FACTORS INFLUENCING PUPILS' TRANSITION RATES FROM PRIMARY TO SECONDARY SCHOOLS IN KITUI CENTRAL SUB-COUNTY KITUI COUNTY, KENYA

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A Research Project Submitted to the Department of Educational Administration and Planning in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Educational Planning.

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DECLARATION

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

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DEDICATION

I dedicate this project to my husband Lawrence Barsigan and our beloved children Nico Mutinda and Ruth Munini.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi- Arid Lands
EFA	Education for All
FPE	Free Primary Education
GNP	Gross National Product
KCPE	Kenya Certificate of Primary Education
MOE	Ministry of Education
NACOSTI	National Commission for Science Technology and Innovation
NER	Net Enrolment Ratios
PTA	Parents Teachers Association
SDGs	Sustainable Development Goals
SSE	Subsidized Secondary Education
SSA	Sub-Saharan African
UNICEF	United Nations International Children Education Fund
UNESCO	United Nations Educational Scientific and Cultural Organization

ABSTRACT

The purpose of this study was to establish factors influencing pupils' transition rates from primary to secondary schools in Kitui central sub-county, Kitui County. Specifically, the study was set to establish how availability of Secondary school spaces affect transition rates from public primary schools to secondary schools; influence of gender on transition rates from public primary schools to secondary schools; how PTA Levies affect the transition rates from public primary to secondary schools as well as finding out the influence of parental level of education on the transition rate from public primary to secondary schools. The study was influenced by the fact that transition rates in Kitui central sub-county is low compared to the neighboring counties such as Kitui rural, Matinyani, Kitui West, Kisasi and Mwingi North. There were also limited researches done in Kitui central sub-county on factors influencing transition rates between primary and secondary schools. The study employed a descriptive survey research design where the target population consisted of 101 school heads of the public primary and secondary schools in Kitui central sub-county, 468 primary and secondary school teachers and Sub-County Director of Education Kitui central sub-county. From the study it was established that; transition from primary school to secondary schools is highly determined by the availability of secondary school spaces as indicated by 91% of the respondents, gender of a child as indicated by 62%, PTA Levies as indicated by 53.1% as well as parental level of education as indicated by 86.2% of the respondents. Given that the Kenyan education policy provides free primary education as well as a subsidized secondary education, this study recommends that the government should initiate effective mechanisms to ensure that no learner is blocked from transiting to secondary school due to inadequate secondary school spaces, gender, PTA levies and parental level of education.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education is both a private and social investment which is shared by individual students, their families, employers, government and international agencies. Individual students benefit from private returns where they get a source of earning when employed after completing of their studies, (World Bank, 2012). Education can put people on a path towards good health, empowerment and employment. Education helps to build more peaceful societies. The government whose citizens are educated will get high quantity and quality labor supply. Sustainable Development Goals (SDGs) evidence shows that, on average, each additional year of education boosts a person's income by 10 percent and increases a country's GDP by 18 percent. Some researchers estimate that if every child learnt to read, around 170 million fewer people would live in poverty. (UNICEF: 2015).

Asunda (1997) argues that the hopes of achieving higher standards of living and establishing independence in a viable form seems to depend almost on the ability of each country to train its labor force which starts at basic level of education. Parents and the country as a whole view education as a top development priority which is important for attainment of economic prosperity. In fact education is well recognized as both an enabler and an equalizer which is critical for attainment of sustainable development goals. Goal number 4 of the 17 sustainable development goals is the new world agenda

that was adopted last which is “To ensure inclusive and quality education for all to promote lifelong learning”. The goal also recognizes education as essential to building a better labor force, gender equality and poverty eradication. Education is also a catalyst to the achievement of other SDGs such as goals on health, growth and employment, sustainable consumption and productive climate change. To support the achievement of goal 4, the international community has pledged to provide every child with 12 years of education by 2030.

Most developed nations of the world like Europe, Asia and America have continued to invest heavily in education since it’s a prerequisite to development. United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2009) report asserts that prolonged compulsory schooling increases access to, and participation in secondary education. It also reports that the transition rate from primary to secondary is above 90 percent in all developed nations of the world except South and West Asian countries such as Bangladesh, India and Pakistan which have Net Enrolment Ratios (NER) ranging from 20% to 24% (ADEA 2004).

Studies on transition from primary to secondary education in Ghana show that 44 percent of children from poor households continue to be under represented in enrolments (Akyeampong and Rolleston 2009). Akyeampong and Rolleston (2009) made it explicit that not only indirect costs hinder access of the poor but also opportunity costs substantially affect the chances of poor children to enroll in and

complete basic education. In Africa, Tanzania has the lowest transition rates of 20 percent. The reason behind this is because some families cannot afford school fees and girls are more challenged than boys to further their education.

In Kenya, the government was committed to increase transition rates between primary and secondary to 70 percent by the year 2015 after implementing the Free Primary Education (FPE) successfully (Republic of Kenya, 2008). The Government policy to extend basic education from 8-12 years as articulated in session paper No. 1 of 2005 has brought about the introduction of Subsidized Secondary Education (SSE), popularly referred to as free day secondary school education. It was meant to reduce the fees paid by parents and enable majority of children in primary schools to transit to secondary schools (Barasa, 2007). Each student in secondary schools was accorded ksh.10, 265 and this amount has since then been increased to ksh.12,870. Enrollment in secondary schools was expected to shoot up four times due to FPE and Subsidized Secondary Education (SSE).

Kenya's Ministry of Education Management Information Systems (EMIS) (2009) shows that the transition rate between primary and secondary school has increased from 45.8 percent from 2003 to 59.9 percent in 2008 since the introduction of Subsidized Secondary Education Funds (SSEFs). It`s estimated that the transition rate stood at 64.1 percent in 2009 (M.O.E, 2009). With the implementation of free secondary tuition

(FST), the effect is to attain over 70 percent transition to secondary education. However this target has not been attained.

According to the Republic of Kenya (2009), the transition rate from primary to secondary is currently at 60 percent. The low access to secondary education, combined with high unemployment rate pose a significant challenge to Kenya's attainment of development goals and vision 2030.

According to World Bank, (2008) Senegal secondary education enrolls only 25 percent of the student who complete primary cycle to lower secondary education due to the limited number of schools; hence about half of the pupils completing primary schools lack opportunities to enroll in secondary education. In addition, secondary schools are unevenly distributed making it more difficult to access secondary education in some areas.

This implies that availability of more secondary schools in a particular area increases the transition rate between primary and secondary school. There are 78 primary schools and 33 secondary schools in Kitui central sub-county which means there are few secondary school spaces. This may be one of the factors influencing transition rates in Kitui central Sub-county, Kitui County.

According to a study done by UNESCO (2009) in African countries, the transition rate for boys was (66%) which is 9 percent higher than their counterparts girls' (57%). The study also found out that there are marked disparities in transition rates in terms of gender and among African countries. From a socio- cultural perspective, the expected future returns from education of female children are less than for boys as it is perceived that female child will be married and therefore join marital household (UNESCO, 1999). Hence parents will prefer to take boys to secondary schools than girls affecting their transitions to secondary schools.

A study done in Kenya by (Obua, 2011) on some 109 primary school leavers found out that only 17 progressed to secondary school, while 20 of those who would have liked to transit sighted auxiliary costs like PTA levies as the greatest hurdle. The government financing of education does not consider PTA levies on education which affects greatly pupils transition rates between primary and secondary. Secondary schools in Kitui central sub-county charge a host of PTA levies which include; development fund, activity fees, remedial fee and bus fund. Most parents in Kitui central sub-county are peasant farmers and the area is arid and semi-arid land (ASAL) and therefore PTA levies may be one of the factors contributing to low transition rates between primary and secondary schools in Kitui central sub-county.

According to a study by De Graaf, P.M. and Ganzeboom, H.B.G. (1993) in Netherlands, 66.7 percent of the pupils with highly educated parents proceed to higher

secondary education which is higher number compared to pupils with middle or low-educated parents. This is so because less educated parents do not know the private and social benefits of investing in education. Such parents may not encourage their children to proceed with their education. Most parents in Kitui central sub-county hardly have form four level of education according to Kenya bureau of statistics. This could be one of the factors contributing to low transition rates between primary and secondary schools in Kitui central sub-county. The current transition rate is at 55 percent as evidenced by data collected from the education office in Kitui central Sub-County for the previous four years.

Table 1:1 Standard 8 candidates and form 1 enrollment in Kitui central sub-county, Kitui County (2011-2014)

Year	**2011 std 8 candidates**	**2012 transition to form 1**	**2012 std 8 candidates**	**2013 transition to form 1**	**2013 std 8 c.**	**2014 Transition to form 1**
Boys	1357	760	1588	826	1906	1105
Girls	1215	680	1421	739	1704	988
Total	**2572**	**1440**	**3009**	**1565**	**3610**	**2093**
Transition Rate	**-**	**56%**	**-**	**52.01%**		**58%**

SOURCE: MOE, (2015), SCDE, Kitui Central Sub-County Kitui County (2015)

Table 1.1 Shows discrepancies between those who completed class 8 and those who transited to form 1 in the subsequent years. The percentages represents the pupils who qualified to transit to secondary schools in Kitui central sub-county.

1.2 Statement of the problem

According to the Kenya Government (2015), the transition rate from primary to secondary is currently at 60 percent which is low compared to the anticipated transition rate of 70 percent. The transition rate in Kitui central sub-county Kitui County is 55 percent which also goes far below the targeted National average transition rate. The sub-county has 78 primary schools and 33 secondary schools. The sub-county has benefited from Subsidized Secondary Education Funds, CDF Bursary funds, donor funding like wings to fly by equity bank among others. The funding has facilitated construction of new classrooms to increase the number of streams in three secondary schools in Kitui central sub-county namely; St. Angela girls, St. Monica Mulutu girls and Mutendea Secondary schools. The funding has also facilitated construction of new day secondary schools in the sub-county namely; Katyethoka, Ngiini and St.Patricks secondary schools. However, the transition rate is still low and this prompted the researcher to conduct a research in the sub county to establish the underlying factors influencing pupil transitions from primary to secondary schools in the region and fill the existing knowledge gap.

1.3 Purpose of the study

The purpose of this study was to investigate the factors influencing transition rates between primary and secondary schools in Kitui central sub-county Kitui County, Kenya.

1.4 Objectives of the study

The research objectives of the study were;

a) To examine the influence of availability of Secondary school spaces on transition rates between primary and secondary schools in Kitui central sub-county, Kitui county.
b) To establish the influence of gender of a child on transition rates between primary and secondary schools.
c) To determine the influence of PTA Levies on transition rates between primary and secondary schools.
d) To examine how parental level of education influence transition rates between primary and secondary schools.

1.5 Research questions

a) To what extend does availability of secondary school spaces influence transition rates between primary and secondary schools in Kitui Central sub-county Kitui County, Kenya?

b) What is the influence of the gender of a child on transition rates between primary and secondary schools?
c) To what extend does PTA Levies influence transition rates between primary and secondary schools?
d) How does parental level of education influence transition rates between primary and secondary schools?

1.6 Significance of the study

The study findings may provide policy makers with insights on critical factors that they may consider when formulating policies meant to increase transition rates between primary and secondary schools in the country. The study will enlighten the teachers, parents and other stakeholders on their role in enhancing the learners' education beyond the primary cycle. It is also anticipated that the outcome of the study may assist the government in making decisions on measures required for maximum pupils' transition rates in the county.

The study findings may be important to school head teachers in establishing how they can involve all the stakeholders in addressing the issues of non-access to secondary schools. School head teachers may benefit from the findings of the study in that they may be equipped with knowledge on how they can address the issues affecting transition. The county government of Kitui could use the recommendations for future planning giving consideration to the transition agenda as they draw plans for basic

education. Lastly, the study would facilitate individual researchers and academicians in education planning identify gaps on factors influencing transition rates between primary and secondary school in Kitui Central Sub County and carry out research in those areas.

1.7 Limitations of the study

It was difficult to access the primary school graduates who did not transit to secondary schools to gather firsthand information to know what actually hindered them from transiting to secondary school. The researcher overcame this by visiting various primary schools and gathered information from the head teachers since they may know those pupils who did not transit to secondary schools and probably why and also guaranteed them of confidentiality.

Some principals were not ready to give honest information for fear that they were exposing negative qualities of their schools. The researcher however assured the respondent that findings were used for academic purpose but not for policy decisions.

1.8 Delimitations of the study

The study was conducted in primary and secondary schools in Kitui central sub-county and not in other sub - counties within Kitui County. Data was only gathered from principals, head teachers teachers in both secondary and primary schools and the sub-county director of education Kitui Central Sub-county.

1.9 Basic assumptions of the study

This study was guided by the following assumptions;

i) The sample in the study was a measurable representation of the factors influencing transition rates between primary and secondary schools in Kitui central sub-county, Kitui county Kenya.

ii) The researcher also assumed that the target population and the sample respondents would give reliable and relevant information to guide the study.

1.10 Definition of significant terms

Funds: refers to sum of money or other resources set aside to finance education at primary and secondary level by the government. The government has offered money to finance free primary education and subsidize secondary education.

Gender of a child: The range of characteristics, pertaining to, and differentiating between and from masculinity and femininity. Girls are more of discriminated from secondary education as opposed to girl child.

Head teacher: the leader educator or administrator in a primary school level institutions appointed by the teachers' service commission as such and responsible for the implementation of educational policy guidelines and professional practices.

Parental level of education: refers to level of education that a parent has reached. Less educated parents do not know the private and social benefits of investing in education. Such parents may not encourage their children to proceed with their education.

School principal: the lead educator in a post primary school level educational institution appointed by the teachers' service commission as such and responsible for the implementation of educational policy guidelines and professional practices.

PTA Levies: refers to the expenses incurred by parents and students to access education besides the direct costs reflected in the school years Government fee structure such as activity fee and development levies.

Public primary schools: refers to the category of primary schools sponsored by the government through providing Free Primary Education funds.

Public secondary schools: refers to the category of secondary schools sponsored by the government through subsidizing the secondary education fees.

Transition rate: refers to percentage of students advancing from primary to secondary schools.

1.11 Organization of the study

The study is organized in five chapters. Chapter one consisted of background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of important terms and organization of the study. Chapter two consists of literature review under the following subheadings; introduction, general overview of transition, influence of availability of secondary school spaces, gender of a child, PTA levies and parental level of education, summary of literature review, theoretical framework and conceptual framework. Chapter three

focused on methodology used in this study. It dealt with research design, the target population, sample size and sampling techniques, research instruments, instruments validity and reliability, data collection and data analysis techniques.

In Chapter four, the researcher dealt with data analysis and presentation, while chapter five focuses on the summary of the findings, conclusions and recommendations for further studies.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Introduction

This section of study reviewed related literature on factors influencing transition rates between primary and secondary schools. It focused on availability of secondary school spaces, gender of a child, PTA levies and parental level of education, summary of literature review, theoretical framework and conceptual framework.

2.2 General overview of transition rates

Several international studies refer to school transitions as a time when pupils are particularly vulnerable and may easily become disengaged and at a risk of early school leaving. Early school leaving is generally seen to jeopardize young peoples' future as possible career opportunities and life chances are largely determined by their educational attainment in school. There is inadequacy of interventions, gender specific factors, long distance to schools and the disconnect between research and policy. Transition from primary to secondary is of great importance because secondary is part of the compulsory schooling (ADEA, 2004).

The transition from primary to post-primary education has been noted as a critical educational step for many children (Smyth, McCoy & Dermody, 2011). Hargreaves, Earl and Ryan (1996) stated that transfer is a time of triple transition as students negotiate the move from childhood to adolescence, from one institutional context to

another with different regulations, teacher demands, and teacher expectations and the journey from established social groups into new social relations. Therefore, it would appear that the impact of social, emotional, academic and institutional issues should be considered a priority for educators when examining a transfer process in the educational context.

Effects of transition from primary to post-primary school have been of particular interest to educationists due to reports that many children in the first year of secondary school regressed in major parts of their education. Galton, (2000) reported that up to 40% of pupils experience interruptions in academic progress during the first couple of months after school transfer.

2.3. Influence of availability of secondary schools spaces on transitions rates

According to World Bank,(2008) Senegal secondary education enrolls only 25 percent of the students who complete primary cycle to lower secondary education due to the limited number of schools; hence about half of the pupils completing primary schools lack opportunities to enroll for secondary education. In addition, secondary schools are unevenly distributed making it more difficult to access secondary education in some areas.

Availability of more secondary school spaces in Kenya may make access to secondary education more attainable because of increased secondary school intake. Primary to

secondary transition rate in Kenya is determined by the number of available spaces in secondary schools,(Bechi et al,2004).About half of pupils completing primary schools are missing opportunities to enroll to secondary education. To meet 70percent transition rate by 2008 as was planned by the government about 12,000 classrooms were required. This is double the current number of classrooms and translates to about 4,000 more secondary schools of three streams each, (Chimombo, 2005).

2.4 Influence of gender of a child on transition rates

According to a study by UNESCO,(2009) in African countries, the transition rate for boys is (66%) which is 9 percent higher than their counterparts girls with(57%).The study also found out that there are marked disparities in transition rates in terms of gender and specifically among African countries. From socio-cultural perspective the expected future returns from education of female children are less than for boys as it is perceived that female children will be married and therefore join the marital household. Hence parents will prefer to take boys to secondary schools than girls affecting their transition to secondary. Nyawara (2007), concurs with the findings that high education priority is given to a boy child as compared to a girl child.

A report by World Bank (1995) revealed that most countries give few education opportunities to girls since the parents demand for education of their daughters is low and girls work in and around home. The report further states that some indigenous customs in certain African societies do not favor the progress of the women feeling that

girls are not supposed to receive formal education. According to study done by Fredrick (2012) on the factors influencing transition of learners from primary to secondary schools in central division of Narok North District, a case in point is Logoro sub-county in Uganda, chiefs and elders have banned girls from attending schools because they think girls should only be ripe for early marriage, a practice that deeply constraints girl-child education in the country.

A study conducted by Westaway et al (2009) in Uganda among the fishing communities found out that early marriages and pregnancies often lead to dropouts of girls before transiting to secondary schools. The cases of those impregnating the girls are sorted through paying fines to avoid imprisonment and conflict with the authorities.

2.5 Influence of PTA levies on transition rates

According to Kenya's Education sector Report (2013/14-2615/16), the education sector has continued to receive significant allocation for both recurrent and development expenditure from the year 2005 up to now. However financing of education does not consider PTA levies on education which affects to a greater extent pupils transition rates from primary to secondary. A study done in Kenya by (Obua,2011) on 109 school leavers found only 17 students progressed to secondary school, while 20 of those who would have liked to attend sighted auxiliary costs like PTA levies as the greatest hurdle. According to a study carried out by Wangari (2012), financing of education programs is a global challenge to governments in the world. This has caused education programs in

the country to be very expensive to the parents and the community in general taking into account that government subsidy programs only cover tuition in secondary schools and parents meet the other costs to supplement the government efforts.

According to Government of Kenya (Gok) (2009) the number of primary school pupils increased by 18 percent from 6,063,000 in 2002 to 7,160,000 pupils in 2003 after the successful implementation of free primary education. To many parents it has been a nightmare for them to take their children to secondary schools after successful completion due to inability of low income parents and families to finance PTA levies of secondary education.

According to Weya (2010), transition between primary and secondary school is gauged by the enrollment in secondary schools. There is a direct correlation between family incomes and the enrollment rates in secondary schools. This means the transition of a child to secondary schools is not directly related to good performance in the absence of bursaries if the parents cannot finance the PTA levies of education.

The opportunity cost for secondary education is normally high for poor families. These high opportunity costs coupled with lower expected benefits of education leads to low investment in a child's education among the poor families as they are unable to meet the PTA levies on education. Lesatholi (2001) argues that in Lesotho, education seems to favor the rich and discriminate against the poor. Choices made by the rich and well off

households are guided by the quality of schools available while for the poor, choices are affordability.

2.6 Influence of parental level of education on transition rates

According to a study by De Graaf, P.M. and Ganzeboom, H.B.G.(1993) in Netherlands,66.7 percent of pupils with highly educated parents proceed to higher secondary education which is a higher number compared to pupils with middle or low-educated parents. This is so because less educated parents do not know the private and social benefits of investing in education. Such parents may not encourage their children to proceed with their education. A number of studies indicate that there is a close relationship between the parental level of education and participation in education by their children. World Bank Report (1995) notes that literate persons are more likely to enroll and retain their children in schools than illiterate parents hence regions with highest proportions of illiterate adults have fewer chances of supporting the education progress of their children.

United Nations Educational Scientific and Cultural organization (UNESCO, 2011) carried out a similar study in Latin America and found out that children whose mothers have secondary schooling remain in school for longer periods than those whose mothers lack secondary education and are more likely to progress to secondary education. This further supports Okumu et al (2008) who found that high academic achievement of

parents significantly reduce chances of their children dropping out of school hence leads to progressing to secondary school.

Onyango, (2000) asserts that educated parents appreciate the value of education more than illiterate ones and normally assist their children to progress in education both morally and materially. United Nations International Children Education Fund report as in Onyango (2000) found that in sub-Saharan countries and two Indian states children of educated women are much more likely to go to school hence the more educated the women are the more probable it is that their children benefit from education.

The UNESCO findings have a direct link with the current study which will investigate whether the parental level of education has any influence on transition rates between primary and secondary schools in Kitui central sub-county, Kitui County, Kenya.

2.7 Summary of literature review

The literature review in this section looked at the factors that may affect transition rates between primary and secondary schools in Kitui central sub county Kitui County. Various literatures were reviewed. Studies by World Bank, (2008), found out that there is a significant influence on transitions rates with increased availability of school spaces in a particular area. According to UNESCO (2009), there are marked disparities in transition rates in terms of gender and among African countries which influenced transition from primary to secondary schools, where parents prefer to educate a boy

child than a girl child. Parents according to UNESCO feel that the expected future returns from female child are less than for boys as its perceived that female children will be married and therefore join the marital households. Studies by Obua in Kenya found out that auxiliary costs like PTA levies are a huge financial burden to the poor families which affect pupils' transition to secondary schools. Also studies done by De Graaf, et al found out that parental level of education influence their children's transition in education because less educated parents do not know the private and social benefits of investing in education.

Studies that have been carried out in Kenya include: The determinants of transition rates to secondary education among primary school in Kenya; a case study of Keiyo district (Kimitei, 2010); Factors hampering the continuity of education of standard eight leavers in Kenya: Survey of Juja division on in Thika District (Kimando, Sakwa and Kihoro, 2012). The only study that is close to the current study is Gacheru (2013) who did factors affecting transition rates from primary to secondary school in Murang'a East district but no similar study has been done in Kitui central sub-county. A gap in literature review has however been noted and it is against this background that this study embarks to establish factors influencing transition rates between primary and secondary school in Kitui central sub-county.

2.8Theoretical framework

The study was guided by the production function model proposed by Mace, (1979). According to him, Production function describes the relationship between input and output capable of being produced by each and every set of specified inputs. Education in the context of this theory is viewed as a productive activity that combines various inputs of capital and labor to transform one set of input into another.

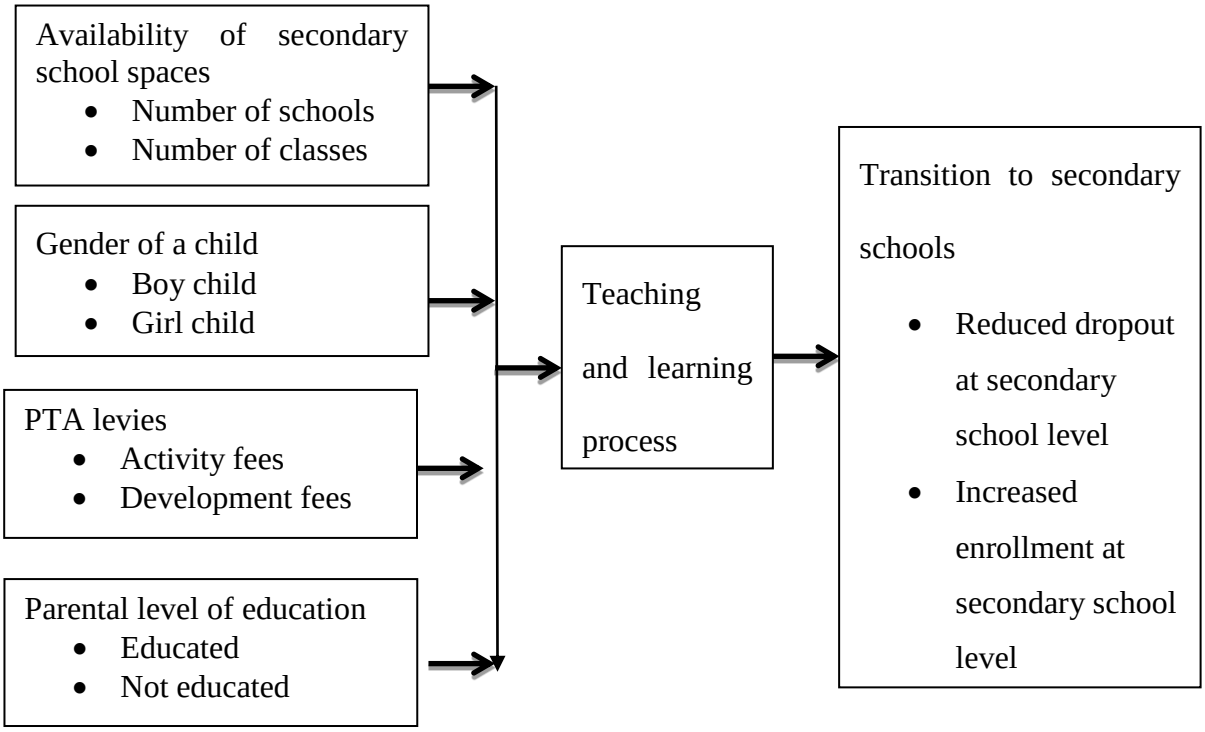
From primary school the major goal is not only to ensure that pupils complete primary school but also to ensure that pupils join secondary school to continue with learning. The input includes staff, materials and buildings, while the output is a graduate of any given education level. In this context the pupils that come out of any level of education system being studied remain the only physical embodiment of output. Thus it emerges that the school plays a major role in determining retention and attrition/dropout level and consequently the number of graduates proceeding to the next educational level.

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

2.9 Conceptual framework

The conceptual framework in figure 2.1 summarizes the factors influencing transition rates between primary and secondary schools.

Figure 2.1: Factors influencing transition rates between primary and secondary schools



The conceptual framework shows that in the events of parents affording to pay the secondary school education fees including the PTA levies, the learners will proceed to secondary school. Gender of a child also influence transition whereby some parents prefer taking boys to secondary school thus discriminating girls and availability of secondary schools spaces in terms of new schools and construction of new classes to accommodate more also students determine numbers of learners who can be absorbed to the next level of schooling. Parental level of education also influence transition whereby more educated parents are more likely to take their children to secondary schools as compared to less educated parent.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this section, the researcher focused on methodology to be used in the study. This section covered the research design, the target population, sample size and sampling techniques, research instruments, instruments validity and reliability, data collection and data analysis techniques.

3.2 Research design

The research design is defined as the process of creating an empirical test to support or refute a knowledge claim. Borg and Gall, (1989) defined research design as a plan showing how the problem under investigation was solved. The study employed descriptive survey design since it is concerned with practices that prevail, points of view, attitude that are held, processes that are going on, effect that are being felt, or trends that are developing. It is from some of these characteristics that the study examined the existing factors influencing pupils' transition rates to secondary schools.

3.3 Target population

Borg and Gall (1989) defines the target population as population to which the researcher wants to generalize the results of the study. Kitui central sub-county has 78 primary schools and 33 secondary schools with78 head teachers and 33 principals respectively. There are 297 secondary school teachers and 468 primary school teachers.

The target population was 78 head teachers,33 principals, 468 primary and secondary school teachers and the Sub-county Director of Education MOE (2016), SCDE, Kitui Central Sub-County Kitui County.

3.4 Sampling technique and sample size

A sample is a small proportion of target population selected for analysis. Any statement made about the sample should be true about the population (Orodho, 2012). The researcher targeted 24 primary head teachers which is 30 percent of the population of primary school head teachers. A sample size of 30 percent of the population is considered sufficient for a study (Kothari, 2013). The researcher used stratified random sampling method to sample 33 principals which were 100 percent and one Sub-county Director of Education. When the population is small the whole population is taken as the sample. The researcher sampled 140 primary school teachers which is 30 percent of the primary school teachers. The study in total consisted of a sample of 198 respondents.

Table 3.1: Sample Size

Category	Target population	Sample size	Percentage
Principals	33	33	100%
Head teachers	78	24	30%
Teachers	468	140	30%
Sub-County director of Education	1	1	100%
Total	**580**	**198**	**-**

3.5 Research instruments

The research instruments used were questionnaires. Both closed-ended and open-ended questions were used in the study; personal interviews and document analysis. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinions and also make their suggestions. Personal interview helps the researcher to collect more detailed information (Mugenda and Mugenda, 2003).

Document analysis involved documents such as class registers, admission, registers and fee registers to countercheck transition, retention and also completion rates. The questionnaires collected background information in section A, Availability of school places in the county in section B, gender of a child in section C, PTA levies in section D and parental level of education in section E. The personal interview collected information on background information, availability of school spaces, gender of a child, PTA levies and parental level of education. The documents analyzed included class registers, admission registers and fee registers.

3.6 Validity of the research instrument

Validity indicates the degree to which an instrument measures what it is supposed to measure. That is the extent to which differences found in the measuring instrument reflect true differences among those who have been tested Kothari (2004).

Through piloting, the instruments were pre-tested in order to allow the researcher to improve their validity as well as familiarize with data collection process. Content

validity was used to check the representation of the research questions in the questionnaires. The items that were found inadequate were discarded while some were modified. Secondly the researcher sought assistance from the supervisors in order to help improve content validity of the instrument. The pilot study was done in Kitui central sub-county where two principals and two head teachers were interviewed.

3.7 Reliability of the research instrument

Reliability is a measure of the degree to which an instrument yields consistent results or data after repeated trials (Mugenda and Mugenda (2003). To enhance reliability of the instrument, a pilot study or a pre-test study was conducted in two primary schools and two secondary schools in Kitui central sub-county. Test re-test technique was employed in order to improve reliability of the instrument. This involved administering the same questionnaires twice to the respondents in the pilot sample after two weeks. A Pearson's product moment correlation coefficient formula was used.

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

Where r = person correlation co-efficient

X = result from the first test

Y= results from the second test

N = number of observations

Reliability of the questionnaires was evaluated through Cronbach's Alpha which measures the internal consistency and establishes if items within a scale measures the same construct. The index alpha was computed using SPSS and measured the average of measurable items and its correlation. Cronbach's alpha was established for every variable which formed a scale as shown below.

Table 3.2 Reliability analysis of the questionnaires

Variable	Cronbach's Alpha	Number of items
Availability of secondary spaces	0.819	5
Gender of a child	0.731	5
PTA levies	0.671	5
Parental level of education	0.711	5
Average	**0.733**	

Source: Field Data (2016)

Table 3.2 above shows that availability of secondary spaces had the highest reliability (α=0.819), gender of a child (α=0.731), followed by PTA levies (α= 0.671). This illustrates that all the four variables were reliable as their reliability values exceeded the prescribed threshold of 0.733 as contended by Field (2009). The results of the reliability test also revealed that all the four variables were reliable as the average index of 0.733.

3:8 Ethical Considerations

According to Mugenda (2003), ethics has been defined as that branch of philosophy which deals with one's conduct and serves as a guide to one's behavior. For this study, the researcher started by seeking permission to collect data from the relevant authorities like a letter of introduction from the University of Nairobi (UoN) and research permit from National Commission for Science, Technology and Innovation (NASCOTI). During the S study, once in the field to collect data, the researcher ensured integrity at all times and absolute confidentiality with regard to the information the respondents gave as well as keeping their names anonymous. Plagiarism was avoided by ensuring that the researcher acknowledged all the author's from whose work she got information for the study.

3.9 Data collection procedures

The researcher applied for a permit to carry the study from National Commission for Science, Technology and Innovation (NACOSTI). The permit was then presented to the Kitui central sub-county commissioner and County Director of Education respectively to request for permission to carry out the research in Kitui central sub-county, Kenya. The researcher then presented introduction letters to all principals and head teachers of the area schools in order to be permitted to undertake the study. According to Best and Khan (1987) the person administering the instrument has an opportunity to establish rapport and explain the purpose of the research. The researcher administered the research instruments personally to the respondents.

3.10 Data analysis techniques

Data analysis entails categorizing, ordering, manipulating and summarizing raw data to obtain answers to the research questions (Kothari, 2004). Gathered data was coded for analysis after editing and checking out whether all questionnaires have been filled in correctly. The study generated both quantitative and qualitative data. Quantitative data was analyzed using statistical package for social sciences (SPSS) and the results were presented using frequency table, pie charts, bar graphs and percentages to make meaningful conclusion. Qualitative data was analyzed through content analysis which in turn was analyzed by organizing data into themes, patterns and sub-topics.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter deals with the analysis, presentation and interpretation of the data and discussions based on the objectives. The study sought to investigate factors influencing pupils' transition rates between primary and secondary school in Kitui Sub-County, Kenya.

4.2 Response rate

The respondents involved were the school heads, teachers and sub-county director of education. They returned the questionnaires as tabulated in Table 4.1.

Table 4.1: Instrument return rate

Respondents	Sampled size	No. collected	Return rate (%)
Principals	33	25	75.7
Head teachers	24	20	83.3
Teachers	140	100	71.4
Sub-County director of education	1	1	100

Table 4.1 shows that the average questionnaire return rate was well above 70% which according to Mugenda and Mugenda (2003) is an acceptable proportion and can be termed adequate for analysis.

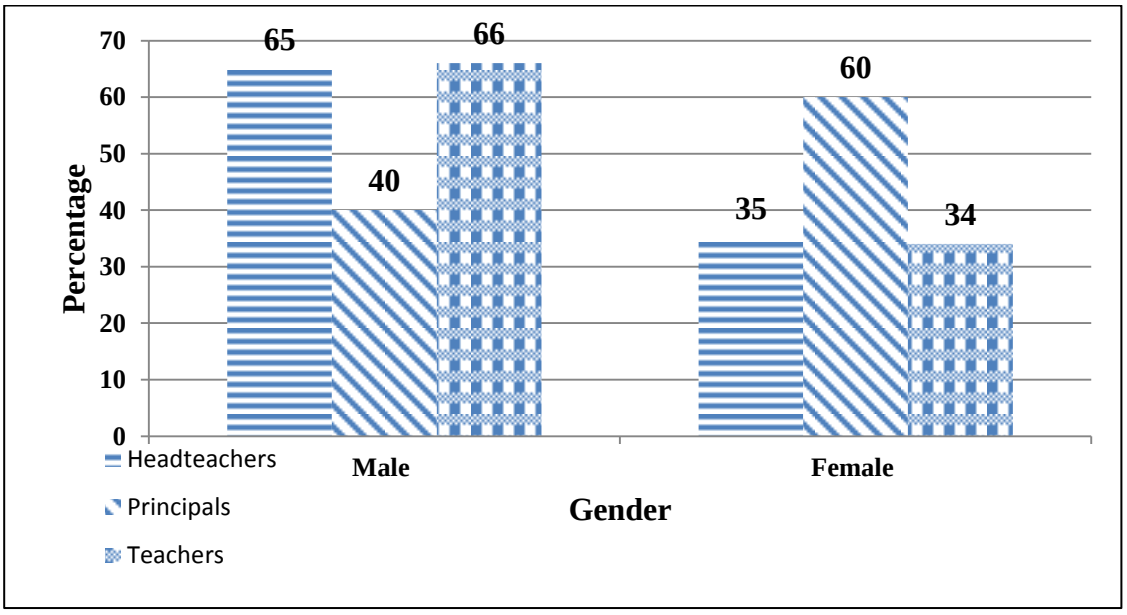
4.3 Demographic information

4.3.1 Demographic data of school heads and teachers

The demographic data of school heads and teachers was based on their gender, age, highest academic qualification, professional experience in years and the number of years in the current school.

Respondents were asked to indicate their gender. Responses are summarized and presented in figure 4.1.

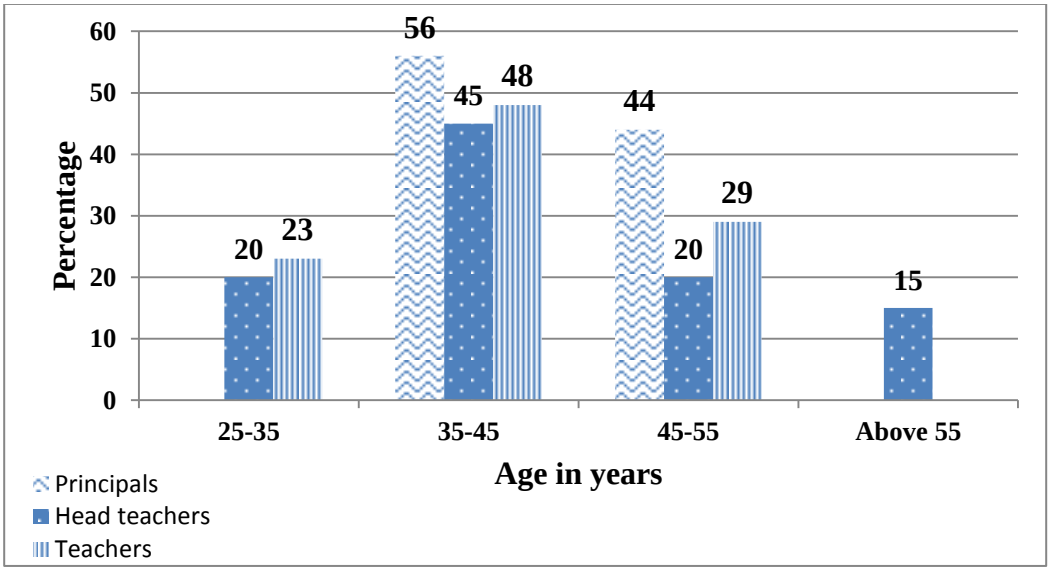
Figure 4.1: Gender of school heads and teachers



Findings in figure 4.1 show that 60% of the principals were female, 65% of the head teachers were male and 66% of the teachers were male. This shows that both genders of school heads and teachers were well represented in the study.

The study sought to establish the age of school heads and teachers. Responses are summarized and presented in figure 4.2.

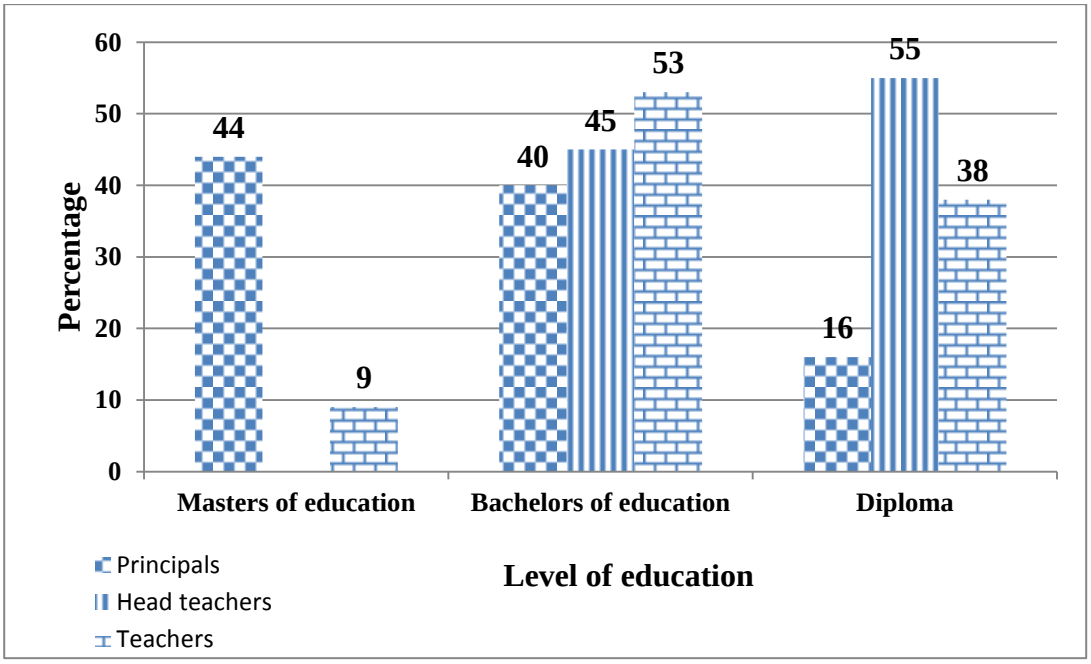
Figure 4.2: Age of school heads and teachers



Findings in figure 4.2 show that 45% of the head teachers were aged between 35-45 years, 56% of the principals were aged between 35-45 years and 48% of the teachers were aged between 35-45 years. This shows that the school heads and teachers were relatively old and hence would understand the factors influencing pupils' transition rates from primary to secondary school.

The principals and head teachers were asked to indicate their level of education. Responses are summarized and presented in figure 4.3.

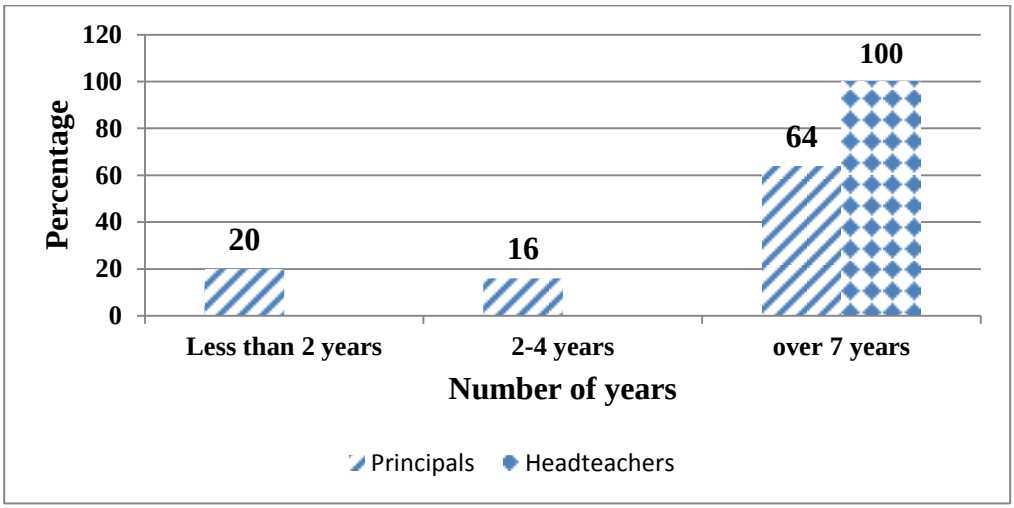
Figure 4.3: School heads' and teachers' level of education



Findings in figure 4.3 show that 44% of the principals had attained a master's degree in education, 55% of the head teachers had attained a diploma in education and 53% of the teachers had attained bachelors of education. This shows that the school heads and teachers were well educated to take up school leadership.

Respondents were asked to indicate the number of years they have been heading the school. Responses are summarized and presented in figure 4.4.

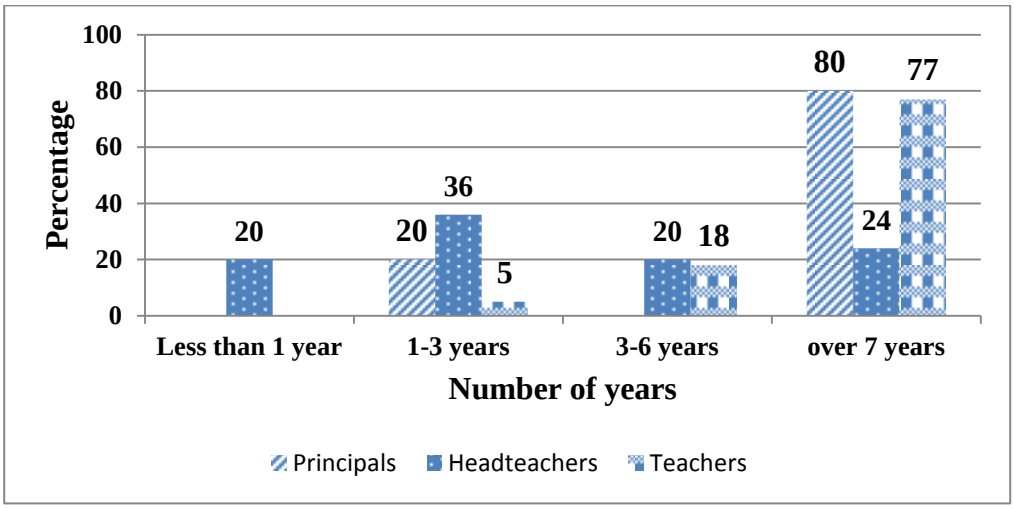
Figure 4.4: Number of years as school heads



Findings in figure 4.4 show that all head teachers 100% have been school heads for more than 7 years and 64% of the principals have been school heads for more than 7 years. This shows that the principals and head teachers were in a position to understand factors influencing pupils' transition rates from primary to secondary school in Kitui Sub-County due to the number of years they have been the head of school.

The respondents were further asked to indicate the number of years they have been in the current school. Responses are summarized and presented in in figure 4.5.

Figure 4.5: Period of working in the current school



Findings in figure 4.5 show that 80% of the principals have been in the current school for over 6 years, 36% of the head teachers have been in the current school for between 1-3 years and 77% of the teachers have been in the current school for over 6 years . This shows that school heads had enough experience in management of schools thus in a position to understand the factors influencing transition rates.

4.4 Availability of Secondary School Spaces

The first objective of the study was to establish whether all students who sit for KCPE get admitted to secondary schools. Responses are summarized and presented in table 4.2.

Table 4.2: Response on secondary school admission

Responses	Frequency	Percentage
Yes	32	22.0
No	113	78.0
Total	**145**	**100**

Findings in table 4.2 show that 78% of the respondents indicated that not all students who sit for KCPE get admitted to secondary schools. This shows a very low transition rate in the region.

Respondents were also asked to rate the number of secondary school spaces available in the sub-county. Responses are summarized and presented in table 4.3.

Table 4.3: Rating of number of secondary schools

Rating	Frequency	Percentage
Very adequate	25	17.3
Adequate	44	30.3
Inadequate	76	52.4
Total	**145**	**100**

Findings in table 4.3 show that 52.4% of the respondents indicated that the secondary school spaces available in the sub-county are inadequate. Findings from the sub-county

director of education also indicated that there are inadequate secondary schools and they have taken up measures to increase the secondary school spaces through construction of 17 new classrooms in the sub-county by 2016. This show that the secondary schools in the sub-county are few thus cannot accommodate all pupils who qualify to transit to secondary.

The study sought to establish whether the number of school secondary spaces available influence transition of students between primary and secondary. Responses are summarized and presented in table 4.4.

Table 4.4: Effect of limited secondary school spaces on transition rates

Responses	**Frequency**	**Percentage**
Yes	132	91.0
No	13	9.0
Total	**145**	**100**

Findings in table 4.4 show that 91% of the respondents indicated that the number of school secondary spaces available influence transition of students between primary and secondary whereby not all pupils get admission to secondary school. This shows that limited secondary school spaces influence transition.

The head teachers were also asked the number of pupils who sat for KCPE in the previous years. Responses are summarized and presented in table 4.5.

Table 4.5: Transition rate in the previous years

Year	KCPE candidates	Number joining	Transition percentage
2012	1010	798	79.0
2013	1166	892	76.5
2014	947	675	71.3
2015	912	601	66.0

Findings in table 4.5 show that transition rates from primary schools to secondary schools in Kitui central sub-county have been declining over years with 2012 recording the highest 79% and 2015 being worst among the 4 years considered. The dismal transition rate could be explained by the limited availability of secondary school spaces in Kitui central sub-county.

Table 4.6: Relationship between availability of secondary schools and transition rates

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.786	.164		4.781	.000
Influence of availability of secondary school spaces on transition rate	.180	.053	.396	3.436	.001

a. Dependent Variable: there are students who fail to transit to secondary school

The results in table 4.6 indicate that availability of secondary school spaces had significant ($p<0.05$) effect on transition of pupils' from primary to secondary school.

The study sought to establish the role of the parents, government, community and head teachers to increase secondary school spaces to increase transition rates. Responses are summarized and presented in table 4.7.

Table 4.7: Role of stakeholders in increasing transition rates

Statement	**Yes**		**No**	
	F	**%**	**F**	**%**
Parents should help in construction of news classes through active participation in fundraising	94	64.8	51	35.2
Government should provide funds for expansion and construction of new schools	121	83.4	24	16.6
The community should offer land for building more schools	58	40.0	87	60.0
The school heads install discipline and offer guiding and counselling to avoid early marriages and pregnancies	135	93.1	10	6.9

Findings in table 4.6 show that 93.1% of the respondents indicated that the school heads install discipline and offer guiding and counselling to avoid early marriages and

pregnancies. This implies that the schools head can play a role to increase to transition of pupils from primary to secondary school.

4.5 Gender of Child

The second objective of the study was to establish whether gender of a child influence transition. Respondents were asked the category of secondary school. Responses are summarized and presented in table 4.8.

Table 4.8: Category of the school

Category of school	Frequency	Percentage
Boys	65	52.0
Girls	5	4.0
Mixed	55	44.0
Total	**125**	**100**

Findings in table 4.8 show that 52% of the secondary schools based on gender, were boys secondary schools. This shows the reason why most girls miss out of secondary school spaces in the region.

Respondents were asked whether there is gender biasness in admitting students in secondary schools. Responses are summarized and presented in table 4.9.

Table 4.9: Gender biasness

Responses	Frequency	Percentage
Yes	70	62
No	55	38
Total	**125**	**100**

Findings in table 4.9 show that 62% of the respondents indicated that there is gender biasness in admitting students in secondary schools. Findings from the head teachers indicated that in 2013, 63.4 % of the boys and 36.6% of the girls who did KCPE were admitted to secondary school and the sub-county director of education indicated that there is no clear policy on gender discrimination though as an education officer he advocates for equal opportunity for both girls and boys. This implies that boys have a higher chance of admission to secondary school as compared to girls.

Respondents were also asked to explain their answers on gender biasness. Responses are summarized and presented in table 4.10.

Table 4.10: Reasons for gender biasness

Gender biasness	Frequency	Percentage
Boys perform better than girls	30	20.6
Early marriages	14	9.6
Early pregnancies	33	22.8
Parents value boy child education high	68	47.0
Total	**145**	**100**

Findings in table 4.10 show that 47% of the respondents said that parents value boy child education high. This implies that parents play a big role in gender biasness.

The head teachers were asked the number of pupils who did KCPE based on gender. Responses are summarized and presented in table 4.11.

Table 4.11: Number of pupils who did KCPE based on gender

Year	Boys	Girls	Difference percentage
2012	339	302	89.0
2013	428	247	57.7
2014	461	337	73.1
2015	509	423	83.1

Findings in table 4.11 show that based on gender, more boys sat for KCPE in the previous years as compared to girls with 2013 being worst among the 4 years considered years. This shows that more boys did KCPE as compared to girls which contributes to more boys getting secondary school admission.

Table 4.12: Relationship between gender of a child and transition rates

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.786	.164		4.781	.000
Parents value educating a male child than a female	.133	.052	.333	2.564	.012

a. Dependent Variable: there are students who fail to transit to secondary school

The results in table 4.12 indicate that gender of a child had no significant effect ($p>0.05$) on transition of pupils' from primary to secondary school.

4.6 Parents Teachers Association levies

The third objective of the research sought to find out whether PTA levies influence transition rates. Respondents were asked to indicate the average development fee of putting a learner through secondary education in a year**.** Responses are summarized and presented in table 4.13.

Table 4.13: Average development fee

Average development fee	Frequency	Percentage
4000 and below	2	4.4
5000-6000	10	22.2
8000-9000	25	55.6
Above 9000	8	17.8
Total	**45**	**100**

Findings in table 4.13 show that 55.6% of the respondents indicated that the average development fee of putting a learner through secondary education in a year is between 8000-9000 as indicated by the school heads. This implies that the PTA levies charged are high and far beyond many parents reach who earn average of between Ksh. 5000-10000.

Respondents were also asked to state which PTA levies influence students access to secondary education. Responses are summarized and presented in table 4.14.

Table 4.14: Influence of PTA levies on students access to secondary

Extent to which PTA levies influence students access to secondary education	Frequency	Percentage
Very high	18	12.4
High	77	53.1
Low	33	22.8
Not at all	17	11.7
Total	**145**	**100**

Findings in table 4.14 show that 53.1% of the respondents indicated that PTA levies have high influence on student's access to secondary education. The sub-county director of education also said that the average cost of PTA is Ksh. 9000 which is much higher. This shows that PTA levies influence student's access to secondary education.

Teachers were asked to name some PTA levies. Responses are summarized and presented in table 4.15.

Table 4.15: Examples of PTA levies

PTA levies	Frequency	Percentage
School development fees	91	62.7
Teacher motivation	36	24.8
Club fees	30	20.7
Mock fees	29	20.0
Remedial teaching	21	14.5
School tours	19	13.1
School bus	9	6.2

Findings in table 4.15 show that 62.7% of the respondents indicated school development fees as the major levy charged in secondary schools. This implies that parents are charged some other fees apart from tuition fees which affect low transition rates.

The study sought respondents' level of agreement on listed statements on PTA levies. Responses are summarized and presented in table 4.16.

Key: 1; Strongly agree, 2; Agree, 3; Neutral, 4; Disagree, 5;Strongly disagree

Table 4.16: Respondents' level of agreement on PTA levies

Statement	SD%	D%	N%	A%	SA%
Affordability of PTA levies is the major challenge to access secondary education	6.7	33.3		40.0	20.0
Parents are not able to meet PTA costs of secondary education		22.2		40.0	37.8
Children from poor households are less likely to participate in secondary education due to PTA levies	40.0	35.6		11.1	13.3
Inability of the poor to meet their children's PTA cost of secondary education is a hindrance to secondary education		35.6	11.1	42.2	11.1
PTA levies influences transition rates between primary and secondary	20.0	29.0	8.9	40.0	2.2

Findings in table 4.16 show that 42.2% of the respondents agreed that inability of the poor parents to meet their children's PTA cost of secondary education is a hindrance to secondary education. This implies that PTA levies is a major factor contributing to low transition in the sub-county.

Table 4.17: Relationship between PTA levies and transition rates

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.786	.164		4.781	.000
Influence of PTA levies on pupils transition	-.093	.031	-.388	-2.995	.004

a. Dependent Variable: there are students who fail to transit to secondary school

The results in table 4.17 indicate that PTA levies had significant ($p<0.05$) effect on transition of pupils' from primary to secondary school

4.7 Parental Level of Education

The fourth objective of the study was to establish the influence of parental education level on pupils' transition. Respondents were asked the education level of pupil's parents in the school. Responses are summarized and presented in table 4.18.

Table 4.18: Education level of parents

Education level	**Primary school level**	**Secondary school level**
University education	108	310
Secondary education	752	900
Primary education	1060	1255

Findings in table 4.18 show that all school heads and teachers (145) indicated that most of the parents in both primary and secondary schools were semi-illiterate since most of them had attained primary school education. This shows low parental level of education.

The study also sought to establish whether parental level of education have influence of pupil's transition between primary and secondary. Responses are summarized and presented in table 4.19.

Table 4.19: Influence of parental level of education on pupil's transition rates

Responses	Frequency	Percentage
Yes	125	86.2
No	20	13.8
Total	**145**	**100**

Findings in table 4.19 show that 86.2% of the respondents said that parental level of education has influence of pupil's transition between primary and the sub-county director of education also indicated that the parental level of education in the sub-county is low.

The study sought respondents' level of agreement on listed statements on parental level of education. Responses are summarized and presented in table 4.20.

Key: 1; Strongly agree, 2; Agree, 3; Neutral, 4; Disagree, 5; Strongly disagree

Table 4.20: Respondents' level of agreement on pupils'parental level of education

Statement	**SD%**	**D%**	**N %**	**A%**	**SA%**
Pupils from uneducated parents do not make a successful transition to secondary	13.1	33.7	37.2	12.4	3.4
Parental level of education influences pupils transition rates from primary to secondary school		6.2	15.8	29.0	49.0
Students from uneducated parents are unable to cope with the academic demands	6.9	13.8	18.6	13.1	47.6
High academic attainment of parents significantly reduce chances of school dropouts	6.9	6.9	20.0	23.4	42.7
Educated parents are more effective in helping their children in academic work		16.5	3.4	17.2	62.7
Educated parents are interested in academic progress of their children		16.5		8.3	75.2
Educated parents know the private and social benefits of investing in education				17.2	82.8

Findings in table 4.20 show that 82.8% of the respondents strongly agreed that educated parents know the private and social benefits of investing in education. This shows that

high academic attainment of a mother and father significantly reduce chances of primary school dropout for both girls and boys in schools hence increase in transition.

Table 4.21: Relationship between parental level of education and transition rates

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.786	.164		4.781	.000
Influence of parent's level of education on student's transition	-.024	.080	-.031	-.295	.769

a. Dependent Variable: there are students who fail to transit to secondary school

The results in table 4.21 indicate that parental level of education had no significant effect ($p>0.05$) on transition of pupils' from primary to secondary school.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the major findings of the study and giving conclusions which attempt to give answers to specific questions that were investigated. It also presents recommendations for possible actions and suggestions for future research.

5.2 Summary of Findings

Findings established that Kitui sub-county has inadequate number of secondary school spaces as indicated by 52.4% of the respondents. Findings also established that the number of school secondary spaces available influence transition of students between primary and secondary as indicated by 91% of the respondents. Findings also established that transition rates from primary schools to secondary schools in Kitui central sub-county have been declining over years. This concurs with Bechi et al,(2004) that primary to secondary transition rate in Kenya is determined by the number of available spaces in secondary schools.

Findings established that there is gender biasness in admitting students in secondary schools as indicated by 62% of the respondents whereby parents value boy child education as indicated by 47% of the respondents. This is in agreement with Nyawara

(2007) findings that high education priority is given to a boy child as compared to a girl child.

The findings revealed that PTA levies influence students' access to secondary education to a high extent as indicated by 53.1% of the respondents. The study also established that inability of the poor parents to meet their children's PTA cost of secondary education is a hindrance to secondary education as indicated by 42.2% of the respondents which include; school development fees, teacher motivation fees, club fees, remedial teaching fees, remedial teaching fees, school tours and school bus charges. This is in agreement with (Obua, 2011) that auxiliary costs like PTA levies prevent pupils from transiting to secondary school.

The findings revealed that parental level of education influence pupils' transition rates from primary to secondary school as indicated by 86.2% of the respondents which shows that parent's level of education had impact on schooling of children because the more educated parents were the more likely they were to enroll their children and push them through school.. This concurs with Okumu et al (2008) findings that high academic achievement of parents significantly reduces chances of their children dropping out of school hence leads to progressing to secondary school.

5.3 Conclusion

It was concluded that transition from primary school to secondary schools is highly determined by the availability of secondary school spaces since they determine the number of students admitted in schools. Limited secondary school contributes to failure of some students missing secondary school admission despite attaining 250 marks in KCPE.

The study also established that gender biasness contributes to low transition rate from primary to secondary schools whereby girls are discriminated. Parents value educating boys than girls with an expectation that boys will become future bread winners and that girls are more likely to disappoint their parents by getting pregnant. Some parents also fail to take their girls to secondary school and marry them off to get wealthy.

It was also concluded that PTA levies influence transition rates and pupils from lower income background do not make a successful transition to post-primary school. The researcher concluded that the cost of secondary education was very high as parents were required to meet some operational costs such as school development fees, teacher motivation fees, club fees, remedial teaching fees, remedial teaching fees, school tours and school bus charge.

The study established that parental level of education influence pupils' transition rates from primary to secondary school. It has also shown that high academic attainment of

parents significantly reduces chances of primary school dropout. The researcher further concludes educated parents were more effective in helping their children in academic work and that educated parents were interested in the academic progress of their children.

5.4 Recommendations

Based on the findings of this study, the researcher makes the following recommendations aimed at improving pupils' access to secondary education in Kitui Sub-County as well as countrywide at large:

- The government should provide more funds to enhance construction of more classes and secondary schools.
- School management committee should establish an integrated programme to encourages parents/guardians to closely monitor the performance of their children in schools and educate them fairly without discrimination
- Since the Kenyan education system insists on a free and compulsory primary education as a subsidized secondary education, the government should instigate effective machineries to ensure that no learner is blocked from transiting to secondary school because of fees and other levies.
- The community leaders should train parents on the social benefits of education to encourage them enroll their children in secondary school.

5.5. Suggestions for further study

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

i. A study on factors influencing transition from primary to secondary school should be carried out in other counties for comparison purpose.

ii. A replica of the study should be carried out incorporating more variables that possibly influence transition from primary to secondary schools. These variables also include institutional factors as well as environmental factors.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

Letter to Principals/Head teachers
Agnes Kathini Katiwa
University of Nairobi
P.o Box 179-90200 Kitui.
0713 772 246

THE PRINCIPAL/HEAD TEACHER

Dear Sir/Madam

RE: PERMISSION TO CONDUCT A RESEARCH IN YOUR SCHOOL

I am a post graduate student at the University of Nairobi currently carrying out a research on the factors influencing transition rates between primary and secondary schools in Kitui central sub-county Kitui County, Kenya. Your school has been selected to take part in the study. I am therefore humbly requesting for your permission to gather the required information from your school.

The questionnaires will be specifically meant for this study and therefore no name of the respondents or that of your school will be required. The responses are strictly meant for this study and your schools identity will be treated with confidentiality.

Your assistance and support on this matter will be highly appreciated.

Thank you in advance

Yours Faithfully,

Agnes K. Katiwa

APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS

The questionnaire below is used to collect data for purely academic purposes on factors influencing transition rates between primary and secondary schools in Kitui Central Sub-County Kitui County, Kenya .Please answer all the questions provided as honestly as possible to the best of your knowledge.

SECTION A: BACKGROUND INFORMATION:

1. What is your gender? Male [ ] Female [ ]
2. What is your age? 25-35 years [ ] 35-45 years [ ] 45-55 years[ ]above 55 years [ ]
3. What is your higher academic qualification?

   Masters in education [ ] Bachelors Degree in education[ ]Diploma in education [ ]A level [ ]Others (specify)
4. For how long have you been a principal? less than 2 years [ ] 2-4 years[ ]

   4-6 years [7 years and above [ ]
5. How many years have you been in this school? less than one year[ ]1-3 years [ ]3-6years [ ] over 6 years [ ]

SECTION B: AVAILABILITY OF SECONDARY SCHOOL SPACES.

6. How many secondary schools are there in the sub-county?_____

7. How many students do you admit in form one per year? _____

8. Apart from the number you admit, are there other students who come to seek for form admission in your school? Yes [ ] No [ ]

9. If yes, do all students seeking form one admission in your school get a chance? Yes [ ] No [ ]

10.Give an explanation for your response _____

11. How do you rate the number of secondary school spaces available in the sub-county? Very Adequate [ ] Adequate [ ] Inadequate [ ]

Very Inadequate [ ]

12. Are there students who fail to transit to secondary school due to limited secondary school spaces?_____

13. In your opinion, what do you think can be done by the following stakeholders in order to increase secondary school spaces to increase transition rates between primary and secondary?

a) Parents_____
b) Government_____
c) Community_____
d) Head teachers _____

SECTION C: GENDER OF A CHILD

14. What is the category of your school based on gender? Boys [ ] Girls [ ] Mixed [ ]

15. In your opinion is there any gender biasness in admitting students in secondary schools? Yes ( ) No ( )

16. Explain your answer for the question _____

_____

17. In your opinion, do parents value educating a male child than a female child? Yes [ ] No [ ]

18. Give an explanation for the answer you have given for question

_____

_____

SECTION D: PTA LEVELS

19. What is the average development fee of putting a learner through secondary education in a year? 4000 and below [ ] 5000-6000[ ] 6000-7000[ ] 8000-9000[ ] Above 9000[ ]

20. Does the PTA levies affect the number of students accessing secondary education in your school? Very much [ ] fairly [ ] Not at all [ ]

21. To what extent do PTA levies affect secondary education access by students? Very high [ ] High [ ] Not at all [ ] very Low [ ]

22. In a scale of 1 to 5 where 5 is strongly agree and 1 strongly disagree, indicate the extent to which you agree with the following statements

Key: 5-strongly agree, 4-agree, 3-undecide, 2-disagree, 1-strongly disagree

SN		**strongly agree**	**agree**	**undecided**	**disagree**	**strongly disagree**
1.	Affordability of PTA levies is the major challenge to access secondary education					
2.	Parents are not able to meet PTA costs of secondary education					
3.	Children from poor households are less likely to participate in secondary education due to PTA levies					
4.	Inability of the poor to meet their children's PTA cost of secondary education is a hindrance to secondary education					
5.	PTA levies influences transition rates between primary and secondary					

SECTION E: PARENTAL LEVEL OF EDUCATION

23. In terms of percentages, how can you rate the education level of the students 'parents in your school?

Percentage of parents with university education_____

Percentage of parents with secondary education_____

Percentage of parents with primary education_____

Others (specify) _____

24. In your opinion, does the parent's level of education have influence on student's transition between primary and secondary? Yes [ ] No [ ]

25. Please, explain the reason for your answer _____

_____

26. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, kindly indicate the extent to which you agree or disagree with the following statements on the parental level of education on transition rates:

Key: 5-strongly agree, 4-agree, 3-neutral, 2-disagree, 1-strongly disagree

Statement	**5**	**4**	**3**	**2**	**1**
Pupils from uneducated parents do not make a successful transition to secondary					
Parental level of education influences pupils transition rates from primary to secondary school					

Students from uneducated parents are unable to cope with the academic demands due to lack of guidance on academics					
High academic attainment of parents significantly reduce chances of school dropouts					
Educated parents are more effective in helping their children in academic work					
Educated parents are concerned with the academic progress of their children					
Educated parents know the private and social benefits of investing in education					

Thank you for participating in this study

APPENDIX III: QUESTIONNAIRE FOR HEAD TEACHERS

The questionnaire below is used to collect data for purely academic purposes on factors influencing transition rates between primary and secondary schools in Kitui Central Sub-County Kitui County, Kenya .Please answer all the questions provided as honestly as possible to the best of your knowledge.

SECTION A: BACKGROUND INFORMATION:

1. What is your gender?

   Male [ ]

   Female [ ]

2. What is your age?

   25-35 years [ ]

   35-45 years [ ]

   45-55 years [ ]

   Above 55 years [ ]

3. What is your higher academic qualification?

   Masters in education [ ]

   Bachelors Degree in education [ ]

   Diploma in education [ ]

   A level [ ]

   Others (specify)_____

4. For how long have you been a headteacher?

   Less than 2 years [ ]

   2-4 years [ ]

   4-6 years [ ]

   7 years and above [ ]

5. How many years have you been in this school?

   Less than one year [ ]

   1-3 years [ ]

   3-6years [ ]

   Over 6 years [ ]

SECTION B: AVAILABILITY OF SECONDARY SCHOOL SPACES.

6. How many pupils in your school sat for KCPE in the years given below and how many joined form one?

YEAR	KCPE CANDIDATES	NUMBER JOINING SECONDARY
2012	_____	
2013	_____	
2014	_____	
2015	_____	

7. Did all pupils who got 250 marks and above get admission letters for form one?

Yes [ ]

No [ ]

8. Give a reason for your answer_____

9. How do you rate the number of secondary school spaces available in the sub-county compared to the number of secondary school spaces available?

Very Adequate [ ]

Adequate [ ]

Inadequate [ ]

Very Inadequate [ ]

10. In your opinion, does the number of secondary school spaces available have an impact on pupil's transition between primary and secondary?

Yes [ ]

No [ ]

11. Give an explanation for your response _____

12. In your opinion, what do you think can be done by the following stakeholders in order to increase secondary school spaces to increase transition rates between primary and secondary?

a) Parents_____
b) Government _____
c) Community_____
d) Head teachers_____

SECTION C: GENDER OF A CHILD

13. How many pupils did KCPE in your school in the following years based on gender?

YEAR	BOYS	GIRLS
2012	_____	_____
2013	_____	_____
2014	_____	_____
2015	_____	_____

14. i) Which gender got more admissions to form one between the years 2012-2015?_____

ii) What could have contributed to high form one admission for the gender you have given? _____

15. i). In your opinion is there any gender biasness in admitting students in secondary schools?

Yes [ ]

No [ ]

ii). Give an explanation for your answer_____

16. i) in your opinion, do parents value educating a male child than a female child?

Yes [ ]

No [ ]

ii) Give an explanation for the answer you have given _____

_____

SECTION D: PTA LEVELS

17. What is the average development fee of putting a learner through secondary education in a year?

4000 and below [ ]

5000-6000[ ]

6000-7000[ ]

8000-9000[ ]

Above 9000[ ]

18. Does the PTA levies affect the number of students accessing secondary education in your school?

Very much [ ]

fairly [ ]

Not at all [ ]

19. To what extent do the PTA levies influence students access to secondary education?

Very high [ ]

High [ ]

Not at all [ ]

Low [ ]

20. In a scale of 1 to 5 where 5 is strongly agree and 1 strongly disagree, indicate the extent to which you agree with the following statements

Key: 5-strongly agree, 4-agree, 3-undecide, 2-disagree, 1-strongly disagree

SN		**strongly agree**	**agree**	**undecided**	**disagree**	**strongly disagree**
1.	Affordability of PTA levies is the major challenge to access secondary education					
2.	Parents are not able to meet PTA costs of secondary education					
3.	Children from poor households are less likely to participate in secondary education due to PTA levies					
4.	Inability of the poor to meet their children's PTA cost of secondary education is a hindrance to secondary education					
5.	PTA levies influences transition rates between primary and secondary					

SECTION E: PARENTAL LEVEL OF EDUCATION

21. In terms of percentages, how can you rate the education level of the pupil's parents in your school?

i) Percentage of parents with university education_____

ii) Percentage of parents with secondary education_____

iii) Percentage of parents with primary education_____

iv) If others (specify) _____

22.(i) In your opinion, does the parent's level of education have influence on student's transition between primary and secondary?

Yes [ ]

No [ ]

(ii). Please, explain the reasons for your answer _____

23. In a scale of 1 to 5 where 5is strongly agree and 1 is strongly disagree, kindly indicate the extent to which you agree or disagree with the following statements on the parental level of education on transition rates: Key: 5-strongly agree, 4-agree, 3-neutral, 2-disagree, 1-strongly disagree

Statement	**5**	**4**	**3**	**2**	**1**
Pupils from uneducated parents do not make a successful transition to secondary					
Parental level of education influences pupils transition rates from primary to secondary school					

Students from uneducated parents are unable to cope with the academic demands					
High academic attainment of parents significantly reduce chances of school dropouts					
Educated parents are more effective in helping their children in academic work					
Educated parents are interested in its academic progress of their children					
Educated parents know the private and social benefits of investing in education					

Thank you for participating in this study.

APPENDIX IV: QUESTIONNAIRE FOR TEACHERS

The questionnaire below is used to collect data for purely academic purposes on factors influencing transition rates between primary and secondary schools in Kitui central sub-county Kitui County, Kenya .Please answer all the questions provided as honestly as possible to the best of your knowledge.

SECTION A: BACKGROUND INFORMATION:

1. What is your gender?

   Male[ ] Female[ ]

2. What is your age?

   25-30[ ]

   30-35[ ]

   35-40[ ]

   40-45[ ]

   Over 45[ ]

3. What is your academic qualification?

   Masters in Education [ ]

   Bachelors degree in Education [ ]

   Diploma in Education[ ]

   Others (specify) _____

4. How many years have you been a teacher?

   Less than one year [ ]

   1-3 years[ ]

3-6 years[ ]

Over 6 years[ ]

5. How long have you been a teacher in this school? _____

6. What are your teaching subjects?_____

SECTION B: AVAILABILITY OF SECONDARY SCHOOL SPACES

7. (i) Since you became a teacher in this school, do all the pupils who sit for K.C.P.E get form one admission?

   Yes [ ]

   No [ ]

(ii)What is the reason for the response you have given for question 7(i)?

_____

8. How can you rate the number of secondary school spaces available in the sub-County?

   Very adequate [ ]

   Adequate [ ]

   Inadequate [ ]

   Very Inadequate [ ]

9. Does the number of secondary school spaces available influence transition of students between primary and secondary? _____

10. To what extend does the availability of secondary school spaces influence transition rate?

    Very high [ ]

    High [ ]

    Low [ ]

    Very low [ ]

    Not at all [ ]

11. Give a suggestion on what can be done to increase the number of secondary school spaces in order to increase form one admission

    _____

12. What role can be played by the community in order to increase transition between primary and secondary? _____

SECTION C: GENDER OF A CHILD

13. What is the category of your school?

    Boys [ ]

    Girls[ ]

    Mixed[ ]

14. Which gender has the highest number of candidates in your school this year 2016?

    Boys [ ]

    Girls [ ]

15. (i)In your opinion, is there any gender biasness in taking students to secondary schools?

    Yes [ ]

    No [ ]

    (ii)What could be of the response you have given in question 15(i)?

    _____

16. (i)In your opinion, do parents value educating a male child than a female child?

    Yes[ ]

    No[ ]

    (ii)What can be the contributing factor for the response you have given?

    _____

SECTION D: PTA LEVIES

17(i) do you have any child in secondary school?

Yes [ ]

No [ ]

(ii) Does the school where your child is learning charge PTA levies?

Yes [ ]

No [ ]

(iii) Name three PTA levies charged to students at secondary school level.

a) _____
b) _____
c) _____

18. Does the PTA levies influence the number of pupils transiting to secondary schools?

    Very much [ ]

    High [ ]

    Fairly [ ]

    Not at all [ ]

19. To what extent do PTA levies influence pupils transition between primary and secondary?

    Very much [ ]

    High [ ]

    Fairly [ ]

    Not at all [ ]

20. In your opinion, what can the government do pertaining the PTA levies in order to enable more pupils to transit to secondary schools?

    _____

SECTION E: PARENTAL LEVEL OF EDUCATION

21. How can you rate the education level of the pupil's parents in your school?

    Very highly educated [ ]

    Highly educated [ ]

    Average educated [ ]

    Low educated [ ]

22. (i)In your opinion, does the parental level of education have influence of pupil's transition between primary and secondary?

    Yes [ ]

    No [ ]

    (ii) Give an explanation for your response_____

23. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, kindly indicate the extent to which you agree or disagree with the following statements on parental level of education on transition rates.Key:5-Strongly agree,4-Agree,3-Neutral,2-Disagree,1-Strongly disagree.

STATEMENT	**5**	**4**	**3**	**2**	**1**
Pupils from uneducated parents do not make a successful transition to secondary					
Parental level of education influences pupil's transition rates from primary to secondary school.					
Students from uneducated parents are unable to cope with the academic demands due to lack of academic guidance from parents.					
High academic attainment of parents significantly reduce chances of secondary school dropouts					
Educated parents are interested in academic progress of their children.					

Thank you for participating in this study.

APPENDIX V: INTERVIEW SCHEDULE FOR SUB-COUNTY DIRECTOR OF EDUCATION

1. How long have you served as a sub-county director in this sub-county?
2. Are there enough secondary schools in the sub-county to cater for all primary school leavers willing to join form one? Are there new secondary schools that have been put up during your tenure to increase student admission?
3. How is the rate of transition between primary and secondary in your sub-county?
4. Have there been any initiatives by the local community to increase the number of school spaces available within the sub-county? If they have been there, what kind of initiatives?
5. Has there been any gender consideration when admitting students to form one in the sub-county?
6. Based on gender, between boys and girls which ones can you say have the highest rate of transition to secondary school?
7. Does your office have mechanisms in place to ensure gender balance in admitting students to secondary schools?
8. Can PTA levies charged in secondary schools be a hindrance to pupil's transition between primary and secondary?
9. Are you aware of cases of pupils who have failed to transit to secondary schools due to their parents inability to afford PTA levies like development fee

10. Has the government subsidy on secondary education helped the parents to afford financing of PTA levies to put up their children through secondary school?
11. ? In your opinion, does the subsidy have any impact on the rate of transition between primary and secondary in the sub-county?
12. In your opinion, does the parent's level of education have an impact on the transition of their children between primary and secondary?
13. How have the parents level of education impacted on their children's education in respect to transition in the sub-county?
14. What do you think should be done to encourage more students to proceed to secondary schools within the sub-county?

APPENDIX VI: CHECKLIST OF DOCUMENT TO BE ANALYZED

1. Class attendance register
2. Admission book
3. Fees register

APPENDIX VII

RESEARCH AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471, 2241349,3310571,2219420
Fax:+254-20-318245,318249
Email:dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

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

Ref: No. **NACOSTI/P/16/39220/11110**

Date: **13th May, 2016**

Katiwa Agnes Kathini
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Factors influencing transition rates between primary and secondary in Kitui Central Sub-County in Kitui County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for the period ending **12th May, 2017.**

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

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

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kitui County.

The County Director of Education
Kitui County.

APPENDIX VIII

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. KATIWA AGNES KATHINI
of UNIVERSITY OF NAIROBI, 179-90200
KITUI,has been permitted to conduct
research in *Kitui County*

on the topic: *FACTORS INFLUENCING TRANSITION RATES BETWEEN PRIMARY AND SECONDARY IN KITUI CENTRAL SUB-COUNTY IN KITUI COUNTY, KENYA*

for the period ending:
12th May,2017

Permit No : NACOSTI/P/16/39220/11110
Date Of Issue : 13th May,2016
Fee Recieved :Ksh 1000

.....
Applicant's Signature

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

CONDITIONS

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

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. 9172

CONDITIONS: see back page