Constraints on Pupils Transition FROM PRIMARY TO PUBLIC SECONDARY SCHOOLS IN KERICHO COUNTY,
KENYA

SIGEI PAUL KIBET
E55/22311/2012

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES, SCHOOL OF EDUCATION, IN PARTIAL FULFILLMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION OF KENYATTA UNIVERSITY

APRIL, 2017
DECLARATION

I declare this research project my original work and has not been presented in any other university/institution for certification. The project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words) graphics, pictures or tables have been borrowed from other works- including internet, the sources are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

Signature ………………………………..       Date……………………………………
SIGEI PAUL KIBET
Reg. No.: E55/22311/2012

SUPERVISORS

We confirm that the work reported in this project was carried out by the candidate under our supervision as University Supervisors.

Signature: ………………………………..       Date……………………………………
Dr. NORBERT OGETA
Department of Educational Management,
Policy and Curriculum Studies,
Kenyatta University.

Signature ………………………………..       Date ………………………………………
Dr. MICHAEL MURAGE
Department of Educational Management,
Policy and Curriculum Studies,
Kenyatta University.
DEDICATION

To the Almighty God for the physical and mental strength, the School of Education, my supervisors Dr. Ogeta and Dr. Murage, my late parents and lastly to my beloved wife and children.
ACKNOWLEDGEMENT

I wish to acknowledge the people that are directly involved in the writing of the project. My sincere thanks go to my supervisors Dr. Norbert Ogeta and Dr. Michael Murage for their guidance and support, constructive criticism and the personal interest in the progress of study. My thanks also go to all my lecturers in the department of Educational Management, Policy and Curriculum Studies, who taught me course work.

I am indebted to my employer, Teachers Service Commission, TSC, for granting me a two-year study leave. Special appreciation goes to the Head teachers of the schools sampled in Bureti sub-county, Kericho County. My gratitude goes to Antony Bojana for editing the lexical setup of entire project.

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I thank all the people who assisted me in one way or the other towards successful completion of my studies. May the Almighty God bless you all.
# Table of Contents

**Declaration**........................................................................................................... ii
**Dedication**.................................................................................................................. iii
**Acknowledgement**.................................................................................................... iv
**List of Tables**........................................................................................................... ix
**List of Figures**.......................................................................................................... x
**Abbreviations and Acronyms**.................................................................................. xi
**Abstract**...................................................................................................................... xiii

## Chapter One: Introduction

1.0 Introduction................................................................................................................. 1
1.1 Background to the Study............................................................................................ 1
  1.1.1 Primary to Secondary School Transition in Africa........................................ 2
  1.1.2 Primary to Secondary School Transition in Kenya........................................ 3
1.2 Statement of the Problem........................................................................................... 7
1.3 Purpose of Study......................................................................................................... 7
1.4 Objectives of the Study.............................................................................................. 8
1.5 Research Questions.................................................................................................. 8
1.6 Assumptions of the Study......................................................................................... 8
1.7 Significance of the Study......................................................................................... 9
1.8 Scope and Delimitations of Study.......................................................................... 10
1.9 Theoretical Framework......................................................................................... 10
1.10 Conceptual Framework...................................................................................... 11
1.11 Operational Definitions of Terms....................................................................... 14

## Chapter Two: Review of Related Literature

2.1 Introduction................................................................................................................. 16
2.2 Evolution Policies and the Growth of Secondary Education............................... 16
2.3 Rationale for Government Investment in Education............................................. 22
  2.3.1 Investment in Primary Education............................................................... 23
  2.3.2 Investment in Secondary Education.......................................................... 25
CHAPTER THREE: RESEARCH METHODOLOGY .................................................. 39
3.1 Introduction .................................................................................................. 39
3.2 Research Design .......................................................................................... 39
3.3 The Study Locale ......................................................................................... 39
3.4 Target Population ......................................................................................... 40
3.5 Sample Sampling Procedure ........................................................................ 40
3.6 Research Instruments ................................................................................. 41
  3.6.1 Questionnaires ....................................................................................... 42
  3.6.2 Document Analysis ................................................................................. 42
3.7 Piloting of the Research Instruments ............................................................ 43
  3.7.1 Validity of Instruments ........................................................................... 43
  3.7.2 Reliability of Instruments ..................................................................... 43
3.8 Data Collection ............................................................................................. 44
3.9 Data Analysis Procedure ............................................................................ 44
3.10 Ethical Considerations ............................................................................... 45
  3.10.1 Informed Consent .................................................................................. 45
  3.10.2 Ensure Confidentiality ......................................................................... 45
  3.10.3 Anonymity ........................................................................................... 45
  3.10.4 Deception and Trustworthiness ......................................................... 46
  3.10.5 Human Relations ................................................................................. 46

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION ........................................................................ 47
4.0 Introduction ................................................................................................... 47
4.1 Contextual Characteristics of Respondents ................................................. 48
  4.1.1 Gender of Respondents ........................................................................ 48
4.1.2 Professional Qualifications of Headteachers ........................................... 49
4.1.3 Experience in Years .................................................................................. 51
4.1.4 Category of Secondary Schools in the sub-county ................................. 52
4.1.5 Enrollment Capacity of Schools in the sub-county ................................ 54

4.2 Transition Rates from Primary to Secondary School in Bureti sub-county...... 56
4.3 Pupils Admitted, those that were able to join and those that did not join..... 58
4.3.1 Table Showing Pupils Admitted, those that were able to join and those that did not join ................................................................. 58
4.3.2 Pupils Admitted to Various Categories of Secondary Schools............. 60
4.3.3 Pupils Unable to Join form One and Repeated class 8 ......................... 61

4.4 Factors that Affect Transition Other Than Fees ........................................ 63
4.5 Corrective Policy Measures to Make FSE More Effective in Improving Secondary School Transition................................. 66

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS ... 68
5.0 Introduction ................................................................................................. 68
5.1 Summary of Findings .................................................................................. 68
5.2 Conclusions .................................................................................................. 69
5.3 Recommendations ........................................................................................ 71
5.4 Suggestions for Further Research ............................................................... 73

REFERENCES ..................................................................................................... 73

APPENDICES ....................................................................................................... 79
APPENDIX 1: PRIMARY SCHOOL HEADTEACHERS QUESTIONNAIRE ....... 79
APPENDIX 2: SECONDARY SCHOOL PRINCIPALS QUESTIONNAIRE ........ 81
APPENDIX 3: DEOS QUESTIONNAIRE ............................................................. 84
APPENDIX 4: AEOS QUESTIONNAIRE ............................................................. 86
APPENDIX 5: SECONDARY SCHOOL CLASS TEACHERS QUESTIONNAIRE 87
APPENDIX 6: PRIMARY CLASS TEACHERS QUESTIONNAIRE ................. 90
APPENDIX 7: DOCUMENT ANALYSIS ............................................................... 92
| APPENDIX 8: | LIST OF PUBLIC PRIMARY SCHOOLS IN BURETI SUB-COUNTY, KERICHO COUNTY | 93 |
| APPENDIX 9: | LIST OF PUBLIC SECONDARY SCHOOLS IN BURETI SUB-COUNTY, KERICHO COUNTY | 94 |
| APPENDIX 10: | APPROVAL FROM GRADUATE SCHOOL | 95 |
| APPENDIX 11: | AUTHORIZATION LETTER FROM GRADUATE SCHOOL | 96 |
| APPENDIX 12: | AUTHORIZATION LETTER FROM MINISTRY | 97 |
| APPENDIX 13: | AUTHORIZATION LETTER FROM NACOSTI | 98 |
| APPENDIX 14: | RESEARCH PERMIT FROM NACOSTI | 99 |
# LIST OF TABLES

Table 1.1: Transition rates from Primary to Secondary from 2002-2013 .......................... 5
Table 2.1: Secondary Schools Enrolment from 2002-2011 ............................................. 18
Table 2.2: Number of Secondary Schools from 2003-2012 ............................................. 19
Table 2.3: Gross Enrolment Rate in Secondary School from 2002-2012 ......................... 19
Table 2.4: MoE Secondary School Tuition Waiver Distribution as at 2013 ................. 20
Table 2.5: Fees Charged by Various Categories of Schools ............................................. 21
Table 2.6: MoE. Recurrent Expenditure for Secondary Education 2003-2012(000,000) ........................................................................................................... 30
Table 2.7: MoE. development Expenditure for Secondary Education 2003/2012(000,000) ........................................................................................................... 30
Table 3.1: Zonal Secondary Schools per Strata .................................................................. 41
Table 4.1: Gender of the Respondents .............................................................................. 48
Table 4.2: Professional Qualifications of Headteachers .................................................. 50
Table 4.3: Teaching Experiences of Headteachers and Principals .................................. 51
Table 4.4: Secondary School by Category ...................................................................... 53
Table 4.5: Secondary Schools Enrolment and Current Operating Capacity ................. 55
Table 4.6: Transition Rates of Pupils (2009-2013) ......................................................... 56
Table 4.7: Pupils Admitted to Join Form 1, Those That Joined and Those That Did Not Join ........................................................................................................... 58
Table 4.8: Pupils Admitted To County, Regional and National Schools ................. 60
Table 4.9: Pupils Unable to Join Form One and Repeated Class 8. .............................. 62
Table 4.10: Factors That Affect Transition Other Than Fees ....................................... 63
Table 4.11: Reasons Why Those Who Qualified Failed To Join ................................... 65
Table 4.12: Corrective Policy Options For Making FSE More Effective ......................... 66
LIST OF FIGURES

Figure 1.1: Effects of SSTW on Transition from Primary to Secondary School. ...... 13
Figure 4.1: Gender of the Respondents................................................................. 48
Figure 4.2: Professional Qualification of Headteachers ......................................... 50
Figure 4.3: Teaching Experiences of Headteachers and Principals......................... 52
Figure 4.4: Secondary School by Category. ............................................................ 53
Figure 4.5: Transition Rates of Pupils Compared (2009-2013).............................. 57
Figure 4.6: Pupils Admitted to Join form 1, those that Joined and Those That Did not Join. .................................................................................................................. 59
Figure 4.7: Pupils admitted to County, Regional and National Schools. ................. 61
Figure 4.8: Pupils Unable to Join Form One and Repeated Class 8....................... 62
Figure 4.9: Factors That Affect Transition Other Than Fees............................... 64
<table>
<thead>
<tr>
<th>ABBREVIATIONS AND ACRONYMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AEO</strong> : Assistant Education Officer</td>
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<tr>
<td><strong>AIDS</strong> : Acquired Immunodeficiency Syndrome</td>
</tr>
<tr>
<td><strong>APHRC</strong> : African Population Health Research Centre</td>
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<tr>
<td><strong>ASAL</strong> : Arid and Semi-Arid Lands</td>
</tr>
<tr>
<td><strong>CBF</strong> : Constituency Bursary Fund</td>
</tr>
<tr>
<td><strong>CDF</strong> : Constituency Development Fund</td>
</tr>
<tr>
<td><strong>DEB</strong> : District Education Board</td>
</tr>
<tr>
<td><strong>DEO</strong> : District Education Officer</td>
</tr>
<tr>
<td><strong>EA</strong> : East Africa</td>
</tr>
<tr>
<td><strong>EFA</strong> : Education For All</td>
</tr>
<tr>
<td><strong>EMIS</strong> : Educational Management Information System</td>
</tr>
<tr>
<td><strong>FPE</strong> : Free Primary Education</td>
</tr>
<tr>
<td><strong>FSE</strong> : Free Secondary Education</td>
</tr>
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<td><strong>GDP</strong> : Gross Domestic Product</td>
</tr>
<tr>
<td><strong>GER</strong> : Gross Enrolment Rates</td>
</tr>
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<td><strong>GNP</strong> : Gross National Product</td>
</tr>
<tr>
<td><strong>GPI</strong> : Gender Parity Index</td>
</tr>
<tr>
<td><strong>HIV</strong> : Human Immunodeficiency Virus</td>
</tr>
<tr>
<td><strong>IBRD</strong> : International Bank for Reconstruction and Development</td>
</tr>
<tr>
<td><strong>IMF</strong> : International Monetary Fund</td>
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<td><strong>KCPE</strong> : Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td><strong>KIPPPRA</strong> : Kenya Institute of Public Policy Research Analysis</td>
</tr>
<tr>
<td>Acronym</td>
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<tr>
<td>MDGs</td>
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<td>MoE</td>
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<td>NARC</td>
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<td>TIQET</td>
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<tr>
<td>UN</td>
</tr>
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<td>UNESCO</td>
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<td>UPE</td>
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<td>USAID</td>
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ABSTRACT

The purpose of this study was to assess constraints on pupils’ transition from primary to public secondary schools in Bureti Sub-County, Kericho County, Kenya. The objectives of this study were to determine trends and performance of national examination and gross enrolment rates in primary schools so as to establish the transition rates from primary to public secondary schools before and after the introduction of secondary school tuition waiver in Bureti sub-county, Kericho County, Kenya; to determine other factors other than fees that affect transition to public secondary schools and to establish corrective policy measures to educational planners to address constraints on pupils transition from primary to public secondary schools. The conceptual framework points out how free secondary education and other factors are inter-related to affect transition to secondary schools. The researcher used descriptive design in conducting the study. The study was carried out in Bureti Sub-County, Kericho County, Kenya. The researcher targeted 11 out of the 21 secondary school principals in the sub-county and 15 out of the 37 headteachers of primary schools, area education officer and the County Education Officer. The researcher used simple random sampling technique when selecting primary schools and stratified random sampling when selecting secondary schools to identify the sample size. Questionnaires and document analysis were used as data collection instruments. The secondary school principals, primary school head teachers, CEO and AEO were subjected to questionnaires while the secondary data were obtained from the County Education Office and schools in form of questionnaire and document analysis forms respectively as in the appendices attached. Reliability of the research instruments was determined using the spearman rank order. Data collected were analyzed through the use of Microsoft excel computer package. Frequencies, mean and percentages were derived from data and results presented in form of frequency distribution tables and bar graphs. The study recommended that the stakeholders in education hold regular meetings to address education matters and inculcate the significance of education in the parental minds.
CHAPTER ONE
INTRODUCTION

1.0 Introduction

The study sought to assess the constraints on pupils’ transition from primary to public secondary schools in Bureti sub-county, Kericho County. It covers; background of the study, statement of the problem, purpose of study, objectives of study, research questions, significance of study, limitations of the study, delimitations of the study, assumptions of the study, the theoretical framework and definition of operational terms.

1.1 Background to the Study

Education sustains democracy, improves health, increases per capita income and conserves environmental resources (USAID, 2001). Education is an investment in human capital and it helps to foster growth and enhance production. It as well reduces inequalities through developments. The United Nations declared education as a basic human right (UNESCO, 2002). Kenya recognized basic education as a human right upon attaining independence in 1963, and subsequently, the children’s Act Cap 586 was enacted in 2003 to that effect. According to the MDGs status report for Kenya 2015, Kenya being one of the United Nation member states committed itself to achieving millennium development goals by ensuring that boys and girls will be able to complete full course of primary school. This was attested to by member countries at the world education forum at Jomtien, Thailand in 1990 and Dakar education forum in 2000 (World Bank 2004). The government has continued to develop the provision of education at secondary level by making it part of basic education; the prerequisite for increased funding (Republic of Kenya 1990). One of the main objectives of secondary education is
to bring equity by providing education to the majority especially from the disadvantaged communities, the handicapped and the vulnerable groups.

1.1.1 Primary to Secondary School Transition in Africa

Development takes place as a result of education and hence most of the developed countries in the world have continued to invest heavily in education. According to UNESCO (2009), it asserts that prolonged compulsory schooling increases access to and participation in secondary education. The report shows that the transition rates are over 90% in most regions with the exception of a few including Sub-Saharan Africa which accounts for less than 70% transition rate. Dakar’s commitment to the EFA and MDG on gender equity is a clear reason why governments are investing heavily in education to ensure successful completion of primary and smooth transition to secondary school.

According to UNESCO (2006) report, one out of every four African countries, half of the children who complete primary school level of education do not proceed to secondary school in the following year. In developed countries like America, Asia and Europe, more than three-quarters of pupils transit to secondary level. The UNESCO (2006) report further reveals that in Europe at most all countries have a ratio exceeding 90%. Most of the children who complete primary school fail to join secondary school for various reasons; key of which includes lack of enough places which leads to the use of examinations at various levels so as to reduce competition for places in secondary schools (UNESCO 2006). According to African Population Health Research Centre (APHRC) policy brief, most of the countries like South Korea which were very poor and were at par with Kenya at independence managed to achieve almost 100% completion in
both primary and secondary levels. With good government policies stressing on educational financing at various levels of education, that is; primary, secondary and tertiary levels, then the target of 70% and above can easily be attained. Some countries in Africa for example Zimbabwe, have managed to attain the highest rates in spite of the harsh economic conditions. This has mainly been as a result of FPE. In Africa, Botswana has a transition rate of 75% and above and this is attributed to the provision of universal access to primary schools (UNESCO 2006). In light of the aforesaid, meaningful gains can be achieved where the responsibilities are shared by the central, devolved governments and the private sector. Good educational planning and proper access and equity can easily be achieved if the government commits itself in the stages of implementation.

1.1.2 Primary to Secondary School Transition in Kenya

According to the Republic of Kenya 2008, the Grand coalition government of Kenya successfully implemented the free primary education (FPE) which ultimately pushed the transition rate to 64% and above. Also, during the Labour Day celebrations in May 2007, the retired immediate president of the Republic of Kenya, His Excellency Hon Mwai Kibaki declared that the benefits of free education should be expanded to include public secondary schools (www.commmunication.go.ke). The Kenya Grand Coalition government in 2008 introduced Secondary School Tuition Waiver (SSTW) to make secondary schools affordable. The policy framework was to prolong free education up to secondary school as was contained in sessional paper no.1 of 2005. The aim was to cushion the burden of parents and allow more children to transit to secondary (Barasa,
Each student admitted to public secondary school was awarded KSh.10,265 to cover tuition fees. The parents were to meet the remaining other user charges. Enrolment in secondary school was expected to rise significantly as a result of mass enrolment in primary school following the introduction of FPE. The transition rate was also expected to rise to between 60% and 70% (EA Standard reporter 10th May 2007: 6). The aim was to develop educated manpower capable of driving the economy now and in future. Buhere (2007: 10) said that initially there were objections to the provision of SSTW because it was going to impact a very heavy burden on the exchequer. It was argued that serious governments should finance the education of bright but poor students. The able parents should finance that of their children in secondary school whether bright or not. Kenya’s Ministry of Education EMIS report (2009) showed an upward trend in transition from primary to secondary school from 46.4% in 2003 to 59.9% in 2008 and since the introduction of SSTW, it is estimated that the transition rate stands at 64.1% in 2009 (M.O.E 2009). The government targeted to improve this percentage to 70% and above upon full implementation of SSTW, of which it achieved 76.6% in the year 2013.
Table 1.1: Transition rates from Primary to Secondary from 2002-2013

The table below shows nationally the transition rates from primary to secondary, 2002-2013.

<table>
<thead>
<tr>
<th>Std 8 year</th>
<th>Form 1 year</th>
<th>Enrolment in std 8(000)</th>
<th>Enrolment in Form 1(000)</th>
<th>% Transition to Form 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>2002</td>
<td>2003</td>
<td>296.9</td>
<td>244.5</td>
<td>541.4</td>
</tr>
<tr>
<td>2003</td>
<td>2004</td>
<td>303.9</td>
<td>284.1</td>
<td>588.0</td>
</tr>
<tr>
<td>2004</td>
<td>2005</td>
<td>343.0</td>
<td>314.8</td>
<td>657.8</td>
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<td>2005</td>
<td>2006</td>
<td>352.8</td>
<td>318.7</td>
<td>671.5</td>
</tr>
<tr>
<td>2006</td>
<td>2007</td>
<td>352.8</td>
<td>313.7</td>
<td>666.5</td>
</tr>
<tr>
<td>2007</td>
<td>2008</td>
<td>372.1</td>
<td>332.7</td>
<td>704.8</td>
</tr>
<tr>
<td>2008</td>
<td>2009</td>
<td>367.1</td>
<td>328.7</td>
<td>695.8</td>
</tr>
<tr>
<td>2009</td>
<td>2010</td>
<td>381.6</td>
<td>345.5</td>
<td>727.100</td>
</tr>
<tr>
<td>2010</td>
<td>2011</td>
<td>388.221</td>
<td>357.859</td>
<td>746.080</td>
</tr>
<tr>
<td>2011</td>
<td>2012</td>
<td>400.814</td>
<td>375.400</td>
<td>776.214</td>
</tr>
<tr>
<td>2012</td>
<td>2013</td>
<td>415.620</td>
<td>369.310</td>
<td>784.930</td>
</tr>
</tbody>
</table>


The total transition rate has been increasing from 42.7% in 2003 to 76.6% in 2013. Despite this achievement, a lot of pupils still remain out of school. The above figures represented the national transition rates but regional disparities still exist. Obonyo (2008, pg. 6) said that SSTW will put Kenya at par with most developed countries. However, this will come at a cost. The government will commit about Kshs.13 billion to the programme annually. This programme saves the parents over Kshs.10 billion which they can invest in other ventures to grow their capital. The money the parents are supposed to pay should be used to pay the remaining user fees for the students to attend secondary
education. It will also affect primary school completion rates since the pupils will be confident that at least some money is being provided by the government and this will motivate them to complete primary education hence reducing wastage in education. Munene (2008:2) quotes the minister of education saying that the impact of SSTW is being felt throughout the country. The transition rates from primary to secondary learning institutions have risen from 56% in 2004 to 59.9% in 2007 and are expected to rise to 70% in 2008. This was not attained since some of those who got admitted didn’t join due to lack of fees (fee waiver too low).

The transition rate gradually went up to the targeted 70% in 2010 and steadily increased to 76.6% in 2013. Since the government provides free secondary education, coupled with the provision of constituency development fund (CDF) to the students, the transition rates from primary to secondary will improve to the expected national index. The government will not achieve its overall goal of vision 2030 if access, participation and retention of students in education system are still low. The district development plan seeks to expand access to and retention in education at all levels, to curb high dropout rate and also put up measures to help students with disabilities access school. For a time span, Bureti Sub-County, despite being a rich and productive agricultural area, pupil’s participation in education and transition to secondary schools has been low compared to other Sub-Counties in the County. It is against this background that the researcher found it necessary to assess the constraints on pupils transition from primary to public secondary schools in Bureti sub-county, Kericho County.
1.2. Statement of the Problem

The Kenya Grand coalition government introduced secondary tuition waiver in January 2008 with an aim of cushioning parents against increasing cost of secondary education, increasing access and participation to secondary education and also to increase transition rates. The completion rates for primary schools nationally are above average with 83.2% in 2009, 76.8% in 2010, 74.6% in 2011 and 80.3% in 2012. However, the secondary school Net Enrollment Rates (NER) are low for both male and females at the rates of 35.8% in 2009, 32.0% in 2010, 32.7% in 2011 and 33.1% in 2012. The gender parity index stood at 0.96 in 2009, 1.02 in 2010, 1.01 in 2011 and 1.01 in 2012. The transition rates from primary to secondary were low as compared to completion rates at the rates of 68.6% in 2009, 69.85% in 2010, 73.3% in 2011 and 76.6% in 2012 (Kenya Economic Report 2013), thus signifying a lot of wastage in the education sector. It is for this reason that the researcher embarked on the study to assess the constraints on pupils transition from primary to secondary public schools in Bureti Sub-County, Kericho County, Kenya.

1.3 Purpose of Study

Based on the stated problem, the study sought to assess the constraints on pupils transition from primary to public secondary schools in Bureti sub-County, Kericho County, Kenya.
1.4. Objectives of the Study

The objectives of the study were:

i. To establish the transition rates from primary to public secondary schools before and after the introduction of secondary tuition waiver in Bureti Sub-county, Kericho County, Kenya.

ii. To determine other factors other than fees that affect transition from primary to public secondary schools in Bureti Sub-County, Kericho County, Kenya.

iii. To establish corrective policy measures to educational planners to address constraints on pupils’ transition from primary to public secondary schools.

1.5. Research Questions

The following research questions guided the study:

i. What are the transition rates from primary to public secondary schools in Bureti, Sub-County, Kericho County, Kenya before and after the introduction of SSTW?

ii. What other factors, other than fees, affect transition to public secondary schools in Bureti Sub-County, Kericho County, Kenya.

iii. What corrective policy options can be put in place for educational planners to enhance transition from primary to public secondary schools?

1.6. Assumptions of the Study

The study assumed that:

i. All public secondary schools are registered by the Ministry of Education and that they get the secondary education funds (SSTW).
ii. When secondary school tuition waiver education policy was implemented; more students joined all grades of secondary education in public secondary schools.

iii. There has been improvement in transition rates from primary to public secondary schools following the introduction of SSTW.

1.7. Significance of the Study

i. This study is significant in that it has various implications on the distribution of educational development of the country. It will help in planning for increased availability of opportunities to education but highlighting the bottlenecks that hinder equal access to education.

ii. It will enable education stakeholders to assess the constraints on pupils transition to public secondary schools and provide information to the planners to develop additional policies to enhance the role of SSTW in the provision of education and arouse their attention for the low transition and suggest proper intervention measures.

iii. In broader perspective, it’s anticipated to aid improvement of knowledge in financing secondary education in general and subsidized education in particular and the need to improve accessibility in education system for equitable and sustainable development.

1.8. Limitations of the study

The study covered public primary and secondary schools in Bureti Sub-County, Kericho County; and therefore the findings did not wholly apply to other schools in
the county and country in general which might be facing peculiar problems associated with transition rates.

1.9. Delimitations of Study

The study focused on the assessment of constraints on pupils transition from primary to public secondary schools in Bureti Sub-County, Kericho County, Kenya. Respondents were drawn from the primary and public secondary schools sampled in Bureti Division. The study population was made up of the County Education Officer, Area Education Officer, principals and headteachers. Private schools did not take part in the study population because they do not receive direct government support in the provision of education.

1.10. Theoretical Framework

The study is based on a combination of “Classical Liberal Theory of equal opportunity and Darwinism” by Charles Darwin in 1859 in the origin of species (Wilson, 1991; Hofstadler, 1955; Degler, 1991; Orodho (2004; 19). This theory asserts that each person is born with a given amount of capacity, which to a large extent is inherited and cannot be substantially changed. The education system should be made to eliminate barriers of any form that curtails bright students from lower economic background from taking advantage of inborn talents. The theory demands for further education at all levels where access is determined on the basis of an individuals merit and not social backgrounds. Social Darwinism emphasizes that through education, every citizen should be given the social status which his/her inborn talents entitles him/her to. The theory observes that the provision of formal equity of access to education guarantees that the system is fair and
just and that the students achievement in class is solely determined by ones inborn abilities and not necessarily driven by financial motives. This theory is found relevant because for a long time, high cost of education has been one of the major hindrances for pupils to access education. Those who are able to pay fees are kept in school while those who cannot afford are withdrawn from school. The two theories explain how each child has inborn abilities which must be explored through education.

By providing subsidized secondary education, the financial barriers are removed hence creating equal opportunity where everybody has access to the kind and amount of education that suits his/her inherited capabilities. This would in turn reduce the incidences of dropouts, absenteeism and repetition which are normal phenomena in education of students from poor families. By providing subsidized secondary education, the grand coalition government wanted to minimize wastage and increase transition rate to secondary education up to 70%. This represents a significant number of pupils who were not able to access secondary education. It is in this respect that the study focused on assessing constraints on pupils transition from primary to secondary public schools in Bureti Sub-County, Kericho County.

1.11. Conceptual Framework

This is a framework model representation where a researcher represents the relationships between variables in the study and shows the relationship graphically or diagrammatically (Orodho, 2004). Conceptual Framework assists the researcher in quickly noting the relations between variables. From the conceptual framework, the provision of SSTW by the government and input by other stakeholders is capable of
absorbing the increasing number of primary school pupils who are churned out annually due to the provision of FPE, to secondary school. Before the introduction of SSTW, transition rates had failed to pass 60% (M.O.E. 2009). FPE has led to increased enrolments in primary schools. Poor but bright pupils have also re-entered primary schools. This led to increased performance in KCPE examinations in primary schools.

Reduced parents and community role in schools, the user charges by secondary schools, skewed allocation of CDF and CBF can have a great effect in lowering the rate of transition to secondary schools. This will be characterized by reduced enrolment to secondary schools, and dropouts hence creating constraints on pupils transition and the watering down of the whole idea of secondary tuition waiver. On the other hand, SSTW has greatly reduced the fees payable by parents to secondary school. However, there has to be an increased role by the parents and the community in the development of the school infrastructure, payment of the reduced user charges, and fair distribution of both CDF and CBF funds. These supplementary efforts can indeed, see the transition rate increasing to the targeted 70% and above. This will lead to increased enrolment in secondary schools, increased completion and lowers dropouts and repeaters in both primary and secondary levels.
Figure 1.1: Effects of SSTW on Transition from primary to secondary school.

Source: Researcher, 2016.
1.12. Operational Definitions of Terms

**Cohort**: A group of students who join the first grade of an education cycle in the same school year and subsequently experience the events of promotion, repetition, dropouts or successful completion of their course.

**Cost-sharing**: Is a policy which requires the partnership of the government and the parents in financial responsibility of education where the parents pay other costs.

**Gender Parity Index**: It’s the ratio of female to male values. Disparity indicates favour in one gender.

**Gross Enrolment Rate**: Is the number of children enrolled in any level of education regardless of age, divided by the population of the group which officially corresponds to that level.

**Internal Efficiency**: It is the relationship between inputs and outputs of educational system or within individual institutions.

**Net Enrolment Rate**: Is the enrolment of a certain level as a percentage of the entire population.

**Private Returns**: Benefits that accrue to an individual after going through the education system.

**Secondary School Tuition Waiver**: Efforts by the government to make secondary education affordable and accessible to the majority.

**Social Returns**: Benefits that the society gets after investment in education.
**Transition Rate to secondary education**: New entrants to the grade of secondary education in a given year, expressed as a percentage of the number of pupils enrolled in the final grade of primary education in the previous year. This indicator measures transition to secondary only.

**Tuition Fee**: The user charges paid to the school to enable day-to-day running of the school in order to achieve the goals and objectives.

**User Charges**: Any amount incurred by the student in order to be able to go through the schooling system. It goes beyond school fees to other related expenditures like transport, uniforms, tuition money among others that the school levies the student for the upkeep in school.

**Voucher**: Are unconditional acceptance means of payment of school fees usually issued by the government showing that it is responsible up to the amount indicated on the face of the paper.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction
This chapter reviews literature relevant to the study under the following subheads:
Evolution policies and the growth of secondary education, rationale for government
investment in education, investment in primary and secondary education, cost and
financing in education, transition from primary to secondary education and internal
efficiency of the education system.

2.2 Evolution Policies and the Growth of Secondary Education
The overall aim of government development mainly relies on the provision of quality
education to all Kenyans. To be able to maximally utilize the environment so as to
enhance productivity and sustainable livelihoods, the government must provide all
Kenyans with basic quality education and training with the sole aim of developing human
capital. Also, knowing that basic education is a basic human right, it should be made
universal to include the disadvantaged and vulnerable. Finally, education is important in
that it promotes development, protect democracy and human rights. (Rep. of Kenya
2005).

The challenges the government has faced since independence pertaining to education has
been addressed through the setting up of commissions, committees and task forces. The
first commission, the Ominde Commission of 1964, proposed the setting up of an
education system that would foster national unity and develop human resource. The
second commission- the Gachathi report of 1976, came up with the report of the national
committee on education objectives and policies, and recommended for the support of the Harambee schools in Kenya among others. The establishment of the second university in Kenya- the Mackay report of 1981 led to the abolishment of advanced (A) level of secondary education and the expansion of tertiary colleges. The 8.4.4 system of education was set up. The next report adopted was the Kamunge report of 1988 which recommended the improvement and relevance of education. From the recommendations, the government produced the sessional paper No. 6 on education training which led to the implementation of cost-sharing policy.

The commission of inquiry into the education system in Kenya- the Koech report of 2000 recommended the implementation of Totally Integrated Quality Education and Training-TIQET. The implementation of its recommendations has not been effected due to its cost implications. Recent policy initiatives have focused on the attainment of EFA and UPE. The Kenya NARC government introduced FPE in 2003 with the aim of addressing financial and quality challenges in primary schooling. UNESCO report (2010) observes that secondary GER in Sub-Saharan Africa is the lowest in the world at 34% in 2007. Countries’ GER varied between 11-97% in Seychelles and South Africa. Tertiary enrolment in the region was low at 6% in 2007. The countries that had available data showed that 52% of these countries had less than 5% enrolment, but countries like Democratic Republic of Congo and Cameroon had 20%. If transition rates are improved, then development of skills will succeed. Between 1999 and 2007, the average gender parity index (GPI) in secondary education has dropped from 0.84 to 0.83. Public policy interventions need to strengthen opportunities for young girls to make transition from
primary to secondary schools. Africa has been showing a considerable increase in GER in secondary schools especially in countries such as Lesotho and South Africa while disparities still exist in other countries. Safety measures have to be put in place to ensure that a GPI of 1 is achieved and one way or the other this is to make secondary schools education affordable. The number of secondary schools in Kenya has grown from a time span from 151 in 1963 to 3661 in 2003 and enrolment has grown from 30,000 students in 1963 to over 881,328 in 2003 (Republic of Kenya 2005). Recently, secondary school enrollment has increased from 851,836 in 2002 to 1,180,207 in 2007, an increase of 38.9%. In 2008, the government introduced free secondary education, which saw enrolment substantially increased by 15% to reach 1,382,211 and subsequent increases have reached 1767700 in 2011 (Kenya economic report 2013).

**Table 2.1: Secondary Schools Enrolment from 2002-2011**

<table>
<thead>
<tr>
<th>Year</th>
<th>Secondary schools enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>851,836</td>
</tr>
<tr>
<td>2003</td>
<td>881,328</td>
</tr>
<tr>
<td>2004</td>
<td>934,068</td>
</tr>
<tr>
<td>2005</td>
<td>928,149</td>
</tr>
<tr>
<td>2006</td>
<td>1,030,080</td>
</tr>
<tr>
<td>2007</td>
<td>1,180207</td>
</tr>
<tr>
<td>2008</td>
<td>1,382,211</td>
</tr>
<tr>
<td>2009</td>
<td>1472600</td>
</tr>
<tr>
<td>2010</td>
<td>1653300</td>
</tr>
<tr>
<td>2011</td>
<td>1767700</td>
</tr>
</tbody>
</table>

**Source:** EMIS Ministry of Education 2009; Kenya economic report 2013.
According to the economic survey (2009), there has been a steady increase of secondary schools in Kenya. The total number of secondary schools has grown from 5073 in 2003 to 6566 in 2008. This number has continuously increased to reach 8197 in 2012 (Kenya economic report 2013).

**Table 2.2: Number of Secondary Schools from 2003-2012**

<table>
<thead>
<tr>
<th>Year Type</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>3583</td>
<td>3552</td>
<td>3621</td>
<td>3646</td>
<td>4246</td>
<td>4261</td>
<td>5019</td>
<td>5296</td>
<td>5311</td>
<td>6188</td>
</tr>
<tr>
<td>Total</td>
<td>5073</td>
<td>5142</td>
<td>5394</td>
<td>5659</td>
<td>6486</td>
<td>6566</td>
<td>6971</td>
<td>7308</td>
<td>7297</td>
<td>8197</td>
</tr>
</tbody>
</table>


The Gross enrolment rate (GER) in secondary school increased from 29.7% in 2002 to 42.5% in 2008 with girls recording 42.5% and boys 46.3%. The number has continuously increased to 49.3% in 2012 with girls recording 47% and boys 51%.

**Table 2.3: Gross Enrolment Rate in Secondary School from 2002-2012**

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</tr>
</thead>
<tbody>
<tr>
<td>GER</td>
<td>29.7%</td>
<td>28.5%</td>
<td>29.8%</td>
<td>29.3%</td>
<td>32.2%</td>
<td>36.8%</td>
<td>42.5%</td>
<td>45.3%</td>
<td>47.8%</td>
<td>48.8%</td>
<td>49.3%</td>
</tr>
</tbody>
</table>

**Source:** EMIS Ministry of Education 2009; Kenya economic report 2013.

The Kenya Grand Coalition government waived tuition fees for secondary school students. This was meant to increase the opportunities for pupils completing primary education to transit to secondary school. Each student is given kshs 10,265 as distributed below.
Table 2.4 MoE Secondary School Tuition Waiver Distribution as at 2013

<table>
<thead>
<tr>
<th>VOTE HEAD</th>
<th>AMOUNT IN KSh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>3600</td>
</tr>
<tr>
<td>LT&amp;T</td>
<td>400</td>
</tr>
<tr>
<td>EW&amp;C</td>
<td>500</td>
</tr>
<tr>
<td>RMI</td>
<td>400</td>
</tr>
<tr>
<td>Activity fee</td>
<td>600</td>
</tr>
<tr>
<td>Personal enrollment</td>
<td>3965</td>
</tr>
<tr>
<td>Medical</td>
<td>300</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10,265</td>
</tr>
</tbody>
</table>


**Note:** The above does not include caution money which is only paid once on joining form one.

**Key:**
- LT&T - Local Transport and Travel
- EW&C - Electricity, Water and Conservancy
- RMI - Repairs, Maintenance and Improvements

Additional expenses not gathered for above, for example uniforms, lunches just to mention a few, are directly met by the parents. SSTW was meant to arrest the decline in GER and ensure that the rate keeps pace with the increase in population of the eligible age group. The government waives fees so as to put in place practical measures to ensure equitable distribution of the process of acquiring human capital. Though the government has not totally eliminated constraints, it has set in motion intervention measures to fight these constraints such as cultural practices, lack of facilities, and shortage of teachers, corruption and too low waiver. The viability of SSTW will be affected by several factors
including regulatory mechanisms to ensure transparency and accountability in its management so as to avoid leakages in the system. The SSTW promotes national development through active participation of students; especially in arid and poverty stricken areas. It does this by providing opportunities to students to enrol in secondary schools. The spillover effects are that it will trigger high production capacity leading to high economic growth and finally national development in the long run. However, SSTW faces several challenges like corruption, slow economic growth, limited government resources and competition for money by other sectors. In Kenya, there are four categories of schools, namely: National, Regional, County boarding and day schools. The fees charged by these schools vary despite the government recommended guidelines.

Table 2.5: Fees Charged by Various Categories of Schools

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>AVERAGE FEES (KSh)</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>85,000</td>
</tr>
<tr>
<td>Regional</td>
<td>50,000</td>
</tr>
<tr>
<td>County</td>
<td>30,000</td>
</tr>
<tr>
<td>County Day</td>
<td>18,000</td>
</tr>
</tbody>
</table>

Source: DEO’S Office2013).

The fee waiver of ksh 10,265 does not benefit each school equally. This subsidy favours day schools more since it gathers for approximately 56% of the total cost for day schools, thus reducing the burden on the poor and hence improves enrolment. For the national schools, the waiver is about 12% of the total cost; hence the percentage is still low for the
poor children who qualify to join these schools, thus affecting their access. This leads to an elitist form of education through inequalities.

2.3 Rationale for Government Investment in Education

According to Briggs (1992), education is seen as an investment in human skills which helps to foster growth, enhances productivity, contributes to national and social development and reduces social inequality. It helps people to be more receptive to change, develop in them attitude of conducive growth, make them more skilled and knowledgeable in useful ways. Hyde (1995) termed education as a means of facilitating a change in attitude which in turn enhances productivity. Provision of education facilities especially basic education has been the objective of investment in many countries of the world. Basic education has several benefits like improved quality of life, economic productivity, awareness of one’s environment, access to paid jobs among others. It is in this respect that each individual should enjoy the benefit regardless of gender, race, religion or economic status.

Investment in education leads to higher wages thus reflecting the increased levels of productivity resulting from human capital accumulation. Private rates of return to education are incentives for families to invest in their children's education while the social benefits provide a rationale for public investment in the education sector. Therefore, public funds should be used where social benefits are higher. The difference between the private and social rates of return reflects the degree of public subsidization of education. A country with an educated labour force tends to increase its economic growth. Judicious investments in lower education levels have the highest social rates of return.
One of the reasons is that the government tends to spend less at lower levels of education as compared to higher levels. Also, investment of education is sequential; movement of academic height follows one level after the other. Screening and filtering of learners as they ascend the academic ladder has greater population in schooling being in the lower levels of education. Therefore, the social rates of return are bound to be just as high as the population in the lower levels of education. Investment in education is central to African development. The main challenge facing African governments is how to build human capital through continued and sustained investment in education. It is through this that a country’s economic and socio-economic issues can be addressed for any country to attain economic growth. The governments expenditure on education is equivalent to 7.0% of the country’s GDP. This translates to one of the highest expenditure levels per student out of the education GDP in Africa (Republic of Kenya 2008).

2.3.1 Investment in Primary Education

The origin of FPE can be traced back to the 1948 declaration of human rights where basic education was recognized as a basic human right (UNESCO 2002). Subsequent international conventions saw countries give education priority in resource allocation. The world education forum in Dakar, Senegal in 2000 compelled governments to be committed in the achievement of Millennium Development Goals by achieving universal primary education before 2015 and gender parity by 2005. Kenya being a signatory to the United Nations has been an active party to these international agreements. The Kenya government has taken numerous strides in ensuring equitable access to education. Since independence in 1963, numerous education reports and sessional papers have clearly articulated issues on education provision.
KIPPRA (www.kippra.org) says that free primary education was established in 2003 by the NARC government through its manifesto. This was aimed at bridging inequalities in the primary sector. Children in formal and non-formal schools were the targets; especially those from poor families. The intention of the government was to meet the levies for tuition and salaries while the parents were to meet other costs including infrastructure. The amount of allocation equivalent to Kshs.1020 per child per annum is based on the enrolment of pupils per school. The allocation is meant for teaching and learning materials, general purposes and maintenance. In most developing countries, a lot of inequalities exist in education although it is the key to human beings wellbeing (Wainaina, 2006). There are differences in access, retention, quality of education, completion rates, performance and participation at all levels of education system in Kenya (Orodho, 2003).

Wainaina (2005) holds that inequalities in education opportunities exist with respect to geographical location of the head of family (rural/urban); illiteracy levels are prevalent in the rural setting than urban, areas. As far as gender is concerned, poverty affects childrens education from both male and female households because of income deficiency. If the income is higher, the children will educationally progress.

Educated and uneducated parents send their children to school. However, the quality of infrastructure also affect access to education and the able parents can afford to place their children in better equipped schools. Despite the challenges faced by the government and schools in the implementation of FPE, it is worth noting that this has greatly enhanced enrolment in schools, hence providing equal opportunity for pupils all over the country to
attend school. In Kenya, gender parity has been achieved to some extent but regional disparities between regions do exist (UNESCO 2005). The transition to secondary schools is higher for boys than girls in nearly all regions.

### 2.3.2 Investment in Secondary Education

IBRD (2005) report noted that secondary education is closely associated with improved health equity and social conditions, in addition to improving democratic institutions and civic engagements. Ngware and Onsumu (2007) have noted that the purpose of investing in secondary education is for the growth of the economy and development. This has been necessitated by changes in technology in the 21st century making the world a global village. Education therefore, provides the much needed human resources. It also provides links between various levels of education. The second is the socialization aspect amongst the youth. Ultimately, it gives private returns that enable them to use their capital skills to develop; both financially, socially and spiritually. Lastly, education all over the world is on the rise.

Many countries increased access to education at primary level in accordance with the world declaration on EFA in 1990. These resulted in increased enrolment at both levels of learning. Between 1963 and the late 1980s, the secondary school sub-sector was characterized by rapid quantitative growth. The magnitude of growth was made possible by the operations of a partnership between government, communities, donor agencies, non-governmental organizations and private entrepreneurs (Cooksey, Court &Mackay 1994). The growth was associated with two phenomena emanating from the nationalist struggle for independence; the need for the new nation to develop middle and high
manpower to replace departing expatriates and high social demand for education as the gateway to high status position in the economy.

During the 1980s decade, major changes took place in the operation of the partnership responsible for providing public education in Kenya. By 1985, evidence had emerged that because the public budget was constrained, an increasing share of the cost of secondary education was being passed on to parents and communities (Republic of Kenya 1984). The budgetary estimates were stretched as a result of the 8.4.4 education system. The rapid growth of public university enrolment shifted most of the non-salary budgetary allocation to the Ministry of Education away from the school sub-sector. The continued downturn in the economy and structural adjustment programme (SAPs) had the effect of reducing budgetary allocation to social services such as education (Republic of Kenya 1986). This greatly increased household contribution to secondary education.

Given that household contribution to provision of physical facilities and instructional materials was made to be optional, a growing proportion of households were making contribution below what is needed or opted to remove school going children out of school. Largely as a consequence, majority of schools lacked physical facilities and instructional materials and were thus low quality institutions. A related development was the fact that the more affluent households strived to have their children enrolled in the few older and more established schools that had managed to maintain a measure of quality.
The cost-sharing in many sectors especially education came about after sessional paper no. 1 was issued by the government; with the aim of reducing its support to self-sustaining sectors (Republic of Kenya, 1986). The presidential working party on education and training in 1988 gave a recommendation to introduce cost sharing in education through sessional paper no. 6; and this gave way to cost sharing in education (Orodho, 2002). Under cost-sharing the parents were to pay any additional levies other than the subsidy and the government pays the teachers (Njeru and Orodho, 2003).

The cost-sharing policies resulted in a heavy financial burden for parents. The SAPs introduced by World Bank and IMF had a big impact on financing of education. It stressed on freezing employment of teachers and limiting vacancies in the universities. Emphasis was shifted to quality education in the ASAL areas together with budget rationing. There was a danger that secondary education will move beyond the financial reach of most Kenyan families if intervention measures were not put in place quickly.

Orodho (2002) says that in 2001, the government introduced fees guidelines which recommended that the national schools charge ksh 22,000 and provincial schools ksh 18,000, while day schools charged ksh 6,856 as the maximum. Despite all these, it was still expensive for the parents and this affected enrolment. Bursaries from the government were introduced as safety nets for the poor. The idea behind this was to ensure bright pupils without fees are not denied access to education. Report by KIPPRA shows that bursaries have had a minimum effect on improving access to secondary education. Some students are given a bursary of Kshs.1000 per term even when the fees requirement is
many times higher (EA Standard Reporter 22nd May 2007). Transition from primary to secondary was increased to 70% after the introduction of FPE (Republic of Kenya, 2008). KIPPRA studies in 2006 found that one in every three children who are in secondary schools cannot afford the fees. According to the study, school fees had a negative impact on access to secondary education (Daily Nation reporter 5th May 2007: 6). The Kenya Grand Coalition government in 2008 introduced secondary tuition waiver (SSTW) to make secondary education affordable.

2.4. Cost and Financing of Education

Education sector encounters both direct and indirect cost and opportunity costs. Direct costs include tuition fees, purchase of textbooks, erecting and maintaining of physical facilities. Despite the increased enrolments in many countries, those countries with limited or no responses still report low enrolments. Studies have revealed that governments in the African region cannot be expected to increase the resources they devote to education substantially. This is because further government expenditure towards education would cut deeply into other pressing demands of public funds. Education financing and budgeting for education sector in Africa is at crossroads.

Kunene and Oluyele (2001) say that the current crisis in the economics of most countries with high rates of inflation, falling revenues, burgeoning external debt situation, persistent fiscal deficits, increasing rates of population growth and the threat of famine in areas like Sahel and occasionally Central and southern Africa, have pushed the issue of finance to a high level and therefore, prudent budgetary practices for education should be
put at the forefront of any discussion of educational organization. The governments have tried to put in more resources towards education in Sub-Saharan nations.

According to UNESCO report (2010), actual spending has been on the rise as a result of large share devoted to education. Most Sub-Saharan countries experienced rise in education spending. With most of them having their GNP of over 50% budgeted towards education. On the other hand, countries that budgeted less to education experienced low progress in the achievement of EFA. The decline in economic growth affecting education further projected that funding to education could adversely fall by Us$ 84.6 billion between 2009 and 2010. This meant that these countries would require development assistance and prioritize their spending; otherwise these countries will find it hard to finance education sector. Despite the increase in the public budget, the Kenya government is keen on its budget to education as can be seen from its expenditure of Ksh 122.8 billion in 2007/2008 to Ksh 136.8 billion in 2008/2009. The recurrent expenditure on secondary education increased from Ksh 3.9 billion in 2007/2008 to Ksh 12.5 billion in 2008/2009 to cater for the newly introduced free secondary school tuition (Economic Survey 2009). There has been an upward increase in recurrent expenditure to secondary schools from 38 billion in 2009/10 to 51.7 billion in 2011/12 to continuously cater for the increase in secondary enrolment.
Table 2.6: MoE. Recurrent Expenditure for Secondary Education 2003-2012(000,000).

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</thead>
<tbody>
<tr>
<td>Secondary</td>
<td>945</td>
<td>939</td>
<td>2,894</td>
<td>1,019</td>
<td>3,919</td>
<td>12,472</td>
<td>37,966</td>
<td>48,374</td>
<td>51,715</td>
</tr>
<tr>
<td>education</td>
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The total development expenditure estimates for the MoE rose from Kshs 11.0 in 2008 to Kshs 15.5 billion in 2008/09. In the year 2009/10, the total development expenditure rose from Kshs 16 billion to Kshs 21.3 billion in the year 2011/12. Secondary education development expenditure increased from Kshs 192 million in 2007/08 to Kshs 849 million in 2008/09 (Economic Survey 2009). However, in the year 2009/10, there was a decrease in development expenditure to secondary schools (519) million, rising to 2.9 billion in 2010/11 and again falling to 1.02 billion in 2011/12. (Kenya Economic Survey 2013).

Table 2.7: MoE. Development Expenditure for Secondary Education 2003/2012(000,000)

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<tr>
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</thead>
<tbody>
<tr>
<td>Secondary</td>
<td>151.9</td>
<td>205.5</td>
<td>170</td>
<td>170</td>
<td>192</td>
<td>849</td>
<td>519</td>
<td>2878</td>
<td>1021</td>
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<td>education</td>
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</tbody>
</table>


Mwaura Kimani (2009) contends that although a lot of money is injected into education sector, the government is doing less regarding school graduates. This translates to a lot of
wastages as far as school leavers are concerned. The Kenya government is not keen in ensuring that FPE is not watered down yet the sector has consumed close to Ksh 8 billion since its beginning in January 2003. He further argues that secondary schools are facing worsening admission crisis due to poor infrastructure. The selection to secondary school should be addressed so as to avoid inequalities and inaccessibility. Despite the cost of education being high, it’s not compared to the benefits the government will accrue from both private and social returns. The opportunity cost for secondary education is normally high for poor families. These high opportunity costs coupled with lower expected benefits of education lead to low investment in a child's education among the poor families.

Lesotholi (2001) argues that in Lesotho, education seems to favour the rich and not the poor. The rich choose schools of good quality due to their ability to pay while the poor have no option but to choose those they can afford. This translates to these children not being able to proceed further compared to their counterparts in best schools. However, most of those from poor families who get admitted to quality schools drop out due to affordability. In the event of such happenings, arrangements are not made to cushion the poor by these schools; thus making these pupils drop out of these schools and join poor quality schools.

2.5. Transition from Primary to Secondary Schools

UNESCO (www.uis.unesco.com) defines transition as the number of pupils or students admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils or students enrolled in the final grade of the level of
education in the previous year. This indicator conveys the information on the degree of access or transition from one cycle or level of education to a higher one. Viewed from the lower cycle, or level of education, it is considered as an output indicator. Viewed from the higher education cycle or level, it constitutes an indicator of access. It can also help in assessing the relative selectivity of education system, which can be due to pedagogical or financial requirement. High transition rates indicate high levels of access or movements from one level of education to the next. It also shows the capacity of the next grade. On the contrary, low rates of transition shows possible problems in the two levels that are occasioned by poor systems of education or poor admissions in the levels of education.

UNESCO (2010) report points out that in German, Dutch and French communities, the primary certificate confer a pupil with automatic transition to secondary education and opportunities exist for those without certificates to transit to secondary reception classes and proceed to secondary school without the certificate on approval of parents and relevant authorities.

The annual report for the last year of primary education is regarded as a school leaving certificate which is the requirement for registration in lower secondary school. World Bank report (www.allafrica.com) says close to 102,000 pupils in Uganda who completed primary joined senior schools. Approximately, over 130,000 pupils enrolled in private schools together attaining an average of 50% transition. School fees remain an impediment to those joining form one. For UPE to be achieved, it requires the expansion of secondary schools to absorb pupils, which would give them ample opportunity for large enrolments. In secondary schools, students are imparted with knowledge capable of
improving their skills that lead to critical thinking. Most of the others that are yet to initiate FPE are in south Asia and Central America. According to world education forum, secondary education is the most expensive. Secondary school enrolment has been on the rise. In 2006, some 513 million students worldwide were enrolled in secondary school; an increase of nearly 76 million since 1999.

Enrolments vary regionally. The worldwide figures indicate an increase in secondary enrolment from 52% in 1999 to 58% in 2006. Countries that have developed are close to universal enrolment while developing countries are much less at 255 in 2006. This clearly shows that majority of school going children are not in school. Worldwide, transition rates average 80% while Sub-Saharan countries are at 62% which again is below the 70% target. Lewin and Caillods (2001) point out that in many developing countries, rates of participation in secondary education are low and education has been described as a “scarce luxury”. He further points out that the absolute number of those without secondary education is likely to become more evident especially in the presence of HIV and AIDS, particularly in Africa.

APHRC report (www.aphrc.org) observes that the following have been identified as factors that influence transition. First on the list is the financial aspect. It is a major challenge in most African states as it receives meagre state resources of 15-20%. Most Kenyan households meet primary, secondary and university expenses. This cost acts as a barrier to transition especially for the poor whose majorities of children are in secondary schools. Second, is the burden imposed on families due to extended family networks.
Third is the perception of low quality education that has given rise to students resorting to anti-social behaviour leading to low transition. Lastly, is the unfair and uneven distribution of educational opportunities. The poor are the most affected in this case especially those in rural areas. The end result of this is that most children entering primary never proceed to secondary.

Report on sector Review and Development(Report of Kenya, 2003) has pointed out that during the 1990 and 2000, secondary school enrolment rate declined from 29.4% to 22.2% with the lowest being 20.6% in 1993. The report has noted that out of a total of 3.5 million out of school children, those eligible for secondary schooling account for 82%. The permanent secretary of education lamented that more than 300,000 candidates out of 530,000 who sat for KCPE examination in 2002 did not proceed to secondary education in 2003 comprising 57%, meaning that only 43% managed to go to secondary education in 2003. The same trend was observed in 2004 whereby out of 587,961 candidates who sat or KCPE examination in 2003, only 270,205 proceeded to secondary representing 46%. This implies that 54% (317,756) remained out of secondary school. It’s regrettable that this trend has remained this way for the last two decades and receiving no serious attention (Sifuna, 2004). Jackoyo (www.teach.edu.ubc.ca) said that in 2009, over 770,000 candidates sat for KCPE. This is the highest number enrolled in the history of this examination. Given that 70% transition rate implies a projected 225,000 additional students joining form 1 in 2010, at a class-pupil ratio of 1:45, a total of 5,000 additional classrooms shall be required by January 2010.
2.6. Internal Efficiency in Secondary Education System

Efficiency is variously defined as the ability to produce the desired results with the minimum effort or producing the finest product at the lowest cost. This is a relative concept for the quality of the product must be measured against the cost of producing it. There must therefore be a yardstick against which the quality of the product can be measured (Mutua & Namaswa, 1992). Internal efficiency of the education system usually refers to the proportion of students who complete the designated segments in those systems. It is calculated on the basis of dropouts, repetitions and promotion rates. When dropout and repetition rates are high before the end of the cycle, then that portion of the education system is said to have serious internal efficiency.

Rumberger (1987) defines dropout as someone who has not graduated from and is not currently enrolled in full-time state approved education programme. Mutua and Namaswa(1992) define a dropout as a person who has enrolled in a sub-system of education, for example, primary school, but withdraw before he has completed the prescribed course or period in that sub-system. This internationally accepted definition however is only partly true in a country where no sub-system is terminal but only prepares its entrants for the next higher level. Any person who fails to proceed to the next higher level is effectively a dropout in this situation where to have ‘completed’ one’s education is to have reached the highest peak.

According to EFA (2005), there were large numbers of pupils who dropped out of school because the cost of schooling and that many poor families could not afford paying all the
required necessities and thus pupils were prematurely withdrawn from school. Unfriendly environment in the classroom by peers and teachers also enhances pupils dropout from school. A repeater is defined as one who takes longer than the prescribed period to complete a sub-system in education. This happens when either the teacher, or a parent or both decide that the pupil has not mastered the prescribed educational objective and therefore, needs to go through it again. Repetition is also an indicator of inefficiency of the education system. However, both the parents and the communities have tended to accept repetition as an important factor in improving performance of students in schools. Education specialists equate repetition with low education quality but most often, parents and teachers equate it with high quality, reflection of serious discipline and high standards on the part of the teacher.

On the other hand, repetition decreases the number of graduates, it delays completion of a given education cycle and raises the cost associated with producing a graduate. The ability of a school to contain new students and its effectiveness is hampered by repetitions. It also tends to produce over-crowded classes and reduce the number of educational materials per pupil. It also increases the direct cost the parents pay for their childrens education. The efficiency of any system is enhanced by promotions and completion. Education wastage raises the cost associated with producing a graduate. Low enrolments, low transition rates, dropouts, repetition, non-completion and absenteeism lead to internal inefficiencies too. Lesotholi (2001) says that the high cost of education in Lesotho is worsened by high dropouts and repetition. Fluctuations were noted in primary with the range of 7-12% for lower classes; and 1-9% for upper classes between 1993 and
1998 while on average 50% of those entering standard one successfully completed standard seven. The major factor that contributed to retention or not of students in secondary is the finance; yet some can afford but still children are not in school.

Low enrolments increase the unit cost of education since the resources are not maximally used. Low class size and underutilization of the available physical and human resources lead to wastage. FPE and affordable secondary education were set up so that they would increase enrolments in both primary and secondary schools. In most African countries, majority of pupils drop out before completing primary. The same applies in secondary where dropout rates stand at an average of 38% and yet there are variations within any given region. *Master plan on education and training (1997-2010)* reports that there is still wastage at all levels of education system.

### 2.7. Summary of Review of Related Literature

The literature reviewed above shows candidly that for any country to develop, education is the key driver as it develops human capital needed for the same. This therefore, gives the government the reasons to invest in education. However, this heavy investment has to be safeguarded by curbing wastages that might arise and also ensuring that the input-output is improved. For education to warrant any meaningful investment, it has to be efficient. Transition to secondary has to be improved. Recent studies on transition by Kiilu (2007) shows that transition to secondary school has largely been affected by the high cost of education coupled with household poverty. Despite the availability of government bursary, the effect has not been felt as regards access and participation in
secondary school. Ngugi (2008) found that the user charges contribute up to 59\% of the total dropouts in secondary schools in Kamwangi division of Thika district. User charges are, therefore, the major hindrances towards high completion rates. A fully subsidized education is the best remedy for frequent dropouts and absenteeism in secondary education.

Mungasia (2007) observed that there were disparities in transition in Lukuyani division of Lugari district. Boys transited more than girls. Poverty and lack of school fees were a major contributing factor. She advocated for the introduction of free secondary school education among other intervention measures to facilitate increase in transition rates. These studies have shown a number of factors that hinder transition to secondary school, of which the major one is tuition. After the introduction of SSTW, it has been assumed that enrolment and transition improved but no studies have been undertaken to see the extent to which the transition has been affected by other constraints. It is for this reason that the researcher sought to assess the constraints on pupils transition from primary to public secondary schools in Bureti Sub-County, Kericho County, Kenya.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter discusses research design, study locale, target population, sampling procedure, research instruments, piloting of research instruments, data collection, data analysis procedure and ethical considerations.

3.2 Research Design

This research study used descriptive method. It entailed describing, analyzing and reporting conditions that exist. According to Lockesh (1984), these kinds of studies are meant to get related information regarding the phenomenal status; thus making it easier to come up with valid conclusions. According to Orodho 2002, this allows researchers to collect information in a summarized form and interpret. As indicated in the Background, transition rates already exist and SSTW is meant to improve it. The researcher collected information to determine the effect of SSTW on Gross Enrolment rates and transition and subsequently assessed the constraints on pupils transition from primary to public secondary schools in Bureti sub-county, Kericho County, Kenya.

3.3 The Study Locale

The research was conducted in Bureti sub-county, Kericho County, Kenya. Its boundaries include Kericho (North), Nakuru (North East), Bomet (East), Kisii (South), and Nyamira to the west. The sub-county has seven locations, namely: Chebwagan, Litein, Cheplanget, Ngesumin, Chemoiben, Kusumek and Kapkatet. It has a total of twenty-four sub-
locations. Bureti constituency covers Bureti, Cheborge and Roret sub-counties. Bureti sub-county is one of the highly populated with a population of 81,001 citizens. It is also the sub-county with the highest number of poor residents due to scarcity of land as a result of sub-division. It receives conventional rainfall which is well-distributed except for the short dry season in January and February.

3.4. Target Population

The population of the study included principals of secondary schools, primary school headteachers, area education officer and county education officer. The sub-county has 37 public primary schools and 21 public secondary schools. It is divided into two zones, namely: Litein and Kapkatet. Litein zone has 21 public primary schools and 10 public secondary schools while Kapkatet zone has 16 public primary schools and 11 public secondary schools. All the 21 principals of secondary schools and the 37 headteachers of primary schools participated in the study.

3.5. Sampling Procedure

According to Shiundu (2004), a sample is a proportion of the targeted population to be studied. According to Borg and Gall (1989), sampling is a research procedure used to select subjects as a representative of the population. Bureti sub-county has a total of twenty-one public secondary schools and thirty-seven public primary schools. The researcher sampled eleven secondary schools and fifteen primary schools out of the 21 and 37 respectively, for the study using simple random by use of lottery technique for the primary schools and stratified sampling for secondary schools. The names of the 37 primary schools were allocated a number, folded and then placed in a box for balloting.
Fifteen schools were then picked at random to ensure that the sample is representative.

The researcher then selected three class eight teachers from each of the sampled primary schools to form a study sample of forty-five. The total subjects for primary school formed a total of sixty (fifteen headteachers and forty-five class eight teachers). For the secondary schools, a stratified random was used since it represented sub-groups in the population. This was important in that it relates to the subjects being investigated. This ensured good representation of the population under study. From each zone, 54.5% and 50% of the schools in Kapkatet and Litein respectively was balloted and every school type was sampled as shown below.

Table 3.1: Zonal Secondary Schools Per Strata

<table>
<thead>
<tr>
<th>Zone</th>
<th>Pop(N)</th>
<th>Sample size(n)</th>
<th>n/N %</th>
<th>BB</th>
<th>GB</th>
<th>GD</th>
<th>BD</th>
<th>MD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kapkatet</td>
<td>11</td>
<td>6</td>
<td>54.5</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Litein</td>
<td>10</td>
<td>5</td>
<td>50.0</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>11</td>
<td>52.4</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>-</td>
<td>4</td>
</tr>
</tbody>
</table>

Key:

BB - Boys Boarding       GD - Girls Day       MD - Mixed Day
BD - Boys Day            GB - Girls Boarding

The researcher then selected four teachers randomly from each of the secondary schools to form a study sample of thirty-two teachers. The total study sample for secondary schools was forty (8 principals and 2 teachers). The AEO and CEO also formed the study sample. Thus, the total study sample was one hundred and two subjects.

3.6. Research Instruments

The researcher collected data using questionnaires and document analysis.
3.6.1. Questionnaires

According to Lovel and Lawson (1971), these research instruments are used since they provide data on the latest information and also allow for precise and fast opinions. Also, the instruments enable quick and accurate access to information from the school managers. According to Orodho 2005, this method is good as it enables many respondents to be reached as quickly as possible and also make them air their views freely. This is because of the privacy accorded to them as opposed to interviews which exposes them to one-one interaction with the interviewer. The questionnaires for the primary school headteachers contained questions that provided information on demographic data, information on KCPE performance and on repetition and transition to secondary schools. The questionnaires for secondary principals contained questions that provide demographic information, data on the school operating capacity, enrolments and funding of the secondary school education. The questionnaires for AEO and CEO was to provide data on county secondary school enrolment trends, transition by gender, funding of secondary education and strategies to minimize constraints and increase transition to secondary education.

3.6.2. Document Analysis

According to Mwiria and Wamahi (1995), the best way to get up-to-date information is by use of document analysis since it cannot withhold it. The data obtained from primary schools, secondary schools, AEO and CEOs office were analyzed and then used to determine the transition, trends and performance in KCPE and the GER. The documents that were analyzed also included the records containing information on the allocation of both the constituency development fund and constituency bursary fund.
3.7. Piloting of the Research Instruments

Piloting was carried out with respondents in one secondary school and one primary school in the sampled schools in Bureti sub-county, Kericho County. These schools resembled those sampled to be researched on. Also, methods that were used in piloting were similar to those used in the actual research. This assisted in coming up with reliable observations. This piloting was above 1% of the sample size. The importance of this was to ensure proper spacing for respondents to write on and correct any errors in the phrasing of questions that can make them interpret wrongly. The schools that were selected for pilot study were not among those in the study sample.

3.7.1. Validity of Instruments

According to Orodho (2005), validity is the degree the problem under study represents based on data analyzed. Validity checks whether the research instruments (questionnaires) are doing what they are supposed to measure. The questionnaires and document analysis were examined to evaluate the clarity of items in terms of good structure of sentences that suits the intended purpose. Expert judgment was sought especially from the supervisors and the lecturers from the relevant department in the school of education.

3.7.2. Reliability of Instruments

According to Best and Khan (2007), reliability is the level of consistency by research instruments overtime. In essence, it’s the measure where by the instruments give consistent results after many trials. This was confirmed by the outcome of the same. The
test re-test method was used to assess the instruments reliability. The spearman’s rank order correlation was used to calculate the coefficient of correlation so as to find out the consistency in obtaining the same results at all times.

Spearman’s rank order correlation:

\[ \text{Rho (rs) = } 1 - \frac{6 \sum d^2}{n(n^2-1)} \]

3.8 Data Collection

The researcher applied for a research permit from the National Council for Science and Technology (NCST) so as to enable him to carry out research. The researcher then visited schools and introduced himself to the principals and headteachers. He explained the purpose of the visit and showed the permit from the NCST and an authority letter from the CEO. The next visit to the schools was to give out the questionnaires to those sampled. This was given to 15 primary school headteachers, 11 secondary school principals, AEO and CEO. He assured them of confidentiality and guaranteed no victimization from the information to be obtained. Cases of non-response or refusal to answer the questionnaire, the researcher substituted with the observation method. The instruments were then collected for analysis.

3.9. Data Analysis Procedure

The data that were collected assisted the researcher achieve his objectives by categorizing collected information. Descriptive statistics through the use of frequencies, percentages and averages were used in analyzing data. The results were presented in statistical tables.
and graphs from which correlations and conclusions were made. Kothari (2002) contends that the most understood standard proportion is by use of percentages.

3.10 Ethical Considerations

According to the draft Bill of the Constitution of Kenya Review Commission (Republic of Kenya 2003:7), the bill recognizes the rights as the key to Kenya’s democracy since it is the cornerstone in the implementation of the social, economic and cultural practices. The researcher must therefore, put in place appropriate strategies to persuade respondents to cooperate and be assured of their rights. Amongst the key issues the researcher put in place included:

3.10.1 Informed Consent

This is a consent that places one’s right to privacy and hence for any information to be extracted, direct consent must be obtained from the parties concerned or if minors, from their parents or guardians.

3.10.2 Ensure Confidentiality

The respondents in the research got assurance that the information will only be used for the intended purpose and no unauthorized persons may get access.

3.10.3 Anonymity

The respondents were assured that their names are withheld so as to protect them from victimization or public embarrassment of identifying with the information given to the researcher.
3.10.4 Deception and Trustworthiness

This can only be used in extreme cases where serious issues such as crime and arson cases are concerned and potential respondents may be violent if they discover that one is collecting data on them.

3.10.5 Human Relations

The researcher ensured that human rights and public relations were strictly adhered to; which include among others; mien and decorum(person’s appearance, manner or expression of face, as showing a feeling); questions about one’s research and following appropriate chain of command, for example, CEO>AEO>Principal/Head teacher>Teacher>Student.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0. Introduction

In this chapter, the results of the present investigation are presented. The research set out to investigate constraints on pupils’ transition from primary to public secondary schools in Bureti sub-county, Kericho County, Kenya. Data were analyzed using the Microsoft Excel package. Frequencies, distribution tables, bar graph percentages and line graphs were used to present the findings upon which interpretations were made. The study addressed the following objectives:

i. To establish the transition rates from primary to public secondary schools before and after the introduction of secondary tuition waiver in Bureti sub-county, Kericho County, Kenya.

ii. To determine factors other than fees that affect transition from primary to public secondary schools in Bureti sub-county, Kericho County, Kenya.

iii. To establish corrective policy measures to educational planners to address constraints on pupils transition from primary to public secondary schools.

To meet these objectives, the following questions were answered.

i. What is the transition rate from primary to public secondary schools in Bureti sub-county, Kericho County, Kenya before and after the introduction of SSTW?

ii. What factors other than fees affect transition from primary to public secondary schools in Bureti sub-county, Kericho County, Kenya?

iii. What corrective policy options can be put in place for educational planners to enhance transition from primary to public secondary schools?
4.1 Contextual Characteristics of Respondents

The study sought views from CEO, AEO, 15 primary school head teachers and class teachers, 11 secondary school principals and class teachers. These characteristics are summarized as shown below:

4.1.1 Gender of Respondents

The distribution of the respondents according to gender is presented in table 4.1 below.

Table 4.1: Gender of the Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>CEO</th>
<th>AEO</th>
<th>Primary Head teachers</th>
<th>Secondary Principals</th>
<th>Primary class teachers</th>
<th>Secondary class teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>100</td>
<td>1</td>
<td>100</td>
<td>14</td>
<td>93.33</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>100</td>
<td>1</td>
<td>100</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Interview Questionnaires

Figure 4.1: Gender of the Respondents
The results in table 4.1 and figure 4.1 above shows that out of 15 primary schools, head teachers, 14 were males and 1 was a female, accounting for 93.33% and 6.67% respectively. In secondary schools, 7 principals were males while 4 were females accounting for 63.64% and 36.36% respectively. In the case of primary and secondary class teachers, there were 6 male and 9 females out of 15 accounting for 40% and 60% respectively. In the secondary section, there were 6 males and 5 females out of 11 accounting for 54.55% and 45.45% respectively. The presence of only 1 female headteacher in primary school, accounting for 6.67% and only 4 out of the total number of 11 principals in secondary schools, accounting for 36.36% shows gender disparity in administration position. This portrays a poor picture to the girls in that they lack female role models who have attained leadership positions ahead of them, thus making them feel inferior to their male counterparts. This calls for gender affirmative action. According to the observation made by Morgan Robin (1996), female teachers are there at all levels yet very few of them are in headship positions. She also observed that for women to attain these positions, it requires one to use bribery or be well connected politically or resort to using all sorts of machinery at her disposal.

4.1.2. Professional Qualifications of Headteachers

The table below shows a summary of headteacher’s qualifications.
Table 4.2: Professional Qualifications of Headteachers

<table>
<thead>
<tr>
<th>Professional qualification</th>
<th>Primary Schools</th>
<th>Secondary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
<td>6.66</td>
</tr>
<tr>
<td>Degree</td>
<td>4</td>
<td>26.67</td>
</tr>
<tr>
<td>Diploma</td>
<td>6</td>
<td>40.00</td>
</tr>
<tr>
<td>S1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>P1</td>
<td>4</td>
<td>26.67</td>
</tr>
<tr>
<td>P2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Source: Headteachers/Principal Questionnaires.

Figure 4.2: Professional qualification of Headteachers
The results presented in table 4.2 and figure 4.2 above show that majority of primary headteachers constituting 40% are Diploma holders followed by those with P1 certificate and Degree holders at 26.67%. Only 1 head teacher had a Master’s degree accounting for 6.66%. These figures shows that most of the primary head teachers have enrolled in various programs offered by higher learning institutions. Most of the principals in secondary schools have attained degree level. Out of 11 principals sampled for study, 9 had degrees while 2 had master’s degree accounting for 81.82% and 18.18% respectively.

4.1.3. Experience in Years

The table below shows the results of findings of the experiences of head teachers and principals.

**Table 4.3: Teaching Experience of Headteachers and Principals**

<table>
<thead>
<tr>
<th>Experience(years)of</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Headteachers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 2 years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3-5 years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6-10 years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Above 10 years</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td><strong>Principals</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below2 years</td>
<td>2</td>
<td>18.18</td>
</tr>
<tr>
<td>3-5 years</td>
<td>3</td>
<td>27.27</td>
</tr>
<tr>
<td>6-10 years</td>
<td>4</td>
<td>36.37</td>
</tr>
<tr>
<td>Above 10 years</td>
<td>2</td>
<td>18.18</td>
</tr>
</tbody>
</table>

**Source:** Headteachers and Principals questionnaires.
Table 4.3 and figure 4.3 above show that all the primary school headteachers have a teaching experience of over 10 years, accounting for 100%. On the other hand, out of the 11 secondary school principals sampled for study, 4 had an experience of 6-10 years, 3 had an experience of 3-5 years accounting for 36.37% and 27.27% respectively. Those with experience of below 2 years and above 10 years were 2 each accounting for 18.18%. This shows that most of the headteachers in primary schools have stayed in headship positions for a long period of time. In secondary schools, most of them have had long experience due to the fact that promotions to headship is mainly pegged on ones’ promotion after being subjected to a competitive interview.

4.1.4. Category of Secondary Schools in the Sub-County

Table 4.4 below presents the results on findings on the secondary school category.
Table 4.4: Secondary School by Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys Boarding</td>
<td>1</td>
<td>9.09</td>
</tr>
<tr>
<td>Girls Boarding</td>
<td>1</td>
<td>9.09</td>
</tr>
<tr>
<td>Boys Day</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Girls Day</td>
<td>1</td>
<td>9.09</td>
</tr>
<tr>
<td>Mixed Boarding</td>
<td>1</td>
<td>9.09</td>
</tr>
<tr>
<td>Mixed Day</td>
<td>6</td>
<td>54.55</td>
</tr>
<tr>
<td>Mixed Day and Boarding</td>
<td>1</td>
<td>9.09</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

**Source:** Principals interview questionnaire.

**Figure 4.4: Secondary School by Category.**

According to the data in table 4.4 and figure 4.4 above, out of the 11 secondary schools sampled for study, the division has 6 categories of schools as follows: Boys and girls
boarding were each 1, girls day was 1, mixed boarding was 1, mixed day were 6 and mixed day and boarding was 1 accounting for 9.09, 9.09, 9.09, 9.09, 54.55 and 9.09 respectively. This shows that the preferred category of schools in the sub-county is mixed day. This is mainly preferred by many because they are affordable. According to the Republic of Kenya (1988), it was recommended that future secondary schools be established as day schools because of its cost effectiveness, thus making secondary education more accessible to many. It was noted that day schools are cheaper to develop and maintain than boarding schools and parents in collaboration with the school management committees be advised to develop and equip them with the necessary learning facilities so as to be able to maintain high standards of teaching and learning. The high number of mixed day schools in the sub-county is in line with the Ministry of Education policy. The schools should ensure that they are well equipped so as to be able to provide quality education. From the information gathered from the AEO and CEO, schools in the sub-county are inspected once a year so as to ensure that they have the necessary basic facilities for learning.

4.1.5. Enrolment Capacity of Schools in the Sub-County

Table 4.5 below shows the results of the findings regarding the operating capacity of secondary schools together with their current enrolments.
Table 4.5: Secondary Schools Enrollment and Current Operating Capacity

<table>
<thead>
<tr>
<th>School</th>
<th>Current enrollment</th>
<th>School capacity</th>
<th>Above capacity</th>
<th>Below capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIC Litein Girls Boarding</td>
<td>740</td>
<td>720</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Chemoiben mixed day</td>
<td>215</td>
<td>180</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Itoik mixed day</td>
<td>160</td>
<td>180</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>Kamanamsim mixed day</td>
<td>170</td>
<td>180</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>Kapkatet mixed day</td>
<td>390</td>
<td>360</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Litein Boys Boarding</td>
<td>1200</td>
<td>1200</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Masubeti Girls Day</td>
<td>96</td>
<td>180</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>Ngesumin Girls Boarding</td>
<td>160</td>
<td>180</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>Sosit Girls Boarding</td>
<td>350</td>
<td>360</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>Tengecha Boys Boarding</td>
<td>760</td>
<td>720</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Tengecha Girls Boarding</td>
<td>780</td>
<td>720</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>

**Source:** Principals Questionnaire

The result as presented in the table above indicates that 45.45% of secondary schools are operating above capacity while 54.55% are operating below. It was further found that those operating above capacity had the necessary basic facilities like classrooms, laboratories, libraries, textbooks, human resources, just to mention a few. These basic learning resources are very essential in every learning institution since it enhances the quality of education. On the other hand, those schools that were found to be operating below capacity lacked most of these facilities. Most of the teachers in these schools were those employed by the BoM while majority of the students were those who scored low marks in KCPE and could not secure places in better schools. These findings affirms the
observation by the Republic of Kenya (1986) which found that the increasing cost of education is taking a toll on the poor households who then have no alternative but to take their children to ill equipped schools or drop them out of school altogether.

4.2 Transition Rates from Primary to Secondary School in Bureti Sub-County

The first research question sought to establish the transition rates from primary to secondary school before and after the introduction of SSTW in Bureti Sub-County.

Table 4.6: Transition Rates of Pupils (2009-2013)

<table>
<thead>
<tr>
<th>Year</th>
<th>Entry</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1028</td>
<td>228</td>
<td>222</td>
<td>450</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2010</td>
<td>983</td>
<td>247</td>
<td>245</td>
<td>492</td>
<td>24.03</td>
<td>23.83</td>
<td>47.86</td>
</tr>
<tr>
<td>2011</td>
<td>932</td>
<td>231</td>
<td>225</td>
<td>456</td>
<td>23.50</td>
<td>22.89</td>
<td>46.39</td>
</tr>
<tr>
<td>2012</td>
<td>940</td>
<td>229</td>
<td>234</td>
<td>463</td>
<td>24.57</td>
<td>25.11</td>
<td>49.68</td>
</tr>
<tr>
<td>2013</td>
<td>945</td>
<td>260</td>
<td>266</td>
<td>526</td>
<td>27.66</td>
<td>28.30</td>
<td>55.96</td>
</tr>
</tbody>
</table>

Source: Headteachers questionnaire.
It can be seen from table 4.6 and figure 4.6 above that the highest transition rate of 55.96% was achieved in the year 2013 and the lowest in the year 2011 with 46.39%. The transition rate for boys was highest in the year 2013 while that of girls was highest in the year 2013 too. UNESCO (2006) found that girls mainly face a lot of challenges in furthering their education than boys. This is mainly brought about by the lack of enough secondary schools for girls. Bureti sub-county has only one girls boarding school and one girls day school and this has played a big role in the low transition rate for girls. Most of the parents prefer taking their children to pure girls school but because of their shortages, they take children to mixed boarding schools. The boarding schools available are again few as compared to the number of pupils and hence parents have no option but to take their children to mixed day schools. This however comes with a lot of challenges like
early pregnancies which lead to most girl dropouts, hence lowering the transition rate for girls. Most parents are forced to enrol their children in these day schools because of the low fees charged by these day schools.

4.3 Pupils Admitted, Those That Were Able to Join and Those That Did Not Join

4.3.1. Table showing pupils admitted, those that were able to join and those that did not join.

Table 4.7 below shows the pupils who were admitted to join form 1 in various categories of schools, those that joined and those that did not join.

<table>
<thead>
<tr>
<th>Year</th>
<th>Gender</th>
<th>Entry</th>
<th>Admitted to join form 1</th>
<th>Able to join</th>
<th>Not able to join</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>2009</td>
<td>B</td>
<td>520</td>
<td>284</td>
<td>234</td>
<td>82.39</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>508</td>
<td>270</td>
<td>237</td>
<td>87.78</td>
</tr>
<tr>
<td>2010</td>
<td>B</td>
<td>493</td>
<td>253</td>
<td>223</td>
<td>88.14</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>490</td>
<td>249</td>
<td>229</td>
<td>91.97</td>
</tr>
<tr>
<td>2011</td>
<td>B</td>
<td>462</td>
<td>234</td>
<td>224</td>
<td>95.73</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>470</td>
<td>240</td>
<td>235</td>
<td>97.92</td>
</tr>
<tr>
<td>2012</td>
<td>B</td>
<td>452</td>
<td>229</td>
<td>213</td>
<td>93.01</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>488</td>
<td>234</td>
<td>217</td>
<td>92.74</td>
</tr>
<tr>
<td>2013</td>
<td>B</td>
<td>473</td>
<td>261</td>
<td>213</td>
<td>81.61</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>472</td>
<td>265</td>
<td>252</td>
<td>95.09</td>
</tr>
</tbody>
</table>

**Source:** Headteachers questionnaire
Fig 4.6: Pupils admitted to join form 1, those that joined and those that did not join.

From the findings in table 4.7 above, it was found that the percentage of those pupils admitted to join form one and able to join is higher than those that failed to join. Despite some pupils passing their KCPE exams, there are still those who fail to transit to form one. Also, the majority of those who get good marks but fail to join schools of their choice end up joining day secondary schools where the school fees charged are low. Most of these schools are poorly equipped but because of the fees charged coupled with the subsidy of SSTW, most parents prefer enrolling their children in them because of affordability. Mwaura Kimani (2009) pointed out that there is massive wastage in terms of the number of pupils who are missing out places in secondary schools. Lesotholi (2001) argues that the poor have limited choices and this makes it difficult for their children to enter the education system.
4.3.2 Pupils Admitted to Various Categories of Secondary Schools

Table 4.8 below presents the results of those pupils who qualified to join various categories of schools.

Table 4.8: Pupils admitted to County, Regional and National schools

<table>
<thead>
<tr>
<th>Year</th>
<th>Gender</th>
<th>National</th>
<th></th>
<th>Regional</th>
<th></th>
<th>County</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>2009</td>
<td>Boys</td>
<td>12</td>
<td>70.59</td>
<td>125</td>
<td>51.23</td>
<td>129</td>
<td>47.60</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>5</td>
<td>29.41</td>
<td>119</td>
<td>48.77</td>
<td>142</td>
<td>52.40</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>17</td>
<td>100.00</td>
<td>244</td>
<td>100.00</td>
<td>271</td>
<td>100.00</td>
</tr>
<tr>
<td>2010</td>
<td>Boys</td>
<td>7</td>
<td>63.64</td>
<td>144</td>
<td>52.55</td>
<td>167</td>
<td>46.13</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>4</td>
<td>36.36</td>
<td>130</td>
<td>47.45</td>
<td>195</td>
<td>53.87</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>11</td>
<td>100.00</td>
<td>274</td>
<td>100.00</td>
<td>362</td>
<td>100.00</td>
</tr>
<tr>
<td>2011</td>
<td>Boys</td>
<td>9</td>
<td>69.23</td>
<td>145</td>
<td>50.35</td>
<td>181</td>
<td>50.42</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>4</td>
<td>30.77</td>
<td>143</td>
<td>49.65</td>
<td>178</td>
<td>49.58</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>13</td>
<td>100.00</td>
<td>288</td>
<td>100.00</td>
<td>359</td>
<td>100.00</td>
</tr>
<tr>
<td>2012</td>
<td>Boys</td>
<td>10</td>
<td>71.43</td>
<td>150</td>
<td>48.54</td>
<td>166</td>
<td>55.70</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>4</td>
<td>28.57</td>
<td>159</td>
<td>51.46</td>
<td>132</td>
<td>44.30</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>14</td>
<td>100.00</td>
<td>309</td>
<td>100.00</td>
<td>298</td>
<td>100.00</td>
</tr>
<tr>
<td>2013</td>
<td>Boys</td>
<td>13</td>
<td>72.22</td>
<td>182</td>
<td>50.14</td>
<td>175</td>
<td>49.02</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>5</td>
<td>27.78</td>
<td>181</td>
<td>49.86</td>
<td>182</td>
<td>50.98</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>18</td>
<td>10000</td>
<td>363</td>
<td>100.00</td>
<td>357</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Source: Headteachers questionnaire
The results as tabulated in the table 4.8 and figure 4.7 above show that for the period 2009 to 2013, only 73 pupils were able to join national schools and out of this, 51 were boys and 22 were girls. Those that joined regional schools were 746 boys and 732 girls representing 50.47% and 49.53 % respectively. The number of those joining county schools has been increasing steadily over the years and this is largely attributed to the low fees and other user charges charged in this category of schools.

4.3.3 Pupils unable to join form one and repeated class 8

The pupils who were unable to join form one and repeated class 8 is presented in the table below.
Table 4.9: Pupils Unable to Join Form one and Repeated Class 8

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Boys</td>
<td>70</td>
<td>53.85</td>
<td>65</td>
<td>56.03</td>
<td>58</td>
</tr>
<tr>
<td>Girls</td>
<td>60</td>
<td>46.15</td>
<td>51</td>
<td>43.97</td>
<td>51</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.00</td>
<td>116</td>
<td>100.00</td>
<td>109</td>
</tr>
</tbody>
</table>

Source: Headteachers questionnaire.

Figure 4.8: Pupils Unable to Join Form One and Repeated Class 8.

Table 4.9 and figure 4.8 showed that despite the government’s ban on repeating pupils, the practice still persists. The average repetition rate for boys was above 50% and that of girls was ranging between 40-50%. The main reason most headteachers gave was that most parents had more children in primary and preferred to have one child transit to
secondary and the others repeat so as to allow them accumulate finances to educate them. Boys were given more preference to girls because most said that girls could easily be married off and the dowry used to educate the boys.

4.4 Factors that Affect Transition Other Than Fees.

The second research question sought to establish those factors other than fees that affect transition to public secondary schools in Bureti Sub-County, Kericho County, Kenya. From the information gathered from the headteachers’ questionnaire, the following findings were obtained:

Table 4.10: Factors That Affect Transition Other Than Fees

<table>
<thead>
<tr>
<th>s/no</th>
<th>Factors</th>
<th>N</th>
<th>%</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teenage pregnancies</td>
<td>5</td>
<td>45.45</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Early marriages</td>
<td>6</td>
<td>54.55</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Low marks in KCPE</td>
<td>4</td>
<td>36.36</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Poor parental guidance</td>
<td>3</td>
<td>27.27</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Drug and Alcohol abuse</td>
<td>3</td>
<td>27.27</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Poverty in the society</td>
<td>7</td>
<td>63.64</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Poor attitude towards education</td>
<td>6</td>
<td>54.55</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Cultural traditions like FGM</td>
<td>1</td>
<td>05.09</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>Few secondary schools in the locality</td>
<td>3</td>
<td>27.27</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>Effects of bodaboda business</td>
<td>2</td>
<td>18.82</td>
<td>9</td>
</tr>
</tbody>
</table>

Source: Principals questionnaire
From the results obtained in table 4.10 and figure 4.9 above, the highest factor that affects transition in the sub-county is poverty in the society leading with a percentage of 63.64%. This is followed very closely by poor attitude towards education by the parents themselves and also early marriages coming second with 54.55%. The other factors that contributed to low transition rates were mainly found to be teenage pregnancies, low marks scored by pupils in KCPE, poor parental guidance, drug and alcohol abuse, few secondary schools in the locality, effects of bodaboda business and finally the cultural traditions like FGM coming with 45.45%, 36.36%, 27.27%, 27.27%, 27.27%, 18.82% and 5.09% respectively.

From the results gathered from the AEO and the CEO, the trends in both KCPE and KCSE performance was low before the introduction of FSE but rose steadily thereafter. Likewise, enrollment in most schools rose significantly. The transition rates for boys and
girls in the sub-county was unequal. The county received in total Kshs.121, 798,619 million with the sub-county receiving an allocation of Kshs. 23,018,796 million annually. It was also gathered that the funds allocated from CDF to meet bursaries is not sufficient. The sub-county also receives funding from other organizations like the Jomo Kenyatta Foundation though this is very little compared to the demand by those in need. The constraints of non-enrolment to secondary schools in the sub-county were found mainly to be poverty, early marriages, teenage pregnancies and lack of sensitization on the importance of education to the child and society in general. The sub-county was greatly concerned and was undertaking the following measures to increase transition to secondary school; organize aggressive civic education, increase CDF funding, institute proper measures and controls to curb corruption in the allocation of bursaries and to solicit for more funds from other well-wishers. The questionnaire also sought to find out the reasons why those pupils who qualified to join form one did not join and the responses gathered from the field were tabulated below.

Table 4.11: Why Those Who Qualified Failed to Join

<table>
<thead>
<tr>
<th>Reason</th>
<th>N</th>
<th>n</th>
<th>%</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of school fees</td>
<td>15</td>
<td>14</td>
<td>93.33</td>
<td>1</td>
</tr>
<tr>
<td>School choices</td>
<td>15</td>
<td>3</td>
<td>20.00</td>
<td>7</td>
</tr>
<tr>
<td>Interest in village polytechnics</td>
<td>15</td>
<td>1</td>
<td>6.67</td>
<td>9</td>
</tr>
<tr>
<td>Bodaboda influence</td>
<td>15</td>
<td>6</td>
<td>40.00</td>
<td>2</td>
</tr>
<tr>
<td>Child labour</td>
<td>15</td>
<td>4</td>
<td>26.67</td>
<td>4</td>
</tr>
<tr>
<td>Early pregnancies and marriages</td>
<td>15</td>
<td>5</td>
<td>33.33</td>
<td>3</td>
</tr>
<tr>
<td>Poor results</td>
<td>15</td>
<td>4</td>
<td>26.67</td>
<td>4</td>
</tr>
<tr>
<td>Preference to other siblings</td>
<td>15</td>
<td>2</td>
<td>13.33</td>
<td>8</td>
</tr>
<tr>
<td>Drug and substance abuse</td>
<td>15</td>
<td>4</td>
<td>26.67</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: Head teachers’ questionnaire.
From the table 4.11 above, the findings indicate that the main cause of pupils not joining form 1 is lack of school fees amongst the parents. The second factor that was found is the influence of the bodaboda business especially amongst the boys. The third and most common factor amongst girls is early pregnancies and marriages. This was followed by child labour, poor results and drug and substance abuse. The preference by parents to other siblings especially the boy child was not common as most parents nowadays have been sensitized on the importance of educating the girl child. Those who completed class 8 and opted to join village polytechnics were few, coming last.

4.5 Corrective Policy Measures to Make FSE More Effective in Improving Secondary School Transition

The third research question sought to find out suggestions on how FSE can be made to improve transition from primary to public secondary schools in Bureti Sub-County, Kericho County, Kenya. As per the perception of the headteachers, the AEO and the CEO, the following recommendations were arrived at as tabulated below.

Table 4.12: Corrective Policy Options for Making FSE More Effective

<table>
<thead>
<tr>
<th>Ways to make FSE more effective</th>
<th>N</th>
<th>%</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase FSE to gather for all needs</td>
<td>5</td>
<td>33.33</td>
<td>2</td>
</tr>
<tr>
<td>Increase capitation to each child</td>
<td>7</td>
<td>46.67</td>
<td>1</td>
</tr>
<tr>
<td>Allocate funds to day schools only</td>
<td>3</td>
<td>20.00</td>
<td>3</td>
</tr>
<tr>
<td>Disbursement of funds at the right time</td>
<td>5</td>
<td>33.33</td>
<td>2</td>
</tr>
<tr>
<td>Create vote heads for lunch in day schools</td>
<td>3</td>
<td>20.00</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: AEO and Principals questionnaire.
The results of the findings as shown in the table 4.12 clearly indicate that the corrective measure that should be put in place is to increase capitation to each child, particularly those in day secondary schools. Also, it was found that FSE funds should be increased to cater for all the needs of the students and that the same should be disbursed to schools in time to avoid students being sent home for money. Finally, the findings also suggested that a vote head should be created purposely to cater for lunches in day schools and these funds should only be allocated to day schools since the bulk of the neediest students are found in these schools. Despite the funds availed in these schools, it was found that this was not enough to cater for the needs of the students and that the said funds have not been reviewed for a long time yet the prices of most items have gone up over time.

There is a fear from the government that increasing expenditure on education is likely to affect other sectors since they are all competing for the same funds (Buhere 2007). It was further suggested that secondary schools with adequate facilities should be given less since they have less strain on the use of the funds. For transition rates to improve, CDF funds should play an increasing role in supplementing FSE. It was also found that there is a lot of misconception by most parents that secondary education is completely free yet that is not the case. Day schools are the hardest hit by poor fees payment and this has led to frequent absenteeism by the students thus making them lose hope in education and end up engaging in other activities. There seems to be no clear policy on the disbursement of these funds coupled with a lot of corruption in its allocation since in most cases, the beneficiaries are not the deserving students.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

This study set out to investigate constraints on pupils transition from primary to public secondary schools in Bureti sub-county, Kericho County, Kenya. The study was mainly descriptive and was mainly done in Bureti sub-county, Kericho county so as to get an in depth information concerning the sub-county. The data collected were mainly through the use of questionnaires given to primary headteachers, class teachers, secondary principals and class teachers, AEO and CEO. The research was facilitated through the use of document analysis from both the CEOs office and CDF. Descriptive statistics were used to analyze data in which frequencies and percentages were used and interpreted. The summary of findings, conclusions arrived at, recommendations given and suggestions for further research studies are cited in the chapter.

5.1. Summary of Findings

Based on the results, the following is a summary of the findings of the study as presented in chapter four, as per the objectives of the study.

i. The transition rates in the primary schools that were sampled has been rising steadily especially after the introduction of FSE. Most of the pupils who scored 250 marks and above joined better schools and mainly those of their choices. However, there are those whose parents could not afford the fees charged in this schools and resorted to registering their children in day schools. The bulk of these students who perform well were found to be those from poor families.
ii. Apart from school fees, other factors that have contributed to lack of joining school
despite good performance has been mainly attributed to poor attitude by most
parents towards education, early pregnancies that force most girls to get married
early, bodaboda business amongst the boys, poor marks scored by pupils in KCPE,
poor parental guidance, drug and alcohol abuse, few secondary schools in the
locality and cultural effects like FGM has become so rampant that most of them do
not want to proceed in school due to the demands put on them by the need to
perform, amongst others.

iii. The major setbacks that were found to be hindering the effectiveness of FSE has
been mainly the amount of money allocated to the schools which was found to be
very little as compared to the needs. It was also found that the disbursement of the
same does not reach schools in time thus retarding most of the programmes in
schools. There is also the misconception by most parents that education is free and
as a result they are reluctant in paying the fees required of them. Despite CDF
relieving the parents of the burden of paying school fees, the amount allocated is
not enough to cater for all the needs of the students as compared to the amount of
fees charged in most schools. There is also the major problem of skewed allocation
of funds especially when it is done by politicians who are bent in only allocating to
those who are rightfully connected.

5.2 Conclusions

The following conclusions were made based on the following findings:
i. The performance in KCPE exams in Bureti sub-county is still low since most of the pupils who attain 250 marks and above fail to join form 1 due to several factors like inability to raise fees, skewed disbursement of CDF amongst others.

ii. The rate of transition to secondary school in the sub-county is still low at an average of 55.96% for both boys and girls. This has not surpassed the government’s target of 70% despite the allocation of FSE.

iii. The GER has gone up in secondary schools though there are some disparities in the choices of schools. Some of this is mainly caused by the fact that most pupils who are called to join better schools do not do so because of the high amount of fees charged and therefore most pupils resort to joining mixed day schools that are available in the sub-county. The presence of only one girls day secondary school in the sub-county has greatly contributed to most girls not proceeding with their secondary education.

iv. FSE funds have been effective as regards transition because when this was introduced, majority of the pupils enrolled in primary schools and this has also improved the number of those joining secondary schools despite the many challenges parents are going through. The mechanism of disbursement of this funds should be improved and be left in the hands of competent and independent persons devoid of political line up. Also, the allocation to secondary boarding schools is very little as compared to amount of fees charged in these schools which is beyond the reach of most parents, thus forcing majority of them to enrol their children in day schools. However, most of the parents still do not afford to pay the extra user charges charged in these day schools.
v. There seems to be no clarity in the way these funds are distributed because CDF funds are purely in the hands of the area member of parliament and his cronies. The failure by the government to employ permanent CDF managers has been the major bone of contention because those appointed to work in these offices have alienations to politicians. These funds are again allocated to the students very late in the year, thus proving to be of no real benefit to them due to the frequent absenteeism caused by the delay in disbursement.

5.3 Recommendations

The following recommendations were arrived at based on the findings of the study:

i. The stakeholders in the education sector should hold regular meetings in the sub-county to address education matters and instill in the minds of the parents the significance of education and good performance.

ii. For the improvement of access and equity, the capacity of day schools should be increased and more funding channeled to the same so as to improve on the learning facilities in these schools. Also, day wings in performing schools as well as increasing the number of streams should be established to enable students to benefit from the facilities available in these institutions. The government should also focus more on apportioning more funds to develop day schools so as to mitigate on non-enrolment.

iii. The number of students joining National schools in Bureti sub-county is low. However, those who obtain good marks and come from able families join, though the number is minimal. Nowadays, the government has adopted the quota system which
has enabled students from public schools to be admitted to these schools, but the main challenge is mainly the fees charged by these schools which is far much beyond the reach of many. The recommendation to the government is to continue taking students with correct marks and also to provide full funding to the students.

iv. The number of students in day schools that access allocations of bursary funds is still very low. It is highly recommended that all students in both day and boarding schools should be given full allocation based on their needs and performance on proper vetting by a trusted and competent body.

v. The number of girls transiting to secondary school has been increasing at a very slow pace. This has largely been attributed to only one girls day school in the entire sub-county and to make it worse, the school was recently set up and lacks basic learning facilities. It is, therefore, recommended that more day schools for girls be constructed and be well-equipped with all the basic learning facilities. The government, through the regional administration, should also ensure that all parents send their children to school.

vi. It was also found that the allocation of FSE to schools is not enough to cater for all the basic needs. It is recommended that the allocation be increased so as to cater for all children needs. It is also recommended that a permanent body be set up to be in charge of allocation so that political alienations is eliminated.
5.4 Suggestions for Further Research

This research study was done in Bureti Sub-County of Kericho County. It is recommended that a study of this magnitude should be carried out in other counties experiencing constraints on pupils transition from primary to secondary tier.
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APPENDICES

APPENDIX 1: PRIMARY SCHOOL HEADTEACHERS QUESTIONNAIRE

Dear Sir/Madam

I am a postgraduate student at Kenyatta University interested in assessing constraints on pupils’ transition from primary to public secondary schools in Bureti Sub-County, Kericho County. I would kindly request you to take part in this project by filling this questionnaire as accurately as possible. Your response(s) will be treated with utmost confidentiality, anonymity and used only for this study.

Yours faithfully,

Sigei, Paul Kibet

1. Gender  a. Male [   ] b. Female [   ]
2. What is your professional qualification? a. Masters[   ] degree[   ] c. Diploma[   ]
   d. S1[   ] e. P1[   ] f. P2[   ]
3. How long have you been teaching? a. 1-2yrs[   ] b. 3-5yrs[   ] c. 6-10yrs[   ]
   d. Over 10 yrs. [   ]
4. How long have you been the Head-teacher in this school? ------yrs.
5. How many pupils were in class 8 in the year 2009-2013?

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>B</td>
<td>G</td>
<td>T</td>
<td>B</td>
<td>G</td>
</tr>
<tr>
<td>No. of pupils</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key:** B=boys, G=girls, T=total

6. How many pupils got 250 marks and above in KCPE in your school from 2009-2013?

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>B</td>
<td>G</td>
<td>T</td>
<td>B</td>
<td>G</td>
</tr>
<tr>
<td>No. of pupils</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. How many qualified to join the following category of schools in 2009-2013?

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>B</td>
<td>G</td>
<td>T</td>
<td>B</td>
<td>G</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>T</td>
<td>B</td>
<td>G</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>T</td>
<td>B</td>
<td>G</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>T</td>
<td>B</td>
<td>G</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>T</td>
<td>B</td>
<td>G</td>
<td>T</td>
</tr>
</tbody>
</table>

8. How many of those who qualified to join secondary school?

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were able to join form 1</td>
<td>B</td>
<td>G</td>
<td>T</td>
<td>B</td>
<td>G</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>T</td>
<td>B</td>
<td>G</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>T</td>
<td>B</td>
<td>G</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>T</td>
<td>B</td>
<td>G</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>T</td>
<td>B</td>
<td>G</td>
<td>T</td>
</tr>
</tbody>
</table>

9. How many repeated standard 8?

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>B</td>
<td>G</td>
<td>T</td>
<td>B</td>
<td>G</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>T</td>
<td>B</td>
<td>G</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>T</td>
<td>B</td>
<td>G</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>T</td>
<td>B</td>
<td>G</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>T</td>
<td>B</td>
<td>G</td>
<td>T</td>
</tr>
</tbody>
</table>

10. What are their reasons for repeating?

11. What has been the trend in performance in KCPE in your school from 2009-2013?

12. Outline reasons why some pupils who qualified to join form 1 did not join.

13. What, in your opinion, should be done to increase the number joining form 1?
APPENDIX 2: SECONDARY SCHOOL PRINCIPALS QUESTIONNAIRE

Dear Sir/Madam,

I am a postgraduate student at Kenyatta University interested in assessing constraints on pupils’ transition from primary to public secondary schools in Bureti Sub-County, Kericho County. I would kindly request you to take part in this project filling this questionnaire as accurately as possible. Your response will be treated with utmost confidentiality, anonymity and used only for this study.

Yours faithfully,

Sigei, Paul Kibet

1. Please indicate your Gender.  a.Male [   ]  b.Female [   ]

2. What is your professional qualification?  
   a. PhD[   ]  b. Masters[   ]  c. Degree[   ]  d. S1[   ]

3. i) How long have you been teaching? 
   a. 1-2yrs[   ]  b.3-5yrs[   ]  c.6-10yrs[   ]  d.Over 10yrs[   ]
   
   ii) How long have you served as a principal? 
   a. Below 2yrs [   ]  b.3-5yrs [   ]  c.6-10yrs [   ]  d.Over 10yrs [   ]

4. What is your school category?  
   a) Boys Boarding [   ] 
   b) Girls Boarding [   ] 
   c) Boys day [   ] 
   d) Girls day [   ] 
   e) Mixed Boarding [   ] 
   f) Mixed day [   ]

5. What is your school capacity?

6. Is your school operating as per required capacity? a. Yes[   ] b. No[   ]
   
   If no, please explain why?
7. How can you compare your enrolment before FSE and after FSE?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Very high(5)</th>
<th>High(4)</th>
<th>Moderate(3)</th>
<th>Low(2)</th>
<th>Very low(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before FSE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After FSE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. How has been the payment of form 1 fees as they reported?
   a) Very good [    ]
   b) Good [    ]
   c) Moderate [    ]
   d) Poor [    ]
   e) Very poor [    ]

9. Does your school has a way of retaining students in school who have a problem in raising fees?
   a) Yes [    ]
   b) No [    ]

10. What are the other sources of fees for your students?
    a)-----------------------------------------------------------------------------------------------
    b)-----------------------------------------------------------------------------------------------
    c)-----------------------------------------------------------------------------------------------
    d)-----------------------------------------------------------------------------------------------

11. How many students in your school benefit from fees from other sources?

<table>
<thead>
<tr>
<th>Source</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td></td>
</tr>
</tbody>
</table>
12. a) Do you have students who abandon your school to join other schools?
   a. Yes [    ]  b. No [    ]

   b) If yes, what are the main reasons for them leaving?
   i._________________________________________
   ii._________________________________________
   iii._________________________________________
   iv._________________________________________

13. Has the provision of FSE funds by the government help in retaining students in school?
   a. Yes [    ]  b. No [    ]

   If no, please explain why?

14. Apart from FSE, in what ways do you think the students who can’t get access to secondary education be assisted?

15. In what ways do you think the provision of FSE funds can be enhanced to enable secondary school education be affordable?

16. What are the constraints that hinder pupils to transit to secondary school in your locality?
APPENDIX 3: CEOs QUESTIONNAIRE

Dear Sir/Madam,

I am a postgraduate student at Kenyatta University interested in assessing constraints on pupils’ transition from primary to public secondary schools in Bureti Sub-County, Kericho County. I would kindly request you to take part in this project by filling this questionnaire as accurately as possible. Your response will be treated with utmost confidentiality, anonymity and used only for this study.

Yours faithfully,

Sigei, Paul Kibet

Reg.No. E55/22311/2012

1. How often are schools visited for inspection in your District?
   a. Very often [ ]   b. Often [ ]   c. Rarely [ ]   d. None [ ]

2. What is the trend and performance of KCPE in your District five years before and five years after FSE?
   Before FSE:   a. High [ ]   b. Moderate [ ]   c. Low [ ]
   After FSE:    a. High [ ]   b. Moderate [ ]   c. Low [ ]

3. What has been the trend in enrolment in secondary school five years before and five years after the introduction of FSE?
   Before FSE:   a. High [ ]   b. Moderate [ ]   c. Low [ ]
   After FSE:    a. High [ ]   b. Moderate [ ]   c. Low [ ]

4. How do you compare the transition rate from primary to secondary of girls and boys in the district?
   a. Equal [ ]   b. Unequal [ ]

5. Apart from CDF funds, are there other organizations funding secondary education in the district?
   a. Yes [ ]   b. No [ ]
6. How much does the district receive from CDF allocation to bursaries yearly?

Kshs………………………………………………………………………………

7. In your opinion, does the CDF funds allocated to benefit the needy sufficient?
   a. Yes [    ]  b. No [    ]

8. What are the constraints of non-enrolment to secondary schools in the District?
   a) .............................................................................................................
   b) .............................................................................................................
   c) .............................................................................................................
   d) .............................................................................................................

9. What strategies is the District undertaking to ensure increase in transition rate to secondary school?
   a) .............................................................................................................
   b) .............................................................................................................
   c) .............................................................................................................
   d) .............................................................................................................
APPENDIX 4: AEOs QUESTIONNAIRE

I am a postgraduate student at Kenyatta University interested in assessing constraints on pupils’ transition from primary to public secondary schools in Bureti Sub-County, Kericho County. I would kindly request you to take part in this project by filling this questionnaire as accurately as possible. Your response will be treated with utmost confidentiality, anonymity and used only for this study.

Yours faithfully,

Sigei, Paul Kibet,
Reg.No.E55/22311

1. How often are schools visited for inspection in your Division?
   a. Very Often [ ]  b. Often [ ]  c. Rarely [ ]  d. None [ ]

2. What is the trend and performance of KCPE in your division?
   a. High [ ]  b. Moderate [ ]  c. Low [ ]

3. What has been the trend in enrolment in secondary schools before and after the introduction of FSE?
   a. High [ ]  b. Moderate [ ]  c. Low [ ]

4. How do you compare the transition rate from primary to secondary of girls and boys in the division?
   a. Equal [ ]  b. Unequal [ ]

5. Apart from CDF funds, are there other organizations funding secondary education in the Division?
   a. Yes [ ]  b. No [ ]

6. How much does the division receive from CDF allocated to Bursaries yearly?
   Kshs .........................................................
7. In your opinion, does the CDF fund allocated to benefit the needy sufficient?
   a. Yes [ ]  b. No [ ]

8. What are the constraints of non-enrolment to secondary schools in the division?
   a) .......................................................... ..........................................................
   b) .......................................................... ..........................................................
   c) .......................................................... ..........................................................
   d) .......................................................... ..........................................................

9. What strategies is the division undertaking to ensure increase in transition rate to secondary school?
   a) .......................................................... ..........................................................
   b) .......................................................... ..........................................................
   c) .......................................................... ..........................................................
   d) .......................................................... ..........................................................
APPENDIX 5: SECONDARY SCHOOL CLASS TEACHERS QUESTIONNAIRE

I am a postgraduate student at Kenyatta University interested in assessing constraints on pupils transition from primary to public secondary schools in Bureti Sub-County, Kericho County. I would kindly request you to take part in this project by filling this questionnaire as accurately as possible. Your response will be treated with utmost confidentiality, anonymity and used only for this study.

Yours faithfully,

Sigei, Paul Kibet


1. Please indicate your gender  a. Male [ ]  b. Female [ ]

2. How long have you been teaching?
   a) 1-2yrs [ ]
   b) 3-5yrs [ ]
   c) 6-10yrs [ ]
   d) Above 10yrs [ ]

3. How long have you served as a class teacher? ---------------months/yr.

4. What is the capacity of your class?

5. Did all the pupils who were admitted to form one report to school? a. Yes [ ] b. No [ ]

6. If the answer to 5 above is No, what are the reasons?
   a).
   b).
   c).
   d).

7. From your experience how has been the form one enrolment before and after the introduction of FSE?
8. Are there any measures put in place to ensure those admitted but cannot raise fees are admitted? Yes[ ] No[ ]
   a. Is there a committee in your school formed to address the issue of Bursary allocation? Yes[ ] b. No[ ]
   b. If yes, what is their composition and mandate?

9. What is the maximum allocation a student gets?

10. What are other constraints that affect pupils’ transition from primary to secondary school in Bureti Division?

   i)---------------------------------------------------------------
   ii)---------------------------------------------------------------
   iii)---------------------------------------------------------------
   iv)---------------------------------------------------------------

11. What remedies do you think should be put in place to improve transition rate to secondary school in Bureti Division in future?
APPENDIX 6: PRIMARY CLASS TEACHERS QUESTIONNAIRE

I am a postgraduate student at Kenyatta University interested in assessing constraints on pupils’ transition from primary to public secondary schools in Bureti sub-County, Kericho County. I would kindly request you to take part in this project by filling this questionnaire as accurately as possible. Your response will be treated with utmost confidentiality, anonymity and used only for this study.

Yours faithfully,

Sigei, Paul Kibet

1. Gender  a. Male [ ]  b. Female [ ]

2. What is your professional qualification?
   a) Masters [ ]  
   b) Degree [ ]  
   c) Diploma [ ]  
   d) S1 [ ]  
   e) P1 [ ]  
   f) P2 [ ]

3. How long have you been teaching?
   a. 1-2yrs [ ]  b. 3-5yrs [ ]  c. 6-10yrs [ ]  d. Above 10yrs [ ]

4. As a class teacher of standard 8 in 2013, how many pupils sat for KCPE that year?

5. How many pupils transited to various public secondary schools by gender?
   a. Boys [ ]  b. Girls [ ]

6. Are there cases where some got admitted but did not join?  a. Yes [ ]  b. No [ ]

7. What do you think are the reasons for them not joining?
   i).
   ii).
   iii).
   iv).
8. How many repeated standard 8?  
   a. Boys [  ] b. Girls [  ]

9. What are their reasons for repeating?
   i).
   ii).
   iii).
   iv).

10. What has been the trend in performance in KCPE in your school since the
    introduction of FPE?

11. What should be done to increase the number of pupils joining form 1?
<table>
<thead>
<tr>
<th>Year</th>
<th>Entry</th>
<th>KCPE 250 and above</th>
<th>Admitted to form 1</th>
<th>Transition rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2004</td>
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<tr>
<td>2005</td>
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<tr>
<td>2006</td>
<td></td>
<td></td>
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<td></td>
</tr>
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APPENDIX 8: LIST OF PUBLIC PRIMARY SCHOOLS IN BURETI DIVISION, KERICHO COUNTY

Litein Zone

1. Litein
2. Kamanamsim
3. Kapsogeruk
4. Chemoiben
5. Kapkarin
6. Chelilis
7. Kusumek
8. Ngesumin
9. Ngeny
10. Rungut
11. Sinendet
12. Chebwagan
13. Kapkitony
14. Kapsumet
15. Kapsenetwet
16. St.Kizito
17. Bargiro
18. Lalagin
19. Roronya
20. Kaitabmat
21. Nganaset

Kapkatet Zone

1. Tengecha boys
2. Tengecha girls
3. Itoik
4. Kapkatet
5. Chebitet
6. Sosit
7. Cheplanget
8. Masubeti
9. TiriitabMoita
10. Kapsinendet
11. Butiik
12. Kaptirbet
13. Sebetet
14. Cheplanget junior
15. Chesanga
16. Lelach
APPENDIX 9: LIST OF PUBLIC SECONDARY SCHOOLS IN BURETI DIVISION, KERICHO COUNTY

Litein Zone
1. A.I.C Litein Girls
2. Litein High School
3. Chebwagan High School
4. Chelilis Secondary School
5. Chemoiben Secondary School
6. Kamanamsim Secondary School
7. Kapkarin Secondary School
8. Kapsogeruk Secondary School
9. Kusumek Secondary School
10. Ngesumin Secondary School

Kapkatet Zone
1. Butiik secondary School
2. Chebitet Secondary School
3. Cheplanget Secondary School
4. Itoik Secondary School
5. Kapkatet Secondary School
6. Kapsinendet Secondary School
7. Sosit Secondary School
8. Masubeti Secondary School
9. Tengecha Boys Secondary School
10. Tengecha Girls Secondary School
11. Tiriitab Moita Secondary School
APPENDIX 10: APPROVAL FROM GRADUATE SCHOOL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57530

FROM: Dean, Graduate School
TO: Sigei Paul Kibet

DATE: 4th February, 2016
REF: E55/22311/2012

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board, at its meeting of 27th January, 2016, approved your Research Project Proposal for the M.Ed Degree Entitled, “Constraints on Pupils’ Transition from Primary to Secondary Public Schools in Bureti Division, Kericho County, Kenya”.

You may now proceed with your Data Collection, subject to clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

Thank you,

EDWIN OBUNG’U
FOR: DEAN, GRADUATE SCHOOL

Chairman, Department of Educational Management Policy and Curriculum Studies

Supervisors:

1. Dr. Nobert Ogeta
C/o Department of Educational Management, Policy and Curriculum Studies
Kenyatta University

2. Dr. Michael Murage
C/o Department of Educational Management, Policy and Curriculum Studies
Kenyatta University

ED/num
APPENDIX 11: AUTHORIZATION LETTER FROM GRADUATE SCHOOL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke
P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/22311/2012

DATE: 4th February, 2016

Director General,
National Commission for Science, Technology and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR SIGEI PAUL KIBET—REG. NO. E55/22311/2012

I write to introduce Mr. Sigei Paul Kibet who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the Department of Educational Management, Policy and Curriculum Studies.

Mr. Sigei intends to conduct research for a M.Ed thesis Project Proposal entitled, “Constraints on Pupils’ Transition from Primary to Secondary Public Schools in Bureti Division, Kericho County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
THE PRESIDENCY
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telegram: .................
Telephone: Kericho 20132
When replying please quote
kerichoos@yahoo.com

COUNTY COMMISSIONER
KERICHO COUNTY
P.O. BOX 19
KERICHO

REF: MISC.19 VOL.II/ (114) 8TH APRIL, 2016

Deputy County Commissioner
Bureti Sub County
KERICHO COUNTY

RE: RESEARCH AUTHORIZATION FOR PAUL KIBET SIGEI

Authorization has been granted for Paul Kibet Sigei, a Student in Kenyatta University to carry out research on "Constraints on pupils' transition from primary to secondary public schools in Bureti Division, Kericho County Kenya," for permit number NASCOSTI/P/16/7035/10138 of 30th March, 2017.

Attached is an authority letter Ref. NACOSTI/P/16/7035/10138 dated 30th March, 2016 from National Commission for Science, Technology and Innovation.

Kindly accord him the necessary assistance.

STEPHEN KOMORA
FOR: COUNTY COMMISSIONER
KERICHO COUNTY
APPENDIX 13: AUTHORIZATION LETTER FROM NACOSTI

National Commission for Science, Technology and Innovation

Telephone: +254-20-2213471, 2241348, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref. No. NACOSTI/P/16/70305/10138

Date: 30th March, 2016

Paul Kibet Sigei
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Constraints on pupils’ transition from primary to secondary public schools in Bureti Division, Kericho County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Kericho County for a period ending 30th March, 2017.

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

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

DR. STEPHEN K. KIBIRU, Ph.D.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kericho County.

The County Director of Education
Kericho County.
APPENDIX 14: RESEARCH PERMIT FROM NACOSTI

To certify that:
MUL KIBET SIGELI
UNIVERSITY, 549-20210
has been permitted to conduct research in Kericho County on the topic: CONSTRAINTS ON TRANSITION FROM PRIMARY TO SECONDARY PUBLIC SCHOOLS IN KIHURU DIVISION, KERICHO COUNTY, period ending March, 2017.

Permit No: NACOSTI/P/16/70305/10138
Date of Issue: 30th March, 2016
Fee Received: Ksh 1000

Director General
National Commission for Science Technology & Innovation

99