would more primary school leavers to access secondary education

There is need to expand basic education from 8-12 years, in line with a proposal made in the Koech Report of 1999 (Republic of Kenya, 1999). This would give an opportunity to every Kenyan child to attain a minimum of secondary school education. The commission proposes a new system of education, dubbed Totally Integrated Quality education and Training (TIQET). The recommended structure of education and training includes three main segments namely Basic Education Cycle, Higher Education Cycle and Adult Alternative and Continuing Education and Training.

The second opinion is to retain the current education system and embark on a massive programme of expanding secondary education country wide. In this regard, there should be a deliberate effort to control fee payment in secondary school education and fee ceiling recommendation by MoEST should be adhered to. This strategy has always failed to address the needs of the marginalized groups.

The third option is enhancing training opportunities in non-formal education and the informal sector training. Universal Primary Education was in the 1960s viewed as formal alternative to education (Sifuna, 2004)

The Government has another option which is in line with the vision 2030 that singles out education and training as the vehicle that will drive Kenya into becoming a middle income economy. In addition the constitution, 2010 has provided for free and compulsory basic education as a human right to every Kenyan child. Ii is because of this that the Government appointed a task force to among other issues review the education in Kenya in relation to its relevance and responsiveness to vision 2030. The task force handed over the report to the Ministry of Education on 3rd Feb 2012. The task force identified a number of challenges, gaps and concerns which led to pertinent question "Is Kenya education system and its institutions and programmes fit for the purpose"

Among the issues they identified were effective governance and management, retention and transition rates at various levels and others. The task force therefore has recommended a more flexible and comprehensive structure of Kenyan's education system and curriculum reform to specify the expected competences at every level of learning. The recommended structure is 2 years of preprimary 6 years of primary 3 years lower and 3 years upper 6 years secondary 3 years junior and 3 years senior, 2 years minimum of middle level college and 3 years minimum University education.

The rational of the structure therefore is to ensure learners acquire competences and skills that will enable them to meet the human resource aspirations of vision 2030 by offering choices of subjects pathways at the end of the elementary school phase; ensure the attainment of 100% transition rate from primary to secondary, thereby reducing wastage by introducing automatic progression to the junior secondary school phase based on the acquisition of core skills and competences

2.5 Internal efficiency in Education

Internal efficiency of an education system is indicated by among other things dropout and repetition rates (wastage rates) low transition rates between education sub sectors and lengthy completion periods in higher education, Abagi and Mbui, (1999). Internal efficiency has two dimensions:- the flow of students through the system with the minimum waste and quality of learning achieved in the system.

Wastage in education translates to raise costs associated with producing a graduate of any education cycle. These costs have 3 components:-

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- Resources directly spent on schooling by providing a place for a leaner in school and the expenses the public and parents incur to maintain her/him in school.

- Opportunity cost of the learners time in terms of foregone production

- Expected labour market benefits, where failure to complete a cycle may mean lower rate to return to the individual and to the society

However, the idea of waste of resources can be criticized on the ground that it has been proved through various studies that there are some benefits derived from extra years of schooling. Hallak (1990) gave an illustration of the impact of different levels of educational achievement on the output of farmers in subsistence agriculture. He observed that four years of primary education increased the productivity by 8.7 percent across countries. Furthermore, learning is continuous process and one can hardly assume that a student who drops out just before the end of a cycle has learned nothing at all. Besides, schools do much more for students than just transmit new knowledge.

It can be argued that while it is true that basic skills cannot be assimilated in less than some minimum time spent in primary school, beyond the minimum, it would be more accurate to measure the amount of human capital acquired by the time spent in school (Eicher, 1984). Hence a student dropping out of secondary school has definitely acquired some human capital.

Despite this increased productivity, from extra years of schooling, it must be emphasized that the goal of those who enter a cycle must be assumed completion especially due to the emphasis given on qualifications in employment practices in Kenya,. Each school cycle therefore is taken as a logical entity, which should be attended in its totality if the pupil is

to reach a certain level of competency. Successful completion of a level is hence considered far more important than simply the additional number of years of schooling

It should not be forgotten, however, that with growth in technology, and in light of new global demands, the need for higher education becomes more urgent. While completing primary schooling is in itself a major achievement, in the spirit of Universal Primary Education (UPE), primary graduates cannot be said to make any real contribution to the technological advancement of a country. Thus, there is need for the government to put emphasis on flow of pupils from primary to secondary, as this adds to the hope of acquiring higher education.

Again, the connection between income and education seems obvious with more education viewed as leading to more/higher lifetime earnings. Besides with more expanded primary school enrolment due to emphasis on EFA, predictions are that what will increasingly differentiate entrants to the labour market will be the level of achievement of students through secondary school, hence the need to complete the cycle (UNESCO, 2001).

More importantly, it is hoped that the country will achieve the Newly Industrialized Country (NIC) status by the year 2020 as stated I the Sessional Paper No 2 of 1996 (Republic of Kenya 1996) If this were to be realized, it would be worth borrowing a leaf from the economics of Korea, Malaysia and Mauritius that have achieved NIC status. It is noted that by the take off point to industrialization, these countries had secondary school Gross Enrolment Rates (GER) of 42 percent, 34 percent and 30 percent respectively. By 1991 these nations had risen to 88 percent and 54 percent while Kenya's GER stood at 29 percent (Repulic of Kenya 1998). There is need to not only expand enrolment at the primary level, but also ensure that high transition rates are realized. This is what will give

meaning to the free education policy, which is in place in the country as well as drive the country towards her goal of industrialization.

It is worth nothing that for an education system to be termed as internally efficient in a quantitative way, what is important is the number of graduates who have achieved the required level of learning and not the number enrolled, as often used to evaluate educational progress in developing countries. High GERS as have been achieved by developing countries show that the system has a high level of capacity while the dropout and completion rates show the internal efficiency of the system (Migot and Tan, 1985).

2.6 School dropout and Transition Rates

One of the direct causes of low transition rates from primary to secondary education is school dropout. There is considerable literature on the extent of dropout in various countries around the world. Different countries define and estimate dropout in different ways. The United States National Center for Education Statistics (NCES, 2000) estimates dropout rates by two different methods.

One is the "event dropout rate" which includes those who were enrolled but then dropped out before completing I the same academic year (Karki, 2004). This estimate overlooks dropouts who finish an academic year but fail to return for the subsequent year of schooling at the 11th or 12th grade levels. Therefore, the event dropout rate often underestimates the true extent of school dropout. In 1988-1999, the event dropout in the United States was 5% that is 5% of all students in grades 10 through 12 left school during the academic year (NCES, 2000).

The "status rate" on the other hand, includes all those in the age group 16 through 24 years who are out of school but have not earned a high school degree. He status dropout rate thus overestimates the dropout population as it includes all those who meet those criteria regardless of reasons or circumstances including young adults who have

immigrated to the country with little schooling (Karki, 2004). As of October 1999.11% of school age adults in the United States were neither enrolled in nor had completed a high school program (NCES, 2000). This status dropout rate varied substantially by ethnicity: the dropout rate for Hispanic young adults was 28.6%, followed by 12.6% for African Americans, 7.3% for Whites and 4.3% for Asians (NCES, 2000).

School dropout is a serious problem in most developing countries, where it starts in the primary school grades. The world development indicators (World Bank,2000) have revealed that about 130 million primary school age children in the developing countries are out of school-almost 21% of the total primary school age population (625 million).Out of school status is a function both dropping out and of having enrolled or attended school. The out-of-school population (ages 5 to 14) in the least developed countries averages about 40% (World Bank, 2000)

In the world's poorest countries, particularly in rural areas the rates of non enrollment and school dropout are higher for girls than boys. Approximately 10% of boys and 40% of girls never enroll in school. In India, for example, no more than a third of the complete primary school education and in Pakistan, only 17% of rural girls do (Population Council, 1999).

2.7 Dropout and Repetitions as Dimensions of Wastage in Kenya

While education opportunities have continued to expand in Kenya, internal efficiency problems in form of dropout and repetition continue to be pervasive. The expansion of the education system has resulted in an increase in enrollments. At the first level an increase of over 7.2 million was realized in 2003 from 891,553 in 1963 (Theuri, 2004). At the second level institutions, enrollments rose from a mere 30,121 in 1963 to 862,907 in 2003. The presence of high dropout and repetition rates are however detrimental to these gains.

School dropout translates to wastage of money, teachers and pupils time since the pupils are unable to finish the school cycle. While many pupils enroll, only a few complete. Observations show that barely 47 percent of pupils complete the first level (Republic of Kenya, 1998; MoEST, 2003) and that of students entering class one, only 55 percent of boys and 35 percent of girls enter standard eight. A recent report on the education sector review showed that dropout rates at the first and second level differ within regions (MoEST, 2003). In the year 1999, the highest dropout at the first level was reported in Eastern province at 6.1 percent and lowest in Nairobi at 1.5 percent. In absolute terms Eastern Province had 68,000 cases compared to 2,231 for Nairobi (MoEST, 2003).

At the second level, although enrollments have been on the increase, the GER has been on the decline. The national average dropout rate for 1999 was 4.6 percent and 5.1 percent for boys and girls respectively (Theuri, 2004). Ironically at this level, Nairobi registered the second highest rates of 7.1 percent. North Eastern province had the highest rates of 7.6 percent while Central Province recorded the lowest of 4.0 percent (MoEST, 2003) The North Eastern province harbors the disadvantaged ASAL districts while Nairobi's high rate is due to urban social problems, the slum factor and early marriages.

Grade repetition can be a result of academic failure, insufficient marks to advance to the next level of instruction, age inadequacy and absenteeism or due to lack of local educational opportunities (UNESCO, 1997). In Kenya where performance in national examination has rendered the education system examination oriented, repetitions especially at the primary school are rampant. This prolongs the learners stay in school without necessarily increasing significantly the level of school achievement on the amount learnt by the repeaters (Theuri, 2004). This increases cost per graduate and leads

to either crowded classrooms or a reduction of the intake capacity of the corresponding grades. Consequently the ages of pupils in all classes is affected as was observed by Eshiwani (1984), in a study where it is noted that 58.3 percent of pupils in all classes surveyed had abnormal age due to repetition.

Again, repetition according to researchers done (Nagu, 1991; Theuri, 2004) has negative psychological effects on pupils, because it tends to lower pupil's self esteem and damages per relations. Hence it has been cited as a major cause of school dropout (UNICEF 2001, Ngau, 1991), refuting the views of its proponents who see it as an appropriate investment in pupils recovery, since as it is argued children do not all acquire knowledge and/or attitudes at the same rate.

Conflicting views on repetition at the second level are observed in two publications by UNESCO. The first publication (UNESCO, 1993) held the view that repetition rates at the second level generally follow the pattern of the first level. The second publication (UNESCO, 1997) had a different view that due to costs involved (private costs) repetitions at the second level and higher levels may be unaffordable. These views however do not refute the fact that there is repetition at these levels too.

A report on the education sector review by MoEST (2003) reveals that in 1998 only 47 percent of those who completed the first level and 85 percent of those who completed the second level had graduated within the allocated time period. The report further gives the repetition rates for the first education level for the year 1999 as 13.5 percent for boys 12.9 percent for girls. Rift Valley, Coast and Western Provinces reported of 15.2 percent, 14.9 percent and 14.6 percent respectively, averages higher that the national rates of 13.2 percent. At the second level the rates were 1.7 percent and 1.5 percent and for boys and girls respectively. Nairobi Province had the highest rates of 4.8 percent followed by

Nyanza with 2.3 percent. Given the repetition in Kenya is against the government policy and that the high educational costs at the secondary level make repetition unaffordable, this study intended to investigate the magnitude of wastage that can be attributed to repetitions in the slum areas.

2.8 Theoretical Framework: The production theory by Mace (1979)

The study was guided by the production function theory proposed by Mace (1979). Production function describes the relationship between outputs and inputs and is technically an economic relation explaining the maximum amount of output capable of being produced by each and every set of specified inputs.

Education in the context of this theory was viewed as a productive activity that combines various inputs of capital and labour to transform one set of inputs into another. For primary schools, the major goal is not only to ensure that pupils complete primary schooling but also ensure that the pupils join secondary schools to continue with learning

The input includes staff, materials and buildings while the output is a graduate of any given educational level. In this context, the pupils that come out of any level of the education system being studied remain the only physical embodiment of out put. Thus, it emerges that school plays a major role in determining retention and attrition/dropout levels, and consequently the number of graduates proceeding to the next educational level.

The theory was relevant to the study in that one of the main objectives of primary schools is to prepare pupils for secondary schooling. It is when the pupils who graduate from a given primary school are absorbed in secondary schools that we can say that the primary school accomplished its objectives

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2.9 Conceptual framework

A conceptual framework is a model of presentation where a researcher represents the relationships between variables in the study and shows the relationship graphically or diagrammatically (Orodho, 2004). Conceptual framework assists the readers to quickly see the proposed relationships between variables.

Figure 1 Conceptual framework on factors contributing to low transition from primary to secondary schools

Source: The Researcher (2012)

The purpose of the study was to comprehensively investigate the factors that contribute to low transition from primary to secondary schools in Kakamega East and Kakamega South Districts. In the context of production function theory discussed above, education was viewed as a productive activity that combines various inputs of capital and labour to transform one set of inputs into another. For primary schools, the major goal was not only to ensure that pupils complete primary schooling but also ensure that the p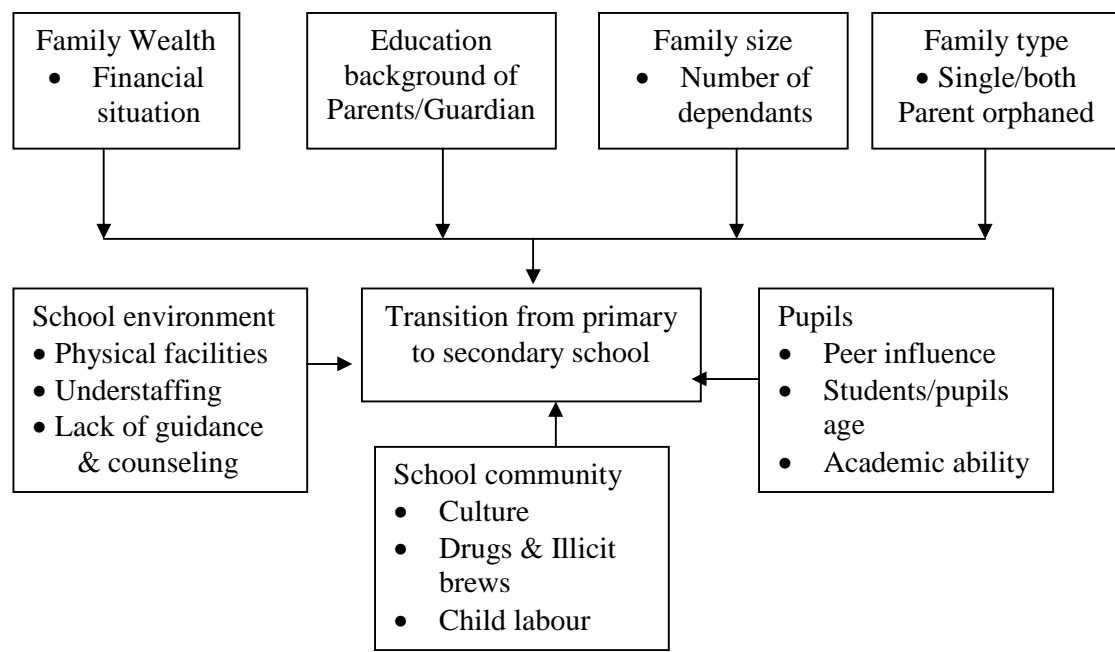upils join secondary schools to continue with learning. The focus of this study is the factors that may affect the flow of pupils from primary to secondary schools. It is expected that

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family economic status, education background of parents and family size and type will determine whether pupils completing primary schools join secondary schools or not (Figure 1)

The dependent variable for the study was transition from primary to secondary schools, while independent variables was family socio-economic factors was measured by family economic status, education background of parents/guardians, family size and family type.

2.10 Summary

Literature review in this section showed that there were a number of factors that may contribute to low transition from primary to secondary. These may be grouped into family background factors, school factors and students pupil related factors. Family background factors included social economic status, parent's level of education and attitudes towards education. School factors included the amount of money charged for fees, teachers-characteristics, the curriculum availability and quality of teaching and learning resources. Pupils related factors included issues like attitudes towards school and teachers pupils performance at the primary school level, discipline and peer pressure.

Most of the studies carried out previously showed that dropout and repetition is considered as a waste in education because investment in both public and private have been made in students who fail to attain the minimum objectives of the cycle in which they are enrolled. Consequently transition and completion rates are less than fifty percent (MOEST 2007-2010). The current study was therefore aimed at investigating those factors responsible for low transition rate from primary to secondary level in Kakamega East and Kakamega South district

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, procedures and strategies that were used in the study are described. The research design, sampling procedures, research instruments and methods which were used in data collection, analysis and presentation are discussed.

3.2 Research design

The research design which was adopted in the study was descriptive survey. According to Lockesh (1984), descriptive research studies are designed to obtain pertinent and precise information concerning the status of phenomena and whenever possible to draw valid general conclusions from the facts discovered. Verma and Beard (1981) assert that surveys provide information about population variables, for instance when data on pupils or teachers opinion on a variety of educational issues are sought. As was indicated in the background of the study, transition is already a problem in Kakamega East and Kakamega South districts. Descriptive survey was used to describe the factors that contribute to low transition rates from primary to secondary schools in Kakamega East and Kakamega South district.

3.3 The study locale

The study was carried out in Kakamega East and Kakamega South of Kakamega County. Specifically, the researcher carried out the study in Kakamega East and moved to Kakamega South respectively. Singleton (1993) noted that the idea setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. Kakamega East and South districts were chosen because they

are easily accessible to the researcher and the factors contributing to low transition rates in both districts were well easily comparable to proximity.

3.4 Target population

The target population of the study comprised of all the public primary schools in Kakamega East and Kakamega South districts, household heads in Kakamega East and Kakamega South district, and school dropouts in both districts

3.5 Sample and Sampling procedures

The sample for the study came from public primary schools in Kakamega East and Kakamega South district. The total number of public primary schools in Kakamega East district i.e. 76 and the total number of KCPE public primary schools in Kakamega South is 64. From this, random sampling was employed to select 20 schools in Kakamega East and 17 schools in Kakamega South to participate in the study. This formed a sample size of 26.4% of the population which was more than the minimum of 10% of the target population, which was recommended by research scholars such as Gay (1976), as enough for descriptive studies.

All the headteachers and class teachers for standard eight from the sampled schools took part in the study. Together with this, the researcher identified with assistance from teachers and head teachers, 30 households with children who dropped out after class eight. The household heads of these households and their dropout children were included in the study. According to Kiess and Bloomquist (1985), the minimum number of subjects that allow for statistical data analysis is 30, hence the decision to target 30 household.

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3.6 Research Instruments

The study utilized both the questionnaires and interview schedules as the main tools for data collection. In the process of developing the instruments, the researcher consulted with the supervisor who as an expert, helped to verify whether the instruments used were appropriate for obtaining the needed information. The questionnaire was used for data collection because as Kiess and Bloomquist (1985) observed, it offers considerable advantage in administration; it presents an even stimulus potentiality to large numbers of people simultaneously and provided the investigation with an easy accumulation of data. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestion. According to Orodho (2004), interview guide makes it possible to obtain the data required to meet the specific objectives of the study. On the other hand, an interview schedule is considered appropriate when the sample is small since a researcher is able to get more information from respondents that would not be possible using questionnaire (Kiess and Bloomquist, 1985)

The questionnaires was designed for collecting data from standard eight class teacher, while interview schedules was used to interview headteachers, household heads and dropouts. Details about each research instrument were provided below:-

3.6.1 Interview Schedule for Headteachers

This collected data from headteachers on factors affecting transition rates. The interview guide was used to seek data on factors affecting transition rates. Data was collected on school enrolment, transition rates, factors affecting and measures that could be taken to maximize transition rates.

3.6.2 Questionnaire for teachers

The questionnaire for teachers was used to collect data from teachers on school enrolment, transition and measures that could be taken to maximize transition rates.

3.6.3 Interview Schedule for dropouts

The interview schedule from dropouts was used to guide the researcher in conducting interviews with children who did not continue with education after class eight. The interviews sought information on reasons for dropping out, their attitudes towards education, their performance when they were in school and the activities they were engaging in currently.

3.6.4 Interview Schedule for Household heads

Interview schedule for house heads were used to collect data from parents/guardian of children who dropped out of school after class eight. Information was sought on socio-economic status of parents, their feelings about education, reasons why their children dropped out of school, as well as, parents/guardians' future plans for their children.

3.7 Pilot Study

It was necessary that the research instruments were piloted as a way of finalizing them (Wiersma, 1985). This was vital as it enabled the reliability of the instruments to be determined. Before the actual data collection, piloting of the questionnaires was done on two primary schools, which did not participate in the final study.

3.7.1 Validity of the instruments

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda and Mugenda, 1999) In other words, validity, is the degree to which results obtained from the analysis of the data actually represented by the phenomena under study. Borg and Gall (1989) define validity as the degree to which a test measures what it purports to measure. The pilot study helped to improve face validity and content of the instruments. According to Borg and Gall (1989), validity of an instrument is improved through expert judgment. As such, the researcher sought assistance from his supervisor, in order to help improve content validity of the instrument.

3.7.2 Reliability of the instruments

Mugenda and Mugenda (1999) defined reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. Piloting enabled the researcher to set the reliability of the questionnaires. In order to improve the reliability of the instrument, the researcher with the help of his supervisor critically assessed the consistency of the responses on the pilot questionnaires to make a judgment on their reliability. Split-Half technique of reliability testing was employed; whereby the pilot questionnaires was divided into two equivalent halves and then a correlation coefficient for two halve calculated using the formula given below

$$R = \frac{\dfrac{Xy - (\ x)(\ y)}{N}}{\sqrt{[\ X^2 - (\ X)^2\ ]\dfrac{}{N}(\ y^2 - (\ y)^2\ )\dfrac{}{N}}}$$

Where:-

R = Correlation coefficient

N = Total number of scores

= Summation of scores

X = Scores

Y = Scores

Through the use of Cronbach's Alpha, a reliability coefficient of 0.7 was accepted as recommended by Mugenda and Mugenda (1999).

3.8 Data collection procedure

The researcher got an introduction letter from U.O.N and a research permit from the Ministry of Education. Then the researcher obtained authorization from Kakamega East education office. After this, the researcher booked an appointment with the sample schools through the headteachers to visit and administer the questionnaires. The researcher then visited each of the sampled schools and administered the questionnaires himself. The respondents were given relevant instructions and assured of their confidentiality after which they were given enough time to fill in the questionnaires, after which the researcher collected the filled-in questionnaires. It data from teachers and headteachers were collected in one week.

The researcher visited each of the thirty identified households and carried out interviews with household heads and the dropouts, interviews with household heads and dropouts were conducted in a period of three weeks, implying that the data collection process took a period of four weeks.

3.9 Data analysis and presentation

Data analysis procedures which were employed involved both qualitative and quantitative procedures. This was because quantitative and qualitative data were gathered. Qualitative data was analyzed by arranging the responses in order and grouping them according to various themes. Similar responses were tallied to come up with frequency counts and then percentages calculated based on the total number of responses.

Quantitative data was analyzed and reported using frequency distributions, means and percentages. The Statistical Package for the Microsoft excel was used in all quantitative analysis. Bell, (1993) maintained that when making the results known to a variety of reader, percentages have a considerable advantage over more complex statistics. Borg and Gall, (1983), hold that the most widely used and understood standard proportion is the percentage. Data presentation was made by use of tables and frequency distributions to enhance clarity.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introductions

This chapter discusses the data analysis, findings, interpretation and presentation. The objective of the study was to establish factors affecting transition rate from primary to secondary schools. The study also established the year the school was formed in the areas under study. According to the data analyzed the majority of schools begun in the years between 1970 and 1990. Data was analyzed using an analytical tool, presented by tables, pie charts and bar graphs and interpreted with frequencies and percentages.

4.1   Social demographic information

The demographic outlook of the target respondents was based on the gender of the respondents. The enrollment of students in public primary school under the area of study has been growing rapidly. According to the sampled schools current enrolment of boys and girls respondents contributed to a total percentage of 54% and 46% respectively in Kakamega South.

Table 4.1: Gender of the Respondents

Gender of students in Kakamega South		
Category	Frequency	Percent
Boys	20	54
Girls	17	46
Total	**37**	**100**

The research sought to establish the current number of enrolled pupils in Kakamega East. According to the data collected the majority who formed a percentage of 57 were male while 43% were female with reference from the table 4.2 below.

Table 4.2 Gender of the Respondents

Gender of students in Kakamega east		
Category	Frequency	Percent
Boys	16	43
Girls	21	57
Total	**37**	**100**

In Kakamega East the data collected showed that the number of male pupils was 43% while that of female pupils was 57%.

Table 4.3 Gender of respondents

Gender of teachers Kakamega South		
Category	Frequency	Percent
Male	**27**	**73**
Female	**10**	**27**
Total	**37**	**100**

Availability of adequate teachers in schools form an important part of curriculum establishment which ensures students achievement in their academic life. Inadequate teachers mean that pupils will not be prepared enough to face national examination which requires them to compete favorably with other students across the country. The research sought to establish the number of current enrolled teachers in the two districts under the study. Data analysis in Kakamega South did indicate that 73% were male respondents while 27% were female respondents.

Table 4.4 Gender of respondents

Gender of teachers Kaka mega East		
Category	Frequency	Percent
Male	20	54
Female	17	46
Total	37	100

In Kakamega East the number of male enrolled teachers was 54% while that of female enrolled teachers was 46%. Both districts face similar challenges.

Figure 4.5 Physical facilities in Kakamega South

Physical facilities in Kakamega South			Physical facilities in Kakamega East	
Category	Frequency	Percentage	Frequency	Percentage
Yes	12	25	10	27
No	25	75	27	73
Total	37	100	37	100

The availability of physical facilities such as proper infrastructure is important to the academic achievement of students as well as acts as motivation to staff and non teaching staff of an organization. In this regard the research sought to establish if the respondents had adequate physical facilities, in Kakamega south 16% did agree that the available resources were serving them well while 84% disagreed. In Kakamega East the trend was almost similar with those who indicated that the existing facilities were not adequate contributing to a percentage of 75 (%). Those who were satisfied with the existing facilities contributing to 25 (%). Both districts faced similar challenges. Resourceful materials such as books, inadequate teachers among others were major challenges.

Table 4.6 Teachers adequacy

Teachers adequacy in Kakamega South			Teachers adequacy in Kakamega East	
Category	Frequency	Percent	Frequency	Percent
Yes	17	46	15	41
No	20	54	22	59
Total	37	100	37	100

Availability of teachers in schools forms crucial part of achieving students learning process. Inadequate teachers in schools means that the few available ones have to take care of a large number of learners, this in turn exhausts them and may in turn make them to poorly deliver. In order to asses the quality of education in the area under study, the research sought to find out if the available teachers in the schools under the area of study were adequate. In Kakamega South districts majority who formed 54% did indicate that the number of available teachers was not enough to cater for the swelling number of pupils, 46% were of the view that the available number of teachers was adequate for quality education even though they expressed their reservations. In Kakamega East respondents did indicate that the number of the available teachers was no adequate 59% (table 5.4), while those who were satisfied were 41%.

Figure 4.2 School Guidance and Counseling Department.
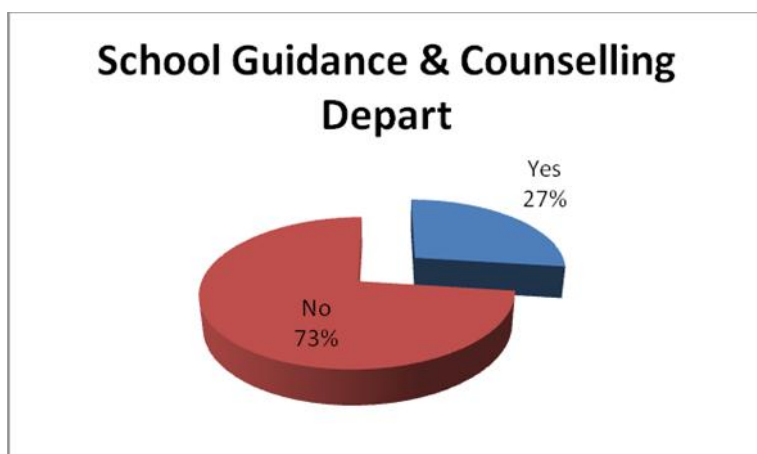
Guidance and counseling is a strategy that is meant to guide or counsel the students aimed at helping them achieve their dreams, not only in education but also the life ahead of them. There are several issues or rather factors that may affect the transitional rate, the research intended to find out the measures taken to guide and counsel students faced with different challenges. According to responses received in both districts the majority who formed 73% had already established guiding and counseling departments with trained teachers and they were functional 27% did not have guiding and counseling institutions and if they had they were not active as seen in the figure 4.2 above.

Table 4.7 Academic performance of pupils.

Academic performance of pupils in Kakamega South			Academic performance of pupils in Kakamega East	
Category	Frequency	Percent	Frequency	Percent
Very good	7	18	**10**	**27**
Good	20	54	**17**	**45**
Fair	5	14	**8**	**23**
Poor	5	14	**2**	**5**
Total	**37**	**100**	**37**	**100**

In some occasions poor transition rate from primary to secondary school has been said to be hampered by poor performance by students at primary level. The research sought to

establish the overall performance of both boys and girls at primary level in areas under study. In Kakamega South majority of respondents who formed 54% did agree that the student's performance at their final year at primary level was good. Those who performed very good formed a percentage of 19 (%) while those who were fair and poor contributed to percentage of 14 respectively.. Whereas in Kakamega East respondents who performed good were ranged highest with a percentage of 45 (%), those who performed very good contributed to 27% and those who performed fair and poor contributed to 23% and 5% respectively.

Table 4.8 Setbacks to the pupil's effective learning

Setbacks to the pupil's effective learning in Kakamega South			Setbacks to the pupil's effective learning in Kakamega East	
Category	**Frequency**	**Percent**	**Frequency**	**Percent**
Family	22	60	**20**	**54**
Community	10	27	**10**	**27**
School environment	5	13	**7**	**19**
Total	**37**	**100**	**37**	**100**

In Kakamega South family was identified as a major factor affecting pupil's effective learning with 60%, community contributed to 27% while social environment formed 27%. These were factors attributed to poor transitional rate from primary to secondary school. In Kakamega East the trend was similar with family contributing 54%, community 27% and school environment 19%.

Table 4.9 Students drop out rate.

Students drop out rate in Kakamega South			Students drop out rate in Kakamega East	
Category	Frequency	Percent	Frequency	Percent
Boys	15	40	**21**	**58**
Girls	22	60	**16**	**42**
Total	**37**	**100**	**37**	**100**

As seen in (table 4.8) above the larger percentage of drop out in Kakamega South were girls with a percentage of 60% while in Kakamega East was 42% in Kakamega East. The dropout rate in boys in Kakamega South was 40% while in Kakamega East was 58%. This was attributed to the fact that most of the girls were married off and others did not realize the importance of proceeding with education, poor information and advice from both parents and community also contributed to their increased rate of drop outs. Despite government subsidizing secondary school fees towards secondary education fees, inadequate finances to enable parents to facilitate continuity of student's education from primary to secondary was a major factor identified as contributing to poor transitional rate.

Table 4.10 Parents consultation with teachers

Parents consultation with teachers in Kakamega South			Parents consultation with teachers learning in Kakamega East	
Category	Frequency	Percent	Frequency	Percent
Often	7	19	**7**	**19**
Sometimes	10	27	**9**	**24**
Rarely	18	49	**20**	**54**
Not at all	2	5	**1**	**3**
TOTAL	**37**	**100**	**37**	**100**

Frequent consultation between the parents and teachers has been said to enhance student's moral towards their academic achievement, this is due to the fact that through both teachers observation in school and parents at home can help shape if not correct ill behavior that pupils may have acquired through influence from their peers that can subsequently inhibit their academic performance.

The research sought to establish if there was any consultation between parents and teachers. According to the responses as indicated in the table above, the majority of respondents from Kakamega South did agree that rarely did consultation occur between parents and teachers with a percentage of 49 (%), other respondents who formed a percentage of 27 (%) agreed that there was sometimes consultation between parents and teachers, those who agreed that there was consultation between teachers and parents though not often were 19% while those who did at all make consultation were 5%. In Kakamega East the majority of respondents who formed 54% agreed that consultation between teachers and parents was rare, they were followed by sometimes 24%, often 19% and not at all 3%.

Figure 4.3 Parents attitudes towards education
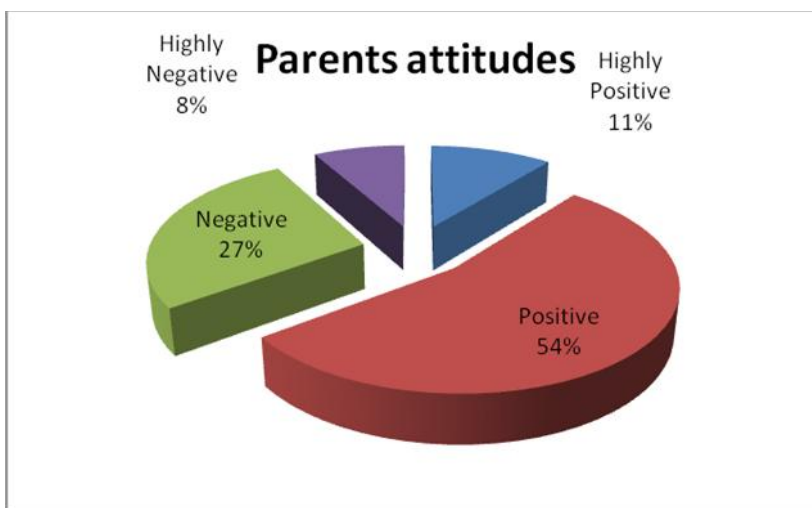
Parent's plays a crucial role in shaping their children behavior and attitudes; this is because children will be predisposed to their parent's behavior and hence acts and behave

in similar way like their parents. In education context therefore parents have a crucial role to play when it comes to their children's education. The research sought to establish the parent's attitude towards education in both districts. From the figure above 54% had positive attitude towards education while 27% had negative attitude towards education. Those who were highly positive contributed to a total percentage of 11 (%) while 8 % were rated as being highly negative towards education. The figure above represents responses from both districts.

Figure 4.11 Interest of community in education

Interest of community in education in Kakamega South			Interest of community in education in Kakamega East	
Category	**Frequency**	**Percent**	**Frequency**	**Percent**
Yes	12	32	**9**	**24**
No	25	68	**28**	**76**
TOTAL	**37**	**100**	**37**	**100**

Education has been said to be not only a human right in itself but also an indispensable means of realizing other human rights. It is believed to be one of the most powerful instruments for reducing poverty and inequality and lays a foundation for sustained economic growth; however for its importance to be realized it calls for the contribution of all parties such as teachers, parents and more so the community in which this pupils comes from and which natures and shapes their academic as well as individual well being, the research sought to establish the interest and the role played by the community towards the education of the pupils in two districts under the study. From the data analyzed research established that 68% and who formed the majority of respondents indicated that the community did not have interest in education and this was one of major factors that contributed greatly to poor transitional rate of pupils from primary to

secondary schools, however 32% did indicate that the community had interest in education as seen in the (figure 5.0) above.

Figure 4.12 Students drop out rate

Students drop out rate in Kakamega South			Students drop out rate in Kakamega East	
Category	Frequency	Percentage	Frequency	Percentage
Yes	20	54	19	51
No	17	46	18	49
TOTAL	37	100	37	100

Students drop out has been cited by many authors as one of major factors contributing to poor transition rate of pupils from primary to secondary schools in Sub-Saharan Africa (World Bank, 2005). In line with this, the research sought to establish the dropout rate of pupils in the areas under study comparing the rate of both boys and girls in two districts. According to data obtained the average respondents 52% did indicate that there were a large number of dropouts in both districts under the study. Those respondents who did experience minimal rate of dropout in their schools comprised of 47% averagely in both districts. Majority of the dropouts were girls followed by boys. Failure on the part of parents to encourage their children to continue learning, inadequate basic needs such as clothing, the need for pupils to cater for their parents as sole bread winner and early marriage by female pupils were cited as major hindrance to transition rate from primary to secondary schools in both districts under the study.

Figure 4.13 Students who managed to enter secondary school

Students who managed to enter secondary school in Kakamega South			Students who managed to enter secondary school in Kakamega East	
Category	Frequency	Percentage	Frequency	Percentage
2008	10	27	8	21
2009	12	33	15	40
2010	8	21	8	21
Others	7	19	7	18
Total	37	100	37	100

The research sought to establish the number of students who managed to enter secondary schools in years listed in the above table. According to the data gathered the majority taken as average in both districts 36% of pupils managed to enter secondary schools in the year 2009, in the year 2008 an average of 24% of pupils were able to join secondary schools, and they were followed by 21% in the year 2010. Taken as a percentage of all years those students who did not manage to enter secondary school formed a percentage of 18 (%).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1   Summary and Findings

The research sought to establish the factors that influence low transition rate from primary to secondary schools in both Kakamega east and south districts. According to data analyzed majority of the schools in the districts under the study were established in the years between 1970 and 1990. The current enrollments taken as a percentage in Kakamega South district boys were found to be 54% while girls were 46%, in Kakamega East boys formed 43% while girls were majority with 57%. The research established that in both districts male teacher's enrolment was high with 57% while female was 43%.

The research established that inadequate physical facilities were major obstacle to transition rate from primary to secondary school with a percentage of 84 (%). Physical facilities provide and maintain, safe, clean, and creative educational environments that are conducive to high achievements of the students. Indeed in agreeing with (Muhammad, 2011) who argued that physical facilities strive to give students a comfortable atmosphere in which they work and learn, as seen in developing countries, low levels of learning among children can partly be attributed to poor or inadequate facilities of the schools. Physical facilities are the fundamental factors in better learning and achievements of the students. All facilities must be provided to the schools for the students' better, concrete, and real experiences. Leeper et al. (1968) claim that the child learns through concrete rather than abstract experiences. Physical facilities help to enhance the learning of the students.

The research established that teachers were not adequate in both districts and formed 54%. Indeed the quality of education is directly related to the quality of instruction in the classrooms. It is a fact that the academic qualifications, knowledge of the subject matter,

competence, and skills of teaching and the commitment of the teacher have effective impact on the teaching learning process, therefore inadequate teaching and lack of motivation of staff a factor observed in the areas which were under study were contributing factors to poor transitional rate in two districts. From the interview schedules arranged by the teaching staff, the research established that quality improvement in education depends upon proper training of teachers. In agreeing with (Yadved and Singh, 1988), who argued that the teachers cannot play any of the roles unless properly trained and deployed in necessary schools and in adequate numbers to enhance and encourage students to understand importance of education to them as individuals, the community and the entire country at large. Teaching is an art. It can be refined by training and practice. The research established that availability of competent teachers is central in the reconstruction of the educational system.

Transition from primary school to Secondary school education in Kenya provides the base for the future careers of students. This makes the performance of each student at this level a matter of great concern to all education stakeholders. In order to improve in student academic performance, the Ministry of Education has put forth different measures, which include among others empowering the guidance and counseling programme in schools. This is because guidance and counseling has been perceived to help students overcome problems, which usually militate against students' academic performance in schools. Once the students are helped to adjust academically, emotionally and socially, discipline among students will improve which will further enhance good academic performance and hence increase the rate of transition from primary level to secondary level. The research established that in both districts where the study was carried out 73% of schools did not have guidance and counseling programmes and hence

students lacked the proper leadership and this was one of major factors leading to poor transitional rates in the districts.

On the issue of pupil's performance the research established that in almost all the schools where the research was carried out most pupils performed very good with a percentage of 54 (%). The research established that family, community, school environment and above all consultation between teachers and parents and other stakeholders had a crucial role to play in ensuring the completion of the pupils education as they acted as push power in their day today activities while in school and outside the school and which was failing in the areas under the study.

According to interview carried out with teachers and parents of the affected pupils, it revealed that lack of school fees, poor background, the need for pupils to act as bread winners to their families, bad attitudes towards education by the teachers and the community in which these pupils come from and illiterate societies who did not understand the importance of education were major factors contributing to major reasons for pupils drop out and poor transition rate despite many students having performed well at primary level and with government support of free primary education and subsidized fees for secondary day schools.

5.2 Factors that affect transition rates from primary to secondary schools

Secondary school education plays a key role in providing the youth with opportunities to acquire human capital that will enable them to pursue higher education and to improve their skills leading to higher labour market productivity. Despite this important role, and the expansion in secondary education, access to secondary education in Kenya is still very low. The transition rate from primary to secondary school is currently 50 per cent. The low access to secondary school education, combined with the high unemployment rate, pose a significant challenge to the Kenyan government.

Chimombo (2005), in a study on basic education in developing countries, with a specific case of Malawi, reviews literature on access to education. First, the reviewed studies show that the necessity for children to engage in tasks that support household survival limits school participation, especially in rural and urban squatter groups. Second, even where schools are accessible and affordable, households have to realize a net benefit to themselves and their children from forgoing children's full-time participation in domestic and economic activities. This situation is further complicated by the inability of states to enact laws and or enforce laws on compulsory basic education, leaving households to serve as their children's gatekeepers through their control over children's access to the educational resources made available by the state, (Chimombo, 2005).

In Kenya, Bedi et al. (2004) points out that attending school has both direct and indirect costs. Such cost lower the resources available for household consumption. Consequently, a household has to make a choice between benefits that accrue to education, including externalities and household consumption foregone which is in line with the same scenario witnessed in the areas under the study, from the interview schedule organized by the participants, the research established that most pupils from Kakamega East especially boys who contributed to 58% preferred to engage themselves in early income generating activities such as *boda boda* and selling of *Mutumba* within their localities instead of proceeding with their education, on the other hand it was interesting to note that this was opposite with their counterparts in Kakamega South which the research established that it had the highest number of female pupils 42% who dropped out of school and involved themselves in early marriages with those from Kakamega east. This research is also consistent with Njeru and Orodho (2003) who argue that there has been a considerable decline in gross secondary school enrollment ratio, with wide and severe regional and gender disparities in access to secondary education in Kenya.

Increased access to secondary education can have implications on welfare. Individuals with secondary school education are less likely to be affected by poverty than those with a lower level of education (Oiro et al., 2004; Geda et al., 2001; Onsomu et al., 2006). Also, past studies have conclusively shown that there exists a direct effect of education on earnings, with those with higher education earning more. Apart from reducing poverty, improved access to secondary school education can help reduce disparities in earnings. Generally, there should be a consensus on the need to increase access to secondary school education in Kenya in order to respond to the potential of increasing effective demand for post-primary education, as this will eventually increase the transition rate, and attain higher retention of students in the secondary schools.

5.3 Conclusion

According to research more than three quarters of secondary school-age population do not have access to secondary education in Kenya. There are also disturbing regional and gender disparities to access to secondary school education. Low participation rates are partly attributed to low transition rates, cost of education, and limited capacity to absorb the demand for secondary education. The study shows that supply-side factors such as availability of secondary schools in Kenya significantly influence access to secondary school education. Therefore, in improving transitional rates from primary schools and access to secondary education, such factors as gender disparities, infrastructure, availability of funds through bursaries and other sources, enforcement of back to school formula, poverty eradication measures and other associated human resource needs should be addressed.

5.4 Recommendations

From the research findings it's evident that a number of factors have been identified by the research as major issues influencing poor transitional rate from primary schools to secondary schools in the areas under the study. Basing on literature review discussed in this research, it's clear that the research findings are also consistent with other researches which have been previously carried out in the same area, therefore the researcher wishes to make the following recommendation for the purpose of improving the transitional rate in the area under study and Kenya at large as it is believed that other areas in Kenya face similar challenges.

    i) Reducing costs of secondary education to households;

Secondary school education attracts various categories of costs. These costs include tuition and boarding fees, shouldered by the households, and teachers' remuneration shouldered by the government. The study findings indicate that school fees was the main reason why most pupils did not join secondary school despite having performed averagely (54 per cent) in the K.C.P.E examinations.

One of the mechanisms of reducing costs related to secondary school education is to build more day schools. This not only increases availability within a locality, but the boarding component of school fees could be eliminated. Given that more than 56 per cent of households in Kenya are poor (Government of Kenya, 2005b), cost reduction strategies would promote enrollment, as households' burden would be low. Further, implementation of the recently revised fees schedule should be closely monitored to ensure adequate compliance.

    ii) Improving efficiency and effectiveness of bursary schemes

A bursary scheme was introduced in early 1980s with a view to enabling students from poor households gain access to secondary education. However, the persistently low participation rates from low income households indicates that either the policies and

initiatives have had minimal impact on enhancing access, or the partial bursary allocation has limited impact particularly on targeting to ensure the beneficiaries are adequately supported for a full cycle. Consequently, the government initiative in decentralizing and reviewing bursary funds management to constituency level should be closely monitored. Clear guidelines should be developed to ensure efficiency and effectiveness in order to increase access to secondary education. Further, to address income inequalities in the society, a special assistance scheme and preferential policies should be developed to target vulnerable groups such as pupils from marginal communities, pupils with special needs, orphaned and vulnerable children.

iii) Partnerships and local resource mobilization

Due to introduction of free primary education by government in Kenya, there has been swelling number of pupils in primary schools due to this there is the need for sustainable secondary education expansion which requires building of sustainable partnerships and mobilizing of local resources. In part, regional disparities in access to secondary education could be addressed through collaborations between local communities, central, and local government organs, and other stakeholders such as civil society, private sector, and development partners. It is not lost that over the years, financing of secondary education has been a collective responsibility of parents and communities through user charges. The existing physical infrastructure in secondary schools in the area under study did indicate that they are not adequate to absorb the ever increasing number of pupils to join secondary schools. This implies that with the escalating poverty levels and governance reforms on abolishing fund raising activities through harambees, it could be difficult to achieve significant expansion in physical infrastructure in learning institutions unless feasible measures are identified. These measures may include channeling part of constituency development funds to education development projects. Strong partnerships

are required, with government providing clear guidelines on future plans on secondary education expansion and strengthening partnerships for efficient resource utilization particularly in rehabilitation of existing physical facilities and targeted construction of secondary schools.

Further, local communities should be encouraged to develop revolving funds for education at the district level in order to raise funds from civil society and community organizations for targeted students covering full scholarship. Such localized revolving education funds should go a long way in utilizing efforts made by private companies to promote social activities through their corporate social responsibilities' schemes. At the national level, the government could explore the possibility of introducing a secondary school education fund whose contributions should come from companies and individuals.

iv) Assist communities to strengthen their poverty mitigation measures

The study shows a strong positive relationship between household income level and access to secondary education. Therefore, strategies aimed at expansion of secondary school education should first address factors that make secondary education unaffordable. Currently, several core poverty reduction programmes improving the efficiency of marketing and distribution of farm products and inputs (Agricultural produce), introduction of a constituency development fund, enforcement of minimum wage policy, financial support to orphans through a cash transfer scheme, the introduction of Free Primary Education in 2003, and scraping of cost sharing in public health facilities for children below six years and pregnant mothers (Government of Kenya, 2006b, e, f). Such measures, some of which require targeting, are a good attempt in mitigating the consequences of poverty.

v) Bridging the gender and regional gap in secondary schooling

The research established that the current number of enrollment in primary school was 54% boys and 43% girls. Gender disparities in education were associated with the apparent discrimination and cultural factors on opportunity cost of educating a daughter compared to a son. Although no major gender differences were recorded in terms of participation rates, female student's transition to secondary school education in area under study represented 38% per cent of students. The study findings show that most households preferred to take the male child to secondary school compared to the female child, given household budget constraints. The situation is worsened by the poverty incidences and demonstrates the need to give special attention to social cultural biases.

Government policies towards addressing gender disparity in education include expansion and improvement of classrooms, provision of boarding, and sanitation facilities that create a gender responsive environment (Government of Kenya, 2005d). Others can include girls' empowerment through participation in school management and advocacy for girls' education through community mobilization. While such initiatives are important in creating more opportunities of access to secondary education among girls from marginalized communities, the study established that these duties are in most cases left to civil society organization to agonize with rather than being viewed as policy issues for implementation by education managers.

There is, therefore, need for education managers to be at the center of community awareness campaigns and affirmative action for gender equity in accessing secondary education. Enforcement of ''back to school policy'' would enable vulnerable female students access secondary education after dropping out due to either pregnancy and/or early marriages.

5.5 Suggestion for further studies

While a fair amount has been written on the subject matter, thus far, transitional rate of pupils from primary schools to secondary schools has not been the subject of notable academic investigations. Given the importance and steady growth of education and technology in emerging economies worldwide, it is somewhat surprising that during the study, it was evident that few articles have been published on transitional rate of pupils from primary schools to secondary schools in that domain and even the existing literature has been overtaken by events and time. The researcher wishes to urge the government and other concerned parties to adopt the recommendation made by this study and investigate more on the issues raised by the study in order to widen the knowledge of the subject matter and create more awareness.

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APPENDIX 1

CLASS TEACHERS' QUESTIONNAIRE

Introduction

This questionnaire was aimed at collecting data on factors affecting transition from primary to secondary schools. The information which was provided was treated with utmost confidence, and was used for academic purposes only. Please respond to all items as honestly as possible

Section A

1. Please indicate by ticking in the appropriate boxes the following information regarding your school:

i)   What year was your school started?...

ii)   What is the current enrolment?

   Boys…………………………………………..

   Girls……………………………………….

iii)   What is the current number of teachers?

   Male…………………………………………..

   Female…………………………………………..

iv)   What is the number of pupils per class?

Class	Pupils		Total
	Boys	Girls	
Std 1			
Std 2			
Std 3			
Std 4			
Std 5			
Std 6			
Std 7			
Std 8			

v)   Are the physical facilities adequate?

 Yes   ☐

No ☐

If no (v) above indicate what facilities are inadequate…………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

vi)   Are teachers adequate?

Yes   ☐

No   ☐

vii)   Does the school have guidance and counseling office?

Yes   ☐

No   ☐

viii)   If yes, is the guidance and counseling teacher (s) trained for the same?

Yes   ☐

No   ☐

SECTION B

1. a) How can you describe the performance of pupils in your schools?

Boys: Very Good ☐   Good ☐   Fair ☐   Poor ☐

Girls: Very Good ☐   Good ☐   Fair ☐   Poor ☐

b) Give three reasons for the answer in 1 a) in order of importance

……………………………………………………………………………………………

……………………………………………………………………………………………

2. What problems can you identify as setbacks to the pupils effective learning emanating

from?

Family

……

……

……

Community

……

……

……

……

School environment

……

……

……

3. How many pupils drop out of school on average each year?

Boys…………………………….

Girls…………………………….

Total…………………………….

4. What are the major reasons for pupils' drop

out?…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………..

5. a) How often do the parents consult about their children's education?

Often ☐

Sometimes ☐

Rarely ☐

Not at all ☐

b) How do you rate the parents in your school community in relation to attitudes towards education?

Highly positive ☐   Positive   ☐

Negative   ☐   Highly negative ☐

c) Do you think the community around has interest in education?

Yes   ☐

No   ☐

d) Give reasons for your answer in(c) above

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

6. Are there pupils who have dropped out of your school since the introduction of free primary education?

Yes   ☐

No   ☐

7. If yea, how many pupils drop out per year?

Boys……………………

Girls……………………

8. What reasons make pupils drop out of school?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

9. Of the pupils in your school who sat for KCPE in the years given below, how many entered secondary schools?

Year   **KCPE Candidates**   **Number joining secondary**

2008	…………………	………………….
2009	…………………	………………….
2010	…………………	………………….

10. Please indicate the major factors that affect transition of pupils from your school to secondary schools

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

11. What in your opinion do you think the following stakeholders in education can do to improve transition rates from primary to secondary level of education?

Government

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Parents

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

School head teachers

………

………

………

Teachers

………

………

………

Community

………

………

………

Pupils themselves

………

………

………

………

………

………

APPENDIX 2

INTERVIEW SCHEDULE FOR STD 8 DROPOUTS

1. Gender

Male ☐

Female ☐

2. Age………………….. years

3. In which year did you drop out of school?

4. Who did you live with when you were in school?

5. How much support did they give you in relation to buying uniform, buying school books, coming to school for meeting, allowing you time to do homework, etc?

6. Did anyone try to compel you to go to secondary school? If yes, who?

7. How were you performing when you were in school? (class position, marks out of 500, etc)

8. Did you have friends in the school you last attended? Did these friends proceed to secondary school?

9. What made you not go to secondary school?

10. How do you feel about being out of school?

11. Would you like to go back to school?

12. Are you planning to go back to school?

13. What are you doing now that you are not in school?

APPENDIX 3

INTERVIEW SCHEDULE FOR PARENTS/ GUARDIANS

1. Gender

Male ☐

Female ☐

2. Age………………….. years

3. Relation to dropout……………………………………………………………

4. What is your level of education?

5. What is your occupation?

6. How many sons and daughters do you have?

7. How many are in school?

8. How many of your have dropped out of school?

9. Why did your child/children drop out of school?

10. Do you plan to send the child back to school? Give reasons for your answer

11. What do you saddest the following could do to improve transition of pupils from primary to secondary schools?

    a) Government

    b) Parents

    c) The schools

    d) The community

12. What comment would you like to make in general in relation to the situation of transition of pupils in Kenya

APPENDIX 4

INTERVIEW GUIDE FOR HEADTEACHERS

1. What is the current enrolment in your school per class by gender?

2. What proportions of pupils who sit for KCPE in this primary enter secondary schools?

3. What is the rate of dropout among pupils in your school?

4. Out of which class do pupils mostly drop out?

5. How do boys and girls compare in dropout and transition rates in your school?

6. What are the causes of school drop outs among pupils in your school?

7. What are the factors affecting transition rates from primary to secondary schools in your school?

8. What measures could be taken by the following to maximize transition rates in Kakamega East and Kakame South?

a. The government

b. The Ministry of Education

c. The community

d. School administration

APPENDIX 5

BUDGET

Preparation and planning of Research Proposal

Particulars	Amount (Kshs)
Secretarial services	4,200.00
Photocopy services	1,150.00
Binding	600.00
Stationary	3,500.00
Transport	1,800.00
Subsistence	4,600.00
Total	**15,850.00**

APPENDIX 6

WORK SCHEDULE

Date	Activity
15th May 2012 to 17th June 2012	Preparation of project proposal
18th June 2012 22nd July 2012	Submission of proposal
August 2012	Familiarization tour to schools
1st September – 20th September 2012	Data collection
22nd September – 3rd October 2012	Data analysis
4th October - 9th October	Writing of the final project
10th October	Submission of the final document