ESTABLISHING BARRIERS IN TRANSITING FROM PRIMARY TO SECONDARY EDUCATION IN MIRIGA MIERU WEST DIVISION, MERU COUNTY

BY

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A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER OF EDUCATION OF KENYATTA UNIVERSITY

OCTOBER 2012
DECLARATION

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

.................................................. Date........................................

Kaburu Lawrence Rimbere
E55/CE/11772/08

This research project has been submitted with our approval as the university supervisors.

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DEDICATION

To my late parents

Mum, Veronica Rimbere

And

Dad, Simon Rimbere.

God bless them, Rest in peace.
ACKNOWLEDGEMENT

I am sincerely indebted to everyone who helped me realize the dream of working on this project from inception to its completion. I owe special gratitude to my University supervisors Dr. Nyerere Jackline and Mr. Daniel Wesonga for their constructive guidance and criticism, patience and tolerance throughout this study. My family deserves a special honor for the encouragement and understanding during my lengthy absence from home in the period of my studies. My wife Mary Kaburu has been my inspiration. My children Ken, Kim and Maureen Cindy Kaburu stood by me all through. May God bless you all. Lastly I wish to acknowledge the support given by Mr. Patrick Nyagosia (Provincial Director of Education, Central) and Mr. Majani Alex Tom (Provincial Director for Education, Coast) respectively in the fulfillment of my dreams as I worked under them in my respective stations.
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<tr>
<td>ADEA</td>
<td>Association for the Development of Education in Africa.</td>
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<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome.</td>
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<tr>
<td>APHRC</td>
<td>African Population and Health Research Centre</td>
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<tr>
<td>BEFA</td>
<td>Basic Education for All</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
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<tr>
<td>FDSE</td>
<td>Free Day Secondary Education</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<tr>
<td>GER</td>
<td>Gross Enrolment Rate</td>
</tr>
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<td>GOK</td>
<td>Government of Kenya</td>
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<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
</tr>
<tr>
<td>FGM</td>
<td>Female Genital Mutilation</td>
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<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
</tr>
<tr>
<td>MDG s</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>NARC</td>
<td>National Rainbow Coalition</td>
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<td>PRSP</td>
<td>Poverty Reduction Strategy Paper</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Education Scientific and Cultural Organization</td>
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<tr>
<td>UNICEF</td>
<td>United Nations Children Education Fund</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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ABSTRACT

Despite the efforts made by the Government of Kenya to improve primary to secondary transitions, regional and gender disparities have existed with some regions like Miriga Mieru West division of Meru County registering a dismal primary to secondary transition rate of less than 50 percent thus prompting the researcher to conduct a research in the area. The purpose of the study was to identify factors hindering transitions from primary to secondary schools in Miriga Mieru West division of Meru County. The study specifically set out to achieve the following specific objectives:- to identify social, cultural, economic and gender factors that affected transition from primary to secondary schools in Miriga Mieru division, to identify school based factors (internal) factors affecting transition from primary to secondary education in Miriga Mieru division of Meru County and to identify research gaps on the above cited issues and interventions to enhance transitions to secondary education and suggest measures that could be taken to arrest the declining trend of transition from primary to secondary schools in Miriga Mieru division. The study used to descriptive survey design to investigate and identify barriers to transiting from primary to secondary schools in Miriga Mieru west division. The researcher administered a pilot study on three schools which were had not been in the actual study schools. Piloting was done to determine the validity and reliability of the research instruments as well as making the researcher familiarize with the task ahead. Unclear and vague items in the research designs were adjusted accordingly to make them clear and meaningful. The target population was ten primary schools head teachers, thirty primary school subject teachers, area education officer, area assistance chief and twenty class eight graduates who did not transit to secondary schools. Data was collected through questionnaires and interview schedules and analyzed in Micro-sof Excel Package. It was established that a combination of intertwined factors closely contributed to low primary to secondary transition in Miriga Mieru West Division. Internal inefficiency in school, social cultural factors among others contributed to this low transition. It was recommended that the government should rein force labour laws that bar firms from employing minors, enhance penalties for principals levying extra fees to pupils, expand the streams in the existing schools, and enhance bursary allocation to needy students among other measures to improve transitions from primary to secondary Education.
CHAPTER ONE: INTRODUCTION

This chapter is divided into six sub-sections. Section one and two are dealing with introduction and background of the study respectively while statement of the problem, purpose of the study, objectives of the research and research questions, significance of the study, assumptions of the study, delimitation of the study, limitation of the study, theoretical framework and conceptual framework make the other sub sections respectively.

1.1 Background to the study
Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without a substantial investment in human capital. Education enriches a people’s understanding of themselves and the world. It improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people’s productivity and creativity and promotes entrepreneurship and technological advances. In addition it plays a crucial role in securing economic and social progress and improving income distribution. Indeed education is widely viewed as a vital ingredient of the development process from both a local and international perspective - education is one of the most powerful instruments for reducing poverty and inequality and for laying the basis for sustainable economic growth (Bruns and Mingat 2003), Matsuura J (2002), Republic of Kenya, (2005).

It provides a foundation for development, the groundwork on which much of our economic and social well being is built. It is the key to increasing economic efficiency
and social consistency. By increasing the value and efficiency of their labor, it helps to raise the poor from poverty.

Education increases the overall productivity and intellectual flexibility of labor force and helps to ensure that a country is competitive in world markets which are now characterized by changing technologies and production methods.

Education contributes directly to the growth of national income by improving the skills and productive capacities of labor force. Informal education is critical to high and sustained economic growth \cite{Lockheed1991}.

The importance of education in post independent Kenya was highlighted on the Sessional Paper number 10 of 1965 on African Socialism in which the government committed itself to eradicating poverty, ignorance and disease through education. Subsequently, the Kenyan Government has given priority to education and allocates the largest budgetary expenditure to the sector. Kenya’s public spending on education has continued to rise over the years since the inception of Free Primary Education in 2003. The sector’s total expenditure increased from ksh92.6 billion in 2005/2006 to Ksh160 billion in 2009/2010. On average the education sector accounted for 28 percent of the aggregate public expenditure in 2005/2006 and 26 percent in 2009/2010 \cite{EducationTaskforceFinalReport2012}.

In December 1948, the United Nations adopted its Universal Declaration of Human Rights. Article 26 states, “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.” On the other hand, The Millennium Development Goals (MDGs)
among other things advocates for basic education to include lower secondary education level. Despite the above attempts, majority of children in Sub-Saharan Africa do not make it to secondary school (ADEA 2004). Analysis of Gross Enrollment Rate (GER) shows that two-thirds of all countries with secondary GER of 40 percent and below are in Africa (ADEA 2004). Current statistics demonstrate that in Sub-Saharan Africa, only a small minority participates in and finishes secondary schooling.

Since their independence, the nations of Sub-Saharan Africa have invested heavily in education. In many African countries, however, enrollments have stagnated recently, and the quality of education has apparently declined (World Bank Policy Study, 1988). The reversals have occurred in an environment of unprecedented population growth, mounting fiscal austerity, and often tenuous political and administrative institutions. Each of these factors have hurt education in the region, and the ensuing deterioration in educational services has made it difficult to solve the region’s economic and social problems. To break this cycle of eroding prospects for the people of this region, policies need to be identified that will renew progress in Africa’s education in response to international commitments to Education for All (EFA) goals and Millennium Development Goals.

The Government of Kenya, in 2003, launched Free Primary Education (FPE) which was followed by Free Day Secondary Education (FDSE) in 2008. The developments resulting in the implementation of free basic education began in 2003, during the National Conference on Education and Training.
The outcome of this conference led to recommendation for the preparation of the Session Paper No.1 of 2005 titled a Policy Framework for Education Training and Research (Republic of Kenya, 2005a). This Session Paper became the basis of a major education sector review including the development of the Kenya Education Sector Support Program (KESSP) that addressed quality issues linked to the Free Basic Education in the country. The primary to secondary transition rate was envisaged to be at 70 per cent nationally by the year 2015.

However, regional disparities have continued to prevail in transition with some regions showing drastic drops in their transition rates. The World Bank policy on education has been on primary education completion, equality of access and improved learning outcomes, leading to improved access to secondary school education. The bank further endorsed the MDG calling for universal completion of primary education by the year 2015 hence increase transition to secondary education.

Since the 1990 World Conference on Education for all (EFA) held in Jomtein, Thailand, national governments, international organizations, particularly the United Nations and World Bank and non-governmental organizations have made significant efforts to focus attention and initiatives on achieving the objectives of basic education for all. In Africa, the Dakar Forum of 2000 gave a new impetus to promoting Universal Primary Education of which the transition from primary to secondary schooling level was emphasized.

Financing secondary education is a great challenge to both governments and households. Secondary education in most African countries tends to be most neglected, receiving on average 15-20 percent of state resources. Household financing of education is also high.
In Kenya, for instance, whereas households meet only 20 percent of primary and 8 percent of university education cost, they shoulder 60 percent of secondary education costs. Thus, cost is a key barrier to transiting to secondary school for the poor, who form the majority in sub-Saharan Africa (Republic of Kenya 2005a).

Family networks and household composition too play a major role in determining transitions to secondary schools. In poor households in sub-Saharan Africa, family networks are important since the burden of educating children is shared by extended members where these networks are strong. Household composition is important because studies have shown that chances that a child will access secondary school will decrease with the number of children in the secondary age cohort in the household (Lockheed, E.M Verspoor, A.M. and Associates 1991).

Perceptions of curricular inadequacies and low quality of education across many nations has given rise to apathy, school disaffection, and antisocial behavior on the part of students, often leading to low forms of economic investments that are likely to give them and their families immediate economic returns. Therefore, quality and relevance of education determine transitions to secondary schools.

Studies have observed the existence of uneven distribution of educational opportunities between poor regions both in urban and rural areas. These studies have shown that the poor tend to have more limited access to educational opportunities than the non-poor.

Education systems in various countries and regions of the world differ in their organization structure and content. This is because of different culture and different goals for education.
The system of education inherited by the African nations at the time of independence was all together inadequate to meet the needs of the countries for self determination and sustained economic growth.

Thus, at independence, Kenya inherited a highly elitist post primary (secondary) system of education which over rated the achievement of high academic qualification and largely ignored those who were unable to complete formal education. Immediately after independence in December 1963, the Ministry of Education appointed an education commission (The Ominde Commission) to survey the existing educational resources in Kenya and to advise the Government.

The Kenya Vision 2030 encourages for the formation of national policies on education. In its development blueprint, the Government of Kenya recognizes that education and training of all Kenyans is fundamental for the success of the Vision 2030 to be realized. Education equips citizens with understanding and knowledge that enables them to make informed choices about their lives and those facing Kenyan society. Besides addressing the challenge of meeting the human resource requirements for a rapidly changing and diverse economy, there is a need to provide education that meets high standards, and its contents are relevant to the needs of the economy and society. Kenya’s Vision 2030 blue print envisages having Kenya as a middle level industrializing nation by the year 2030 with education as one of the flagships in the attainment of Vision 2030 on social pillar goals.

The government seeks to provide a globally competitive quality education, training and research for development with several strategies in place one of which one is to build and
fully equip 560 new secondary schools so as to improve transition from primary to secondary schools and reduce illiteracy.

The Vision 2030 further aims at addressing the education standards of regions that lag behind in enrollment and to bring them at par with other areas. This would be another way of reinstating the goal of universal school enrollment to which Kenya is committed. Yet, another challenge in the vision 2030 lies in the improving the overall transition rates. Though tremendous strides have been made in the education sector with regards to enrollment rates, there has been a steady increase from 2002 at different levels. However transition rates to secondary schools remained relatively low over the same period. Despite the introduction of free primary education in 2003, the expected rise in transition rates were not realized. Analysis of Table 1.1 below shows that transition rates remained below 50 percent between 2002 and 2004 but increased to 56.0 percent in 2005 with boys constituting 57.7 and girls 54.2 percent respectively. The upward trend continued in 2006 and by 2007 it was at 59.6 percent. This indicator means that as at 2007, 40.4 percent of primary school children who sat the KCPE examination were not able to transit to the next level.
Table 1.1: Primary to Secondary Transition Rates (2002 - 2007)

<table>
<thead>
<tr>
<th>Year in Std 8</th>
<th>Year in Form 1</th>
<th>Enrolment in STD 8 ('000)</th>
<th>Enrolment in Form 1 ('000)</th>
<th>% Transition to form 1</th>
</tr>
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<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>541.3</td>
</tr>
<tr>
<td>2003</td>
<td>2004</td>
<td>280.8</td>
<td>267.5</td>
<td>54</td>
</tr>
<tr>
<td>2004</td>
<td>2005</td>
<td>343</td>
<td>314.8</td>
<td>657.7</td>
</tr>
<tr>
<td>2005</td>
<td>2006</td>
<td>335.5</td>
<td>307.9</td>
<td>643.5</td>
</tr>
<tr>
<td>2006</td>
<td>2007</td>
<td>372.3</td>
<td>332.7</td>
<td>704.9</td>
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</table>

Source: Statistics and EMIS Section, MoE (2003 – 2007)

The provision of Secondary Education, which is currently a basic form of education is skewed in favor of boys despite the Children’s Act (2001) unequivocally stipulating every child’s entitlement to education (Republic of Kenya, 2007)

Various studies on transition rates from primary to Secondary in Kenya have shown both gender and regional disparities. Transition rates are low in Arid and Semi-arid lands (ASALs) and are low for girls in most of the communities. Research has revealed key cultural factors leading to minimal transitions such as parental negative attitudes and retrogressive social-cultural practice. Many communities have stereotypes that girls in school work perform dismally compared to boys and are easy to handle at home compared to boys (Bureau of Educational Research, Kenyatta University, 1993).
Table 1: 2 indicates the extent of gender and regional disparities in primary to Secondary transition for defunct Eastern province, Kenya in the year 2000.

**Table 1.2: Primary completion rate 2003 – 2007, Eastern Province**

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<td>Machakos</td>
<td>85.5</td>
<td>81.2</td>
<td>83.2</td>
<td>99.4</td>
<td>92.8</td>
<td>95.9</td>
<td>102.5</td>
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<td>89.4</td>
<td>94.9</td>
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<td>58.2</td>
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<td>48.8</td>
<td>65.1</td>
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Source: EMIS, MoE (2003-2007)
From table 1.2 above the primary completion rate for Meru County had an upward trend from 2003 to 2005 but recorded a downward trend in 2006 and 2007 which was below the Eastern Province average. The other districts with low completion rates were Moyale, Isiolo and Marsabit which are generally marginal areas as opposed to the well endowed Meru County. Therefore it was evident that low transitional rates in Meru County translated to low transition rates to Secondary Education.

Miriga Mieru West Division falls in the former Meru Central district captured in Table 1.2 but since renamed Meru County. The division’s primary to secondary transition rate is lower than that of the national and Eastern province transition rates of 59.60 and 40.4 percent respectively in 2007. The division’s transition rate at that period stood at 40.2 percent. The low transition rates that have been repeated over the years in the division goes against the Government’s efforts to increase the primary to secondary transition rates in the country to 70 percent.

This therefore prompted the researcher to conduct a research in the division to establish the underlying factors hindering pupil transitions from primary to secondary schools in the region as well as to suggest remedies for the cited problems.

This worrying scenario of low transitions from primary to secondary in this division called for an investigation so that solutions to this trend could be effected.
1.2 Statement of the problem
Despite the introduction of Free Primary Education (FPE) in Kenya in 2003, transition rates from primary to secondary at the national level has been low, below 50 percent between 2002 and 2004. This worrying trend of low primary to secondary transitions is evident in Meru County, specifically in Miriga-Mieru west division. It is apparent that there is an interplay of related factors that are slowing down the primary to secondary transition rates apart from cost which was supposed to be addressed through the introduction of FPE and later the Free Day Secondary Education (FDSE) in 2008. By 2007, 40.4 percent of the primary School children who sat the Kenya Certificate of Primary Examinations (KCPE) were not able to progress to secondary level. This was far below the Government’s target of 70% transition rates to secondary school. The Government of Kenya spends 38% of its recurrent expenditure on basic and secondary education (Republic of Kenya 2005a). Despite this huge spending on education and recent introduction of Free Day Secondary Education, transition from primary to secondary has regrettably remained low. This scenario is also common in Miriga Mieru West division. It is against the above cited scenario that this problem has been addressed by this study. Besides, the findings of this study has suggested necessary measures to be addressed by all education stakeholders in the division and the Government of Kenya to arrest the low primary to secondary transition rates.

1.3 Purpose of the study
The purposes of the study were to be to establish barriers in transiting from primary to secondary education in Miriga Mieru West Division, Meru County.
1.4 Objectives of the study

The objectives of the study were:

a) To identify causes of gender disparities in transiting from primary to secondary education in Miriga-Mieru West Division, Meru County

b) To identify barriers affecting transitions from primary to secondary education in Miriga Mieru west division, Meru County.

c) To identify and evaluate measures being taken by the education stakeholders to address the barriers in transiting from primary to secondary education in Miriga-Mieru West Division.

d) To purpose interventions to enhance transition from primary to secondary education in Miriga Mieru West Division.

1.5 Research questions

The study was guided by the following research questions:

a) Which are the cultural, economic and social factors that hinder pupils from transiting from primary to secondary schools?

b) How does the KCPE mark determine the progression of pupils from primary to secondary level?

c) How prepared are the secondary schools in coping with increased number of standard eight candidates joining form one?

d) What is the impact of the form one placement policy by national, county and district categories on primary to secondary transitions?
e) How well informed are the standard eight candidates on the selection of their preferred secondary schools?

f) Which are the research gaps in primary to secondary transitions?

g) How keen are the secondary schools in the provision of learner friendly environments?

1.6 Significance of the study
The smooth transition from primary to secondary schools is crucial in the government effort to create a reliable human capital with the skills to move the country forward in social-economic progress. The study has provided an insight of the causes of low transitions from primary to secondary and provided appropriate recommendations. The study has also offered suggestions on possible interventions on how to improve transitions from primary to secondary education. The study has singled specific areas of concern such as poverty, gender disparities, form one placement policies, KCPE performance, parental attitude towards secondary education among other things that determine primary to secondary transitions.

1.7 Assumptions of the study
The study made the following assumptions:

a) That standard eight candidates had full information on advantages and opportunities of acquiring secondary education

b) That all respondents would be truthful and give accurate information about opportunities available to them in secondary schools.
c) That data on candidates transiting to secondary schools in the target division of Miriga-Mieru West would be available.

1.8 Delimitations of the study

The study investigated into factors that lead to low transitions from primary to secondary in Miriga Mieru west Division, Meru County. The respondents were ten (10) primary school head teachers of sampled schools, ten (10) principals of ten sampled secondary schools, twenty (20) standard eight graduates who did not transit to secondary schools, the Area Education Officer (AEO), the area chief and thirty (30) primary school teachers.

1.9 Limitations of the study

The study was conducted in Miriga-Mieru West division, Meru County to establish the causes of low transition rates from primary to secondary schools. The logistical challenges included rugged terrain, poor infrastructure, vast distances between respondents, high cost of carrying out the research and some uncooperative respondents.

1.10 Theoretical framework

This study was based on the classical liberal theory of Equal Opportunity advanced by Dewey in 1916. He expressed the view that there should be equal opportunities in education for all. This theory advances the view that each individual is born with a given amount of capacity, what to a large extent is inherited and cannot be substantially altered.
According to this theory, educational systems should be designed with a view to removing barriers of any nature (economic, gender, geographic) that hinder children from lower economic background from taking advantage of inborn talents which could accelerate social promotion.

The theory demands that opportunities be available for individuals to go through primary and secondary education and this access should be based on individuals merit and not social-economic backgrounds. This is why education would at least provide equality of economic opportunity whereby classes, races and sexes could benefit economically from excellent academic performance. The theory further state that social mobility will be promoted by equal opportunity of education.

1.11 Conceptual framework

Orodho J.A (2009) indicates that a conceptual framework is a model presentation where a researcher shows the relationship between variables in the study and shows the relationship graphically or diagrammatically. Conceptual framework assists the reader to quickly see the purposed relationships between variables.
From the figure above, it is evident that transition from primary to secondary school is dependent on economic factors, home environment, teacher characteristics, cultural
factors, KCPE performance and other school based factors such as child friendly school environments.

1.12 Operational Definition of terms

**Grade transition:** is the number of pupils who entered first grade of primary education and who experience promotion and complete particular level or stage of education.

**Drop-out rate:** Percentage of pupils pulling out of a school system prematurely from a grade within a year.

**Graduate:** A person who has completed a given level of education e.g. standard eight.

**Repetition rates:** Percentage of pupils repeating a grade in a subsequent year as a percentage of total enrolment in the same grade as the previous year.

**Completion rates:** The proportion of pupils who complete the last grade of a school cycle divided by the number of pupils who enrolled in the grade at the beginning of the cycle.

**Net Enrolment Ratio:** Is the number of pupils in the official school age group expressed as a percentage of the total population in that group.

**Promotion rate:** is the number of pupils promoted to the next grade in the following year.

**Pupil:** is a young person who is enrolled in an academic programme.

**Repeater:** A pupil who is enrolled in the same grade in the current year as in the previous school year.
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction
The first section of this chapter outlines some general perspectives on transitions on the global outlook. The second section outlines how secondary education has been neglected in most countries of the world in general and Africa in particular while section three outlines the specific factors acting as barriers in transiting from primary to secondary education in Kenya.

2.2 Understanding primary to secondary transitions in the globe

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

Indeed, according to the United Nations Scientific and Cultural Organization (UNESCO 1991), basic education includes both the primary and secondary education. The transition to secondary is important because it can be argued that this is the time when major changes take place in the pupil’s schooling careers in terms of changed learning environment. In addition, this change is accompanied by rapid social, emotional, physical and cognitive development as the move coincides with adolescence. Compared
to primary schools, the learning environment in secondary school is more formal and structured and the child centered approach in primary schools is replaced by subject centered one.

In addition, in secondary schools a number of subjects are taught by different subject teachers and rules and regulations are stricter compared to primary schooling. It is further alleged that the teaching methodologies in secondary level differ from those used in primary schools. This, therefore, makes transition to secondary schools a major area of concern to educational planners worldwide (Lockheed, E.M, Verspoor, A.M and Associates, 1991). Indeed, there is a general consensus among authors that the success in which pupils adapt to new circumstances have a long life effect, reinforcing their dispositions towards learning and shaping the choices available to them in future. Abundance of research literature show that early leavers and those who fail to transit to secondary life find themselves in lower paid jobs. The inability of the formal school system to respond to the diverse pupil needs is some of the reasons why pupils fail to transit to secondary schools or disengage at schools and subsequently drop out.

In Chile, the principal barrier in transiting to secondary education is in institutional funding, the admissions process and the quality of education at secondary level.

In Latin America, for instance, the playing field on which individuals and groups compete for their share of limited resources is far from level. The inequalities of education are related to poverty, household vulnerability and low levels of parental education often resulting in early desertion and high rates of repetition at school thus affecting transition rates (ADEA 2004). Many countries have not yet abandoned the
practice of selection in favor of certification. The form of selecting primary graduates based on norms rather than on competence has taken place in Asia and Latin America. One wonders why majority of Africa youth fail their junior examinations while their counterparts elsewhere succeed at the rate of 60 – 70%. Most of these non qualifiers therefore fail to transit to secondary school cycle. The situation is similar in West and South Asia where high population countries such as Bangladesh, India and Pakistan have Net Enrolment Ratios (NER) ranging from 20% and 24% respectively.

Out of 90 million children of secondary school age in Africa only 23 million (less than a third are in school. The GER is the lowest in this region (25%) and far behind other developing regions 66% for East Asia and the pacific 72% for Latin America and the Caribbean). This sorry state of affairs has made Africa lag behind in both social, economic and political circles for inadequacy of educated human capital from one generation to the other (Martin C (editor), 2005)

2.3 Primary to secondary school transitions in Africa
Education in most parts of Africa receives only 15% of total public spending on education. With a Gross Enrollment Rate (GER) of 26.8% compared to 56.6% for developing countries as a whole, Africa secondary education lags behind. If expected progress towards Universal Primary Education is to be achieved and if efforts on the same scale are not invested in lower secondary, education from primary to Secondary transition rates on Africa will plummet (ADEA, 2004)

Africa still lags behind other developing regions with regard to most indicators of educational development. Indeed because of the invidious combination of rapid population growth and economic stagnation, the world gap appears to be widening.
Unless steps are taken to address the serious education problems this gap in time will be a gulf. There is an alarming state of education in Africa along two principal dimensions of educational output: quality and quantity. On the quantitative side, the school enrollments have fallen as a proportion of school age populations in many African countries and absolute decline have occurred in a few countries (World Bank, 1988). Other constraints to transiting to secondary education include child labor, drug and substance abuse, inimical cultural practices and negative effects of HIV and AIDS. It is also evident that some public schools across the continent are needy and lack basic infrastructure.

With respect to the qualitative dimension of educational, although the evidence is limited it nonetheless points convincingly to the conclusion that the performance in Africa is satisfactory and has declined recently. Post primary enrollments declined for instance, between 1980 and 1983 in several countries and in Cote d’Ivorie, Ghana, Senegal and Swaziland secondary or tertiary enrollments declined even though primary enrollments continued to increase to or better than the pre-1980 rates. These declines in enrollment reflect the current economic situation in Africa. Children who might have attended school in better times are kept out or pulled out because they needed to work at home or in dire situations such as droughts, because their families have been forced to migrate. Family incomes have fallen at the very time that many countries have introduced or raised school-related fee.

In addition, the private benefits of education—especially education of inferior quality—may have fallen during the recent economic stagnation, while educational qualifications for many jobs have risen because of recent rapid expansion of the number of graduates.
This adversely affected the number of primary graduates transiting to secondary school levels. When African children enter school they are frequently faced by a situation quite foreign to their life at home in a rural/village or urban slum. The language used in school is often foreign/ different, the method of communication is written rather than verbal and existence is categorized in subjects that are not referred to at home The child’s challenge at this stage may not be that of learning new skills but simply that of adjusting to an all together different environment This difficult or false start in elementary education adversely affects the academic performance of the affected pupils.

The time has come for sub-Saharan Africa to renew its secondary education programs and to create the critical mass of skilled workers and youth necessary for the continents economic and social development. Education for all at the primary level should remain priority but it is not enough. Enlarging the focus to include secondary education will require national debates, intensified regional co-operation and a fundamental restructuring of current education systems (ADEA, Newsletter July- September 2004) Secondary education systems in Africa have remained virtually unchanged over the past 20 to 30 years, and secondary enrollments and completions are low. Old syllabus expressed through curriculum, goals and targets have not been developed. Both junior and senior secondary education programs are overloaded because most changes have been simply to add more content. New subjects including Information Communication Technology (ICT) and civic awareness must be introduced .This sorry state of events may and has acted as hindrance to transiting from primary to secondary education. This is
because many do not get the real value for secondary education and therefore find little need to transit to secondary schools.

Education systems in countries successful approaching Education for All (EFA) goals are unable to deal with the flood of primary graduates knocking at the doors of secondary schools in vain. “Regulating access to secondary school through a selection process at the end of primary is incompatible with the goal of having all children complete primary education and transit to secondary education (ADEA: Newsletter 2004)

Donors are part of the problem. Many donors continue to hammer exclusively on primary level Education for All without recognizing the need for transiting to secondary school. One might be tempted to ask how donor agencies of countries where systems have nine to ten years of compulsory schooling are reluctant to fund reasonable expansion of secondary education in Africa. In some cases donors agree to fund higher education activities and not secondary.

Including junior secondary education in the definition of basic education is a logical step but they require restructuring the past primary tiers of the education system and adding to the grade levels that aim to achieve and reach universal secondary enrolments by ensuring that majority of the primary graduate’s transit to secondary school. Education systems cannot be expanded at their current inefficient basis. High repetition and dropout rates, inefficient use of allocated school time rates comparatively short time – on task, convoluted syllabus and overloaded programs, ill equipped teachers and weak management capacities and communication all contribute to the weak and costly sector performance.
Public financing is constrained and will remain so for many years to come.
The physical school environment in most African schools requires specific attention as well.

Most boarding facilities in Africa’s secondary schools are neglected. When adolescents live in undignified conditions, it is unlikely that they will gain self respect and respect for others, develop unhealthy lifestyles and make smooth transition to the world of work nearly impossible. In Uganda, for example, the government introduced Free Primary education in 1992. Though the enrollments rose modestly between 1986 and 1996 from 2.2 million to 3.1 million the introduction of Free Primary Education in 1992 saw, five years later, (1997), the enrollments jumped to 5.3 million an increase of 70 per cent in just one year. By 1999, the number had risen to 6.6 million, and had risen to 6.8 by 2003. This increased enrollments led to overstretched facilities and reality of a teacher teaching over 100 pupils under a mango tree was common. Such appalling school facilities compromised standards and, transiting to secondary was limited to the ‘lucky few’. (Lockheed, E. M Versspoor: A.M and Associates, 1991).

Developing sustainable struggles for secondary education will require African countries to make tough choices which include deciding what coverage levels for which junior, senior secondary cycles can be sustainably financed. Deciding what coverage levels for which junior, senior secondary cycles can be sustainably financed, finding a balance between general, technical and vocational education. Secondary education in Sub Saharan Africa faces several challenges. As primary schooling is universalized the demand for access increases dramatically. The achievement of the Dakar and Millennium
Development Goals (MDGs) depends in part on the ability to expand secondary education systems.

Because economic growth is widely believed to be related to knowledge and education alone, greater attention must be paid to the content of secondary education. Increased access and participation at the secondary level is unattainable with current cost structures (Psacharopoulos G and Woodhall M, 1984). Typical national budgeting patterns in low enrolment countries in Sub-Saharan African allocate retrievably small amount of public expenditure to secondary education. Often this is less than 15% and sometimes less than 10%. By comparison 65% or more of the budget may be allocated to primary school far higher than that of secondary school allocation. Financing secondary education is a great challenge to both governments and households. Secondary education in most African countries tends to be the most neglected, receiving an average of 15-20% of state resources (World Bank 2005). Household burden in financing secondary education is also high. In Kenya, whereas households meet 20% of primary and 8% of university education costs they shoulder 60% of secondary education costs. Thus cost is a key barrier to transiting to secondary school for the poor in Sub-Saharan Africa.

The numbers learning among school systems are set to double or more over the next five years. If they do and if transition rates are not to fall, then the budget shares will be realigned. Where there is Education for All and fast truck commitments to protect allocation to primary this will place pressure on tertiary budgets and secondary education will be the culprit. Public expenditure per pupil at secondary level across Sub-Saharan African countries averages about five times that at primary and is as high as eight to ten
times in some of the lowest enrolment cases. This means that substantial increases in access will be difficult to finance in a sustainable way. Unit costs will have to fall if the development gains associated with expanded secondary transitions are to be achieved. However secondary education in sum is an area of policy neglect. Poverty Reduction Strategy Papers (PRSP) are being developed for the poorer countries. An analysis of 28 PRSPS from sub-Saharan Africa countries indicates that policy on secondary is often an after thought and a residual consideration.

About 25% refer to needs to expand secondary transitions and improve quality but do so without linking developments at the secondary level to the competing demands of other levels or their resource implications.

The remainder includes some targets related to secondary, most often for increased primary to secondary transition rates and mostly without modeling the impact of this on necessary budget shares for secondary and without evaluating the non-financial constraints on expansion.

Many countries make a case for developing and improving the quality of secondary education but usually without seeing it in relation to competing demands at the levels and financial consideration. Others set goals for secondary schooling usually related to increasing transition rate to post primary level, but again without any effort to model the impact which will necessarily later affect budgets and costs.

The Gross Environment Rate (GER) for secondary education in the developing world is low (57% in 2001). This is due to the fact that in most developing countries a high
proportion of primary school completers do not continue their education beyond primary level.

The situation regarding secondary education is Sub-Saharan Africa may thus be summed up thus; the vast majority of young people in the region do not have access to secondary education. Public expenditure per pupil at secondary level across Sub-Saharan African countries averages about five times that at primary and is as high as eight to ten times in some of the lowest enrolment cases. In Uganda, for instance, education, between 1980 and 1985 accounted for an average of only 15.6% of recurrent government expenditure, reflecting its continued low priority under the government of Milton Obote. The low attention accorded to education sector by Milton Obote contributed to low access, retention and completion. Subsequent Governments however have increased budgetary allocations in basic secondary and tertiary levels but the production of the necessary skilled human resources is far from being achieved.

### 2.4 Primary to Secondary transitions in Kenya

In a great many developing countries only a minority of children ever complete their secondary education. In Africa today, just one child in five completes junior secondary school. The advances made by African nations since their independence are now seriously threatened—in part by factors outside education. Africa’s explosive population growth greatly increases the number of children seeking access to schools and increases the number of potential illiterates and reduces the number of students transiting to secondary schools. Kenya is not exceptional.
Another major barrier in transiting from primary to secondary education is the family networks and household composition. In poor households in Sub-Saharan Africa, family networks are important since the burden of educating children is shared by extended family members where the networks are strong (Eshiwani, G.S, 1993). Household composition is important because studies have shown that the chances that a child will access schooling decrease with the number of children in the secondary age cohort in the household (Onsomu, E.N, Muthaka D.I, Ngware, M.W and Manda D.K, 2006). This implies that high dependency rates diminish chances of transiting to secondary education. In Malawi, for instance, 0-14 years have a dependency rate of 94% and this makes transition rate to secondary school much lower than South Africa which has a higher enrollment and dependency rate of 59% (African Population and Health Research Centre, APHRC, 2008).

With the implementation of Free Primary Education, the institutional imbalance between primary and secondary education has grown and the situation is even more acute in urban areas particularly urban slums. In Nairobi, for example, there were 330 primary schools in 2004 compared to 95 secondary schools. In 2003, a total of 18,706 pupils were enrolled in standard 8 all eying for places in secondary schools which could only admit a maximum of 5463 students, (Ministry of Education Strategic Plan, 2006 – 2011). This represented a possible transition from primary to secondary school of 29% based on availability of places in Nairobi. Nationally, primary to secondary school transition rate has however improved from 46.4% in 2003 to 50.5% in 2004. This increase is still low and a cause for worry for educational planners. Under the Kenya Education Sector Support Program (KESSP) the Government has outlined strategies to enhance enrolment
and quality non secondary education. However addition investment in this subsector is required to address the key challenge relating to high cost of schooling, which accounts for 30 per cent of those unable to transit to secondary level education. Another critical challenge relates to teacher availability. Secondary school teacher distribution in Kenya has not been equitable, with critical shortages showing in key subjects such as English and mathematics. Inequities in teacher distribution also exist between regions. A total of 47269 teachers were deployed in secondary schools in 2004. Due to the rapid growth of the primary sub-sector, the total enrolment in secondary schools is projected to grow and so will the need for more teachers. The Government of Kenya’s freeze on teacher employment has further complicated issues on transiting to secondary schools. Under the Kenya Education Sector Support Program, the Government has outlined strategies to enhance enrolment and quality non secondary education. However addition investment in this sub sector is required to address the key challenge relating to high cost of schooling, which accounts for 30 per cent of those unable to transit to secondary level education.

Besides, the increased harshness of selection and elimination process at the end of primary school will throw millions of 11, 12, and 13 years old children out of the system, with no real prospects for training or preparation to enter the workforce. Such an appalling situation may discourage both families and communities and hence reduce their demand for education-especially secondary education. Another negative aspect already observed in some countries, is the congestion at the end of primary level where repetition rates are three times those observed in the early years. This reduces the already low
internal efficiency of primary education and wastes enormous amount of resources. Progress towards Universal Primary Education (UPE) would seem to depend on removing the barriers to entering secondary the education or broadening access to the lower secondary level (ADEA, 2004).

There is strong pressure to take such action originating in increased demand for secondary education by families and national government. These actors are increasingly concerned that Universal Primary Education will not suffice to drive economic growth and fight poverty, since the sustainability of growth and poverty reduction will depend on successful integration of graduates into a globalised economy through knowledge and information society.

Therefore, to cope with Universal Primary Education, there is need to expand secondary education as well. There is need to adapt secondary education that is adapted to local resources and the needs of Africa countries to update the educational goals and curriculum content. It will further be necessary to broaden views of secondary education so that it is no longer regarded simply as a transitional level that prepares students for higher education. The type of instruction offered by secondary education system must satisfy the demand of communities and families, formal and informal sector, business and state and society.

Secondary education must prepare people to face the challenge of their time and place and by developing their ability for critical thinking, scientific and technological knowledge life-long learning and adaptability, sense of democratic citizenship and life
skills that they need knowledge on, health, nutrition, hygiene, environment and population.

The challenges involved in the development as opposed to mere expansion of secondary education will not stop soon. The diversity of situations, hence of education demand calls for diversification of methods of delivery formal or non formal in school or in business setting, face to face or distance. Research on the respective costs and benefit is of secondary importance and its impact on social development need to be enhanced. Although and its worth noting, primary Education for All remains a top priority it is not enough to respond to the need for economic and social growth in Africa as many countries are struggling with serious shortages of qualified teachers. Achieving the goals for primary EFA requires reinforcing secondary education as the last step before teacher training (ADEA, 2004). The numbers joining secondary school systems are set to double or more over the next five years. If they do and if transition rates are not to fall, then the budget shares will be realigned. Where there are EFA and fast track commitments to protect allocation to primary this will place pressure on tertiary budgets and secondary education will be the culprit.

2.5 General perspective of access, wastage and retention on transition
The term wastage applied to education has an unfamiliar ring and an educationist may object to it as depersonalizing of what is essentially an individual growth process. It comes from the language of economists and seems to liken education industry with capital invested in plant and raw materials being processed into finished product. The more acceptable term would be” failure in schools”. Yet, undeniably from the point of
view of a nation’s resources and expenditure education is the world’s largest business. What is being wasted? Human learning, school building and equipment, the labor of teachers. Through the failure of countries to achieve their educational objectives, in children’s failure to reach target achievement levels, in repetition of grades in pre-mature school leaving, in unemployable school leavers. Therefore educational wastage can be said to exist in the following forms: failure of system to provide universal education re-entry of child mothers, failure to provide universal education, retain children into the system, and hold children within the system, failure to set appropriate objectives and inefficiency in the achievement of the objectives. Through the failure of countries to achieve their educational objectives in children’s failure to reach target achievement levels, in repetition of grades in pre-mature school leaving, in unemployable school leavers. Simply put, wastage is a term used to describe the contribution effect of repetition and enrolment loss on progression of a group of pupils through the education cycle (Eshiwani G.S, 1993)

Regrettably, one out of every five children in developing countries i.e. more than 113 million children lack access to schooling. Two thirds of those out of school children and illiterate adults are female. (Eshiwani G.S,1993). In 1990 the Government of Kenya made a renewed commitment to the provision of universal basic education. The country signed both the World Declaration of Education for All in March 1990 in New York City. The implementation of FPE initiative in 2003 increased the number of pupils in public primary schools from 5.9 million in December 2002 to 6.9 million in January 2003 and 7.2 million in 2004. Currently there are over 9 million children in primary schools. Despite this positive development, it is evident that FPE resulted in increased gender
disparities in the gross enrolment rates. At the same time, girls retention and ability to proceed with their education beyond grade five as well as their completion rates, have deteriorated with boy’s participation is marked by higher repetition and drop out rates. FPE is also characterized by over crowded and overstretched facilities, (MOE, Gender policy on Education 2007). School drop out translate to wastage of a country’s resource. The amount of money spent on repeater adds an extra financial burden to the education system especially on the national budget because it is generally accepted that education has an overriding influencing on health, fertility, nutrition and production. Where half of those in education system drop out, its overall national development is decelerated. Statistics indicate that 47 per cent of pupils who complete the primary cycle and that pupil entering a class one, only 55 percent of girls and 35 percent of girls reach standard eight. (Republic of Kenya, Ministry of Education, Science and Technology, 2003).

The high rate of drop out can threaten the political and social stability due to the steady increase in the population of illiterates, unskilled manpower and the alienation of such people from the mainstream society (Achola P.W, and Pillai V.K, 2007). Those who repeat classes or drop out of school do not fit in social institutions of education. Consequently, this is a lost ability and the individual may not be useful to himself and society at large (UNICEF, 1997). Drop out too, has an adverse implication on all education system in that a number of school places have to be provided for every successful school leaver. Drop out therefore implies wastage in the system, (Eshiwani G.S, 1993). The main priority for primary education is to increase the learning of children in school so that most children
who enroll in the school actually complete the primary cycle and transit to secondary school level.

### 2.6 Social-cultural causal factors that lead to low transitions


Research reveal key cultural factors leading to drop out and low transitions are parental attitudes and socialization practices that at times influence rates of girls under enrolment. Many communities have stereotypes that; girls can make it in life even without formal education, can cope with men or get married and they are easier to control when they are at home. Other cultural practices such as female genital mutilation and initiation for boys among most of the Kenyan communities make the initiates feel that they are now mature and are not ready to interact with children in primary schools. Thus, majority drop out of school and for the few who manage to go through the cycle, perform dismally. Among the Burji, Rendille, Samburu and the Gabbra, there are traditional initiations ceremonies
that include lengthy seclusion of initiated boys making them lose out in school activities leading to drop out in most of the time hence failure to transit to secondary education.

Family instabilities due to factors such as alcoholism and quarrels leading to separation or divorce adversely affect performance of pupils and at times lead to drop out.

Family breakups especially among the Digo, in coast, lead to school drop-out by daughters because fathers culturally do not believe in financing education for daughters of their divorced wives (Bureau of educational Research, Kenyatta university 1993). In some communities, birth order selectivity is evident as first born boys are under enrolled in schools as they are viewed as the best and therefore should work at home.

Yet among other communities, girls are under enrolled because culturally parents associate schooling with their migration to towns and getting involved in prostitution. Studies have found evidence that girls are fed less than their brothers and their illness are less likely to be trade than those of their male siblings. This it can come as no surprise that female literacy falls short of male literacy (Summers L.H, 1992).

Therefore, in general tradition (including religious) perceptions of gender roles and status make girls the more obvious choice for non enrolment, late entry, frequent absenteeism and dropping out of school especially in areas and times of economic hardships. The negative attitudes towards girls’ education highly contribute to low enrolment, low participation levels and performance, by girls, early pregnancies and early marriages. Due to both biological and social-cultural factors, including gender based violence. Girls and women are more vulnerable to HIV and Aids pandemic since they often
become the caregivers for their sick parents, relatives and siblings. Generally, most girls and boys lack life skills and thus are not well prepared to protect themselves from HIV or cope with its impact if infected (MOE, Gender Policy in Education 2007). Children infected with HIV and AIDS at birth do not live to enroll in school. The numbers of orphans in schools will increase as parents die from HIV and AIDS. Without appropriate interventions, the orphans will most likely drop out of school thus affecting secondary school transitions. Some children will stay at home to care for the sick family members (Session Paper No. 1 of 2005, KESSP 2005 – 2010). Therefore, low participation at lower levels adversely affects transitions to next grades especially lower secondary level.

2.7 Economic factors leading to low transition rates
Education is a cornerstone of economic growth and development. Regions with a higher illiteracy rates tend to have lower Gross Domestic Product, per capital and higher pupil-teacher ratios than regions with lower illiteracy rates. Poverty is widespread in Kenya with over 58 percent of the population living below poverty line. Consequently the inability of the poor to meet education costs for all their children is a barrier to education resulting to drop-out therefore inability to transit to secondary school levels.

Parents in developing countries are less likely to send their daughters to school than their sons. The direct and indirect costs of education are higher for girls than for boys, and the benefits to parents are remote and uncertain.

Lower education attainments in turn, places women at a disadvantage in their labor market, perpetuating the cycle of low earnings and lower investment in education. Access to primary education remains problematic in much of Africa. Economic hardships of the
1980s caused a drastic decline in primary participation. Since 1985 the primary school gross enrolment ratios has actually declined in 17 countries e.g. Angola, Nigeria and Kenya to mention a few. In almost all countries in Africa due to poverty, access to primary education has expanded far too slowly to achieve international education targets that hinder equity and universal primary education. About 12 percent of the world’s children age 6-11 live in Africa, yet the region accounts for more than one third of children out of school on poverty related aspects. Poverty related deprivation contributes to low education attainment in Africa. Poor children spend more time than children from rich families contributing directly or indirectly to household income.

As a result they are less likely to spend out of school hours on school work more likely to be tired and ill prepared for learning when they are in the classroom more than 40 percent of children in Africa are stunted, while almost one third are underweight primary school aged children are less likely than healthy children to learn in school and are more likely to be absent from lesson (Lockheed, E.M, Verspoor, A.M and Associates, 1991). On the other hand, if private costs (hidden charges) for education are substantial , parents in poor households are more likely to withdraw their children from school early in the school cycle (UNICEF 1999). Walter Odhiambo, Deputy Country, Director Marie Stopes (Sunday Nation 30/8/09) lamented that Kenyan women were giving birth to an average of 5 children creating a population boom that has distorted growth projections. Family health experts and development experts say that unchecked growth is taking a heavy toll on the country’s ability to fed its people and provide basic social services like education. Finally to provide basic education seriously compromises a country’s efforts to reduce
poverty. Delayed enrolment has a cost implication too and is a major concern for most governments, in Third World Countries.

It would be less costly to send a child to school at earlier possible age, when the value of the child’s time is lowest. Another route to delayed school enrolment is borrowing constraints. If parents cannot borrow against the future earnings of their children, have no savings and must pay a fixed school fee, then delays may be optimal. Fluctuations in family income may also lead parents to delay enrolling their children in school. A bad harvest or lower crop price for example lowers family income and may lead to parents not enrolling their children. Lack of employment has been another contributory factor to poor school attendance. An undated article from the Daily Nation cites the sharp drop in primary school enrolment in Nandi District due to retrenchment in the tea plantations. More than 40 primary schools were faced with shortage of pupils. School enrolment in Nandi and Tinderet Districts had drastically reduced in some cases by 80 percent when parents were sent packing after multinational companies introduced tea picking machines. Low enrollments in primary schools translate to low enrolments in secondary schools.

Food shortages in most parts of Kenya contribute to drop out and inhabited transitions to secondary education. Food shortage in Ganze, Kilifi District adversely affected learning in Ndigiria, Vitengeni, Mitangani, Mrima wa Ndege and Palakumi locations forcing children to skip lessons to join their parents in search for food (Education, November 12-27-2009). Evictions of illegal settlers in the Mau complex forced 30,000 school going children to skip school for lack of space to accommodate them. This added to the already
50,000 school children from the neighboring’ Sierra Leone’ who had been out of school since 2005 after they were evicted from government forest land. (Education, November, 12 -27 -2009). The planned eviction of families from Mau complex by the government from the water tower will lead to school drop out by the affected children. In some communities, some children join schools for lack of better alternatives and are ready to snatch any such alternatives when the opportunities become available. For instance, large number of Samburu and Rendille students quit schools in both form one and two to join the armed forces, police and administration police services. Failure by some of the form four graduates to get gainful employment at the end of their secondary education discourages many parents and students already in school. Many parents are ready to withdraw their children from school at the slightest excuse.

Communities practicing nomadism further complicate matters of retention in school. Pupils drop out of school to join their parents in their migration. The movement of parents from one place to another in disregard to their schooling children discourages the schools’ efforts to their maximum.

Lawrence summers, in his paper “Investing in all people” rightfully asserts that female deprivation results from a vicious cycle where girls are not educated because they are not expected to make an economic contribution to their families, an expectation that represents a self fulfilling prophecy.
2.8 School – based factors / teachers characteristics that lead to low transitions

When African children enter school, they frequently face a situation quite foreign to their life at home in a rural village or urban slum. The language used in the school is often different, the method of communication is written rather than verbal, and existence is categorized into subjects that are not referred at home. A child’s major challenge at this stage may not be that of learning new skills, but simply one of adjusting to an altogether different environment. This disorientation makes pupils hate schooling which finally lead to dropout and eventual low transitions into secondary education. Quality and relevance of the curricula is important too. Perceptions of curricula inadequacies and low quality of education across many nations has given rise to apathy, school disaffection and antisocial behavior on parts of the students, often leading to low transitions (World Bank 2005; Abelman 2001; Levy and Murname, 2005). Such students tend to focus on other forms of economic returns (World Bank, 2005). Mugisha (2003) points out that one of the reasons why “urban advantage” does not seem to work for slum children include the perceived low quality of primary education offered. Shortage of physical facilities mainly school places and shortage of teachers has adversely hit some regions. Such shortage of classrooms leads to admission to standard one on a preferential basis leading to exclusion of some children especially those parents lack social influence.

Long distance between home and school in some of the area especially the sparsely populated discourage pupils from attending school due to exhaustion and challenges of terrain, wild animals and general insecurity. Kenya’s education system, regrettably, puts a lot of emphasis on examination like Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education, KCSE.
Thus some pupils leave school pre-maturely after they fail national examinations that hinder them from transiting to secondary school.

Research has shown that some pupils, once they feel they are inadequately prepared for examinations drop out in order to re-sit the examination at a later date. 

Other school based related factors that have led to repetition include:- repetition with an aim of getting higher grades to enable them get competitive form one places, poor performance of a pupil in class, repetition with an aim of getting higher grades to enable them get competitive form one places, Poor performance of a pupil in class, insufficient places in higher classes, change of schools, desire to improve on academic standards before proceeding to the examination class, return to school/class by a pupil who had dropped out of school during the previous year among other reasons. It is worth noting that class repetition is not only expensive to the parent but also to the government. Research by the Ministry of Education, Strengthening Primary Education (SPRED) asserts that the cost of society of 100 percent of children completing five years of schooling and no repetition are much lower for example than the cost to society of all children completing five years of schooling with an average three years of repetition. A World Bank research paper states that when learning is increased therefore, and attendance and promotion are not inhibited by exogenous factors, children remain in school for more years, move through the system more rapidly and complete the primary cycle in great numbers. The results are more and better educated graduates.
The advent of Free Primary Education in Kenya has seen a drastic rise of pupils being admitted in the schools. At a certain point classroom management control and organizational problems become difficult when a teacher has to handle very large number of students. Primary Education contributes mainly to the production of final output whereas post primary education contributes to the adoption and innovation of technology”. Many Africa countries fail to provide an environment for effective learning. Children are taught in overcrowded classrooms by unqualified and unmotivated teachers who are often poorly and irregularly paid and receive little managerial support. Teachers’ absenteeism is disrupting learning and eroding public confidence in the value of education. Learning is further constrained by widespread limited learning materials. Materials that are available are often in languages that most students do not speak at home.

A survey by UNESCO (1988) found out that 10 out of 11 countries surveyed more than a one third of students had no chalkboards in their classrooms. In 8 of the 11 more than African children roughly spent half as much time in the classroom over the academic year as children in the industrialized countries.

The safety of the learner is central to the provision of quality education in any country while this is true for learners at all levels of education, it is particularly critical for learners at the basic education levels in view of their relatively tender ages. Children of this early are very vulnerable to threats such as bullying by their older colleagues intimidation, verbal and physical abuse and all manners of harassments. Apart from personal threats, insecurity for children can emanate from inappropriate school facilities and infrastructure. These may include poorly constructed classrooms and playing
grounds, insufficient and broken down toilet facilities, gender insensitive location of toilets and bathroom facilities and inadequate and inappropriate desks and other furniture (school standards manual MOE, 2007). This shaky foundation of the pupils affect their performance and inhibit grade promotion. This further spill over to secondary levels thus low transition and participation rates. Some teachers who are dissatisfied with their posting especially those who do not come from the school localities keep on asking for pre-mature transfers. If their transfers are not granted, they are demotivated and their performances fall thus contributing of to poor performances by pupils. The teacher has grown disinterested with the education activities of the area. When they are not in trouble with educational administrators, they are intimidated and abused by the few traditional elite for either becoming too much or doing too little. Other times they are accused of being too strict on discipline or doing nothing about it.

Christopher Thomas and Christopher Show (World Bank paper) assert that school attendance without learning is meaningless and development opportunities are missed when a larger fraction of the school age population has no access to learning. Repetition is a major factor in students dropping out of school since learning rarely improves as students repeat grades. Many of the students drop out in early primary cycle before they acquire even rudimentary literacy and numerical skills. For example, in Chad, Ethiopia and Madagascar more than a third of the children who enter school never complete grade two.
Outside Nairobi, only in central province do as many as half of those students who begin primary schools actually complete it and the national average is substantively lower for girls (34 percent) than for boys (41 percent). Girls account for almost half of the student body until standard 8. This suggests that most girls are not disadvantaged until the later years of primary education despite considerable cultural and economic variations. But in North Eastern Province enrolment numbers and percentage of girls both decline rapidly. In the country as a whole in standards 6-8, a government study suggests that some 0.8 percent of students (over 5000) dropped out for pregnancy in 1997 and most were aged 14-17 years.

2.9 Pupil factors contributing to low transitions
A number of pupils’ characteristics have been found to influence access, retention and transition. These include academic failure, insufficient marks to advance to the next grade, over age for current grade, absenteeism, truancy and inadequacy of education opportunities (UNESCO 1997).

Lack of discipline on the part of some pupils lead to conflicts with the school management. Such indiscipline cases include drug and substance abuse, alcoholism and other deviant behavior. The culprits feel that they are in the receiving end and drop out of school. Such drop outs may re-enter schools after some years. They would feel too old for the classes they are in and ultimately leave school.

Students who go to boarding schools, especially from the pastoral communities feel alienated and they are regarded as liabilities rather that assets in the pastoral society. This makes a pastoral child belong to two worlds in an urgent need to re-adjust. Such students’ dropout of school (Maundu P.M and Mathu G. 1986).
There are pupils who drop out of school because they feel aliens in the school. They feel they don’t belong to the school. A psychological sense of belonging to a school fades off. (Achola P.W, Pillai V.K, 2007) focused on behavioral aspects to predict students at risk of dropping out of school. Using two longitudinal samples at United States of America high school students, a typological approach to predict different types of school drop out behavior namely; Quiet drop out, Disengaged Drop out, low achiever drop out and maladjusted drop out.

Quite drop outs tend to show a no school misbehavior and at the same time indicate fair amount of commitment but eventually drop outs do not react openly to their difficulty at school, do not misbehave and generally go un-noticed until they decide as those who tend to show an average low level of school and average performance with respect to grades. They do not like school, have few educational aspirants, care little about grades and feel they are less competent than other students. Generally, they do not recognize the importance of education.

Low achievers are characterized by their low and often failing grades and their failure to fulfill the maximum required scores to pass a grade. They generally show a weak commitment to education. The maladjusted dropouts are characterized as showing high level school misbehavior and they constitute the highest level of drop-out.

Peer pressure has significantly contributed to school drop out where students influence each other into antisocial vices that can not accommodate time for education and lack of exposure to pre-school work. Such direct entries make some students get frustrated when they find at their advanced ages cannot comprehend basic literacy, numeracy and life skills expected of them.
2.9.1 Measures in improving transition in primary schools

The initiative by the National Alliance Rainbow Coalition (NARC) Government to introduce Free Primary Education in 2003 was a major step towards improving access, retention and completion in public primary schools. However, despite the efforts, the enrolment loss, repetition and drop out are still rampant.

There has been an attempt by the Kenya Institute of Education (KIE) to provide a practical and technical oriented curriculum that offers a wide range of subjects (Republic of Kenya, 2005). The government has also tried to provide sufficient and optimal allocation of human, physical and financial resources to improve quantity and quality of education offered. There is also a need to co-ordinate and harmonize curriculum, examination and certificate for all educational institutions on national basis, develop centers of excellence in education, training and research to enhance education growth without sacrificing the quality. Besides, the Ministry of Education should come up with elaborate reasons for drop out rather than issuing statistical data (ADEA, 2004).

Education stakeholders, religious bodies and all those concerned with the welfare of the youth should address the youth on the dangers of early pregnancies, drug abuse and all other anti-social behavior that impact negatively on education. Guidance and counseling should be the approach in addressing adolescence crisis. Parental positive attitude towards education is paramount. Review of the teachers’ welfare and conditions of service to try to stop teacher exodus should be a welcome move. This will improve their morale and performance.

Schools are more effective when teachers are confident in their ability to teach, care about teaching and about their students and co-operate with each other. In areas of high population, there is the need to adopt a multi grade teaching method. Scholars describe a
multi grade teaching as a set of teaching techniques that allow a teacher to deliver effective instruction to groups of pupils of various ages and capabilities aimed at improving the quality of education.

It is important to underscore the importance of early childhood education as the years they are offered an unparallel window of opportunity to exercise a positive and lasting influence on the health, intelligence and future development. It is the greatest time when nutrition, health and early education interventions are combined. Early Childhood Education programs may yield immediate benefits to children but they may also provide social and economic returns over a lifetime in terms of ability to contribute to family, community and nation. Parents and other stakeholders including Overseas Development Partners should provide finances for the purchase of the required teaching/learning materials. The British Overseas Development Administration (ODA) for instance, entered into agreement with Government of Kenya to support the primary education sector. The ODA program was launched under the acronyms SPRED (Strengthening primary Education).

Njeru and Orodho (2003) note that in view of the growing levels of poverty high mobility rates occasioned by HIV & AIDS and unfavorable national policies many children are dropping out of school at all levels and unless appropriate interventions are urgently put in place the goal of attaining Education For All by 2015 as envisioned by the Dakar 2000 World Education forum will be a mirage. In an effort to improve access retention and completion rates in our public primary schools, the government has in the recent past come up with national policies and strategies to make schooling more attractive to students so as to enhance their retention. Such policies include: Gender policy in

On teacher leaves, it is proposed that a system to be designed to provide relieve to teacher who are on maternity or sick leave. A pool of retired teachers and untrained teachers or unemployed trained teachers could be set for this purpose. In remote hardship areas the high turnover of teachers due to demotivation can be contained by encouraging teachers from the localities concerned to take up teaching positions there (Eshiwani G.S, 1993). A constant pool of such teachers can be ensured by giving priority to recruitment of secondary school leavers from these areas into Teacher Training Colleges. Yet, another option would be to rotate teachers in hardship areas.

According to the International Conference on Education 35th session, General (1975) introduction of automatic progression from primary to secondary through abolition of the secondary entrance makes a reality of the democratization of secondary education. It has already been applied in several European countries and Korea with extension of compulsory schooling to include the 1st cycle of secondary education. This has really improved transition from primary to secondary. The Republic of Korea, which in the 1950s was among the world’s poorest countries, managed to achieve nearly 100% coverage in primary and primary to secondary transition in just four decades. This rapid expansion is attributable to:
1) A pragmatic policy framework emphasizing different levels of education over time. In the 1960s, the plan’s top priority was universal primary education; in the 1970s policy emphasis shifted to secondary education, and in 1980s, to the tertiary level.

2) Equity considerations were important for a balanced expansion of the education system. In 1968, the government abolished the entrance examination for middle schools and increased government spending in education.

3) Encouraging private provision of education at all levels, Korea’s success provides a vital lesson for African governments on how political commitment and pragmatic education planning can turn around an education system.

Access, equity and increased transitions can be achieved simultaneously if the government resolutely addresses potential trade-offs between the two goals in the planning and the implementation stages.

Zimbabwe is one of the countries sub-Saharan Africa with high school participation and transition rates. After independence in 1980, the Zimbabwean government embarked on the process of redressing the disparities and inequities created by successive colonial governments. To achieve this, the government the committed to, among others providing free and universal primary education, ensuring access to secondary schools consistent with financial constraints, automatic grade promotion through to grade II, more equitable access, curriculum development to stress relevance to occupations and livelihoods, building at least one government school in each of the 59 administrative districts and to paying building grants in aid to all approved non-government secondary schools to cover 5% of the costs, building secondary schools in urban centers, and a limited number of
rural day secondary schools, It left the local authorities and communities with the task of building primary and non-government day secondary schools in the rural areas. The Zimbabwean example demonstrates that immense gains can be achieved when responsibility for system expansion and achieving equity is shared between the central government, local authorities and private sectors (World Bank, 1988).

2.10 Summary

The literature review in this section has outlined a number of factors hindering smooth transitions from primary to secondary education. The factors were categorized into school based, personal preference, social-economic factors that were mainly determined by social attitude towards education and economic hardships as poverty, Long distances to school, inadequate school infrastructure and equipment were other inhibiting factors against primary to secondary transitions. Rigid curricula and lack of automatic grade promotions were lacking and acted as a major bottle neck towards accessing and transiting to the next grades in education. School or institutional based factors such as congested curriculum, lack of necessary instruction/learning material and at times lack of classrooms if not existence of highly congested classrooms make schools a nightmare to students.

Pupil related factors such as negative attitude towards education lack of role models and hopelessness in lack of jobs despite having reasonable education levels play a key role in contributing towards enrolment losses and minimal primary to secondary education.

The study, has therefore mainly endeavored to establish the underlying factors leading to low primary to secondary school transitions and other related issues such as non enrolment, repetition and drop out in Miriga-Mieru division, Imenti Meru County and
the study has come up with suggestions towards the improving transitions from primary to secondary schools in Miriga Mieru division of Meru County.

The research established that there was a disconnect between the Ministry of Education and the other support ministries in ensuring that pupils had compulsory access to education. There are no clear penalties on those who never accessed or dropped out of school and there are no clear mechanisms to assist the bright and needy students who would have wished to continue with their education.
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction
This chapter presents the research methodology that was used in conducting the study and presenting the findings. The chapter highlights the following: Research Design, Study locale, Target Population, Study Sample, Sampling Procedures, Research Instruments, validity and Reliability of research instruments, Data Collection and Data Analysis.

3.2 Research design
This study used the Descriptive Survey Design to establish barriers in transiting from public primary schools to public secondary schools in Miriga Mieru West Division, Meru County, Kenya. Descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather information in a natural setting and reports occurrences the way they are. Mugenda, A and Mugenda, O (1999) explains that a descriptive survey design among other things seeks to obtain the information that describes the existing phenomenon by asking individuals about their perceptions, attitude, opinions and values.

In conducting such surveys the researcher must construct questions that will solicit the desired information (Orodho J.A. 2009). The investigator must identify the individuals or groups to be surveyed and identify the means by which they will be contacted by mail, phone, and face to face interview. The data is then summarized in a way that it provides descriptive information. The researcher then presents and interprets information for purposes of clarification. Among Scientific descriptive, education, anthropology and public health make use of surveys to collect information relevant to interests and
problems in their fields. Studies involving surveys account for a substantial proportion of the research done in the field of education (Orodho J.A. 2009).

Descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educationists. Therefore, this study fits within descriptive survey design as it is the best method available to social Scientists who are interested in collecting original data for the purposes of describing a population which is too large to observe directly (Mugenda, A and Mugenda, O 2009).

The design enabled the researcher to gather data from a wide variety of respondents – target pupils who did not transit from primary to secondary, target primary school teachers, Area assistant chief, Area Education Officer and target head teachers of target primary schools on barriers on transiting from primary to secondary education in Miriga Mieru West Division, Imenti North District.

3.3 Locale
The study was carried out in Miriga Mieru West division, Meru County. The division is one of the largest divisions in Meru County with the high densely populated Meru municipality falling within the division. The town hosts a number of light industries and informal industries which offer both skilled and non skilled casual employments. The division enjoyed reliable rainfall with two planting seasons besides having heavy tropical forest and conducive weather condition. The forests offered the local community with some form of earnings through sale of firewood, honey and timber and timber by-products. Most of the division is mainly peri-urban and a big part of the division borders the expansive lower Imenti forest which is part of Mt Kenya forest. Though the division is generally economically endowed, slum dwellers of Majengo, Shauri Yako and Mjini
live in abject poverty. The division was identified for study because it presents a case of low transition rates from primary to secondary schooling as captured in the national data on education information management systems (Republic of Kenya, 2003-2007). The area was further ideal for this study because of the diverse social-economic factors that led to low transition rates from primary to secondary. Besides, there is no other known research carried out on barriers to transiting from primary to secondary education in the locale.

3.4 Target population
The study targeted ten (10) primary school head teachers, twenty (20) standard eight graduates who did not transit to secondary schools (as sample populations respectively) Area Assistant chief and the Area Education Officer. The sampled target population represented the actual population of seventy six (76) primary schools in the division.

3.5 Sampling procedures
Orodho J. A (2009) explains sampling as a process of selecting a subset of cases in order to draw conclusions form the entire set. Since it is not possible to include all the seventy six primary schools in the division, a manageable sample of ten (10) primary schools (13.16%) was selected. A stratified random sampling was used to select the sampled target schools. This method gave an equal chance for any of the schools to be selected and at least 10 percent sample size for education research was met. The actual sample size was 20 standard eight graduates, 30 primary school classroom teachers, 10 primary school head teachers, 10 secondary school head teachers, the Area Assistant Chief and the Area Education Officer.

3.6 Research instruments
The researcher used a variety of research instruments to collect data. Data was collected by use of questionnaires from the pupils who did not transit to secondary schools, the
class room teachers, the head teachers of primary and secondary schools. Interview schedule were used to gather data from the Area Education Officer and the Assistant Chief.

3.7 Piloting
The researcher administered a pilot study on three (3) primary schools were not in the sample schools to gauge the reliability and validity of the research instruments. It was necessary that research instruments be piloted as a way of establishing their suitability.

3.7.1 Validity
Validity is the extent to which an instrument measures what it is supposed to measure. Questionnaires were used for data collection as they offered respondents freedom to express their views, opinions and suggestions. It was also an efficient tool on time management because data was collected from a large population and the questions were easily analyzed and standardized. Every one gets the same questions. Anonymity was also guaranteed (Orodho J.A. 2009). Interview schedules were used on the key respondent the Area Education Officers and the Area Assistant Chief because of their busy schedules.

3.7.2 Reliability
Reliability is the degree of internal consistency of a measuring instrument. Mugenda A and Mugenda,O (1999), observe that reliability is the degree to which a research instrument will yield a constant result after repeated trials. Reliability of an instrument is the consistency in producing a reliable result. It focuses on the degree to which empirical indicators are consistent across two or more attempts to measure the theoretical concept.
The researcher used the test-retest method to establish the reliability of the research instruments through piloting. From the respondents Spearman’s rank order correlation was employed to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaires were consistent in eliciting the same responses every time the instrument was administered. A correlation coefficient (r) of about 0.75 should be considered high enough to judge the reliability of the instrument.

The main objectives of this coefficient of correlation are to determine the extent to which two sets of ranking are similar or dissimilar. The spearman’s rank order coefficient formula is:

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

Where’s rho (rs) - spearman’s coefficient of correlation.

Di - difference between ranks of pairs of the two variables.

N the number of pairs observed. (Orodho J, 2009)

To test the reliability of the data from the instrument through test – retest, it was divided into two halves. The two scores were correlated to get the co-efficient of reliability. The co-relation co-efficient of reliability was determined to be 0.82 using a sample of ten (10) participants.
3.8 Data Collection Procedure
The researcher, before setting out to collect data, got an introduction letter from Kenyatta University and a research permit from the National Council for Science and Technology before embarking on the research work. He booked an appointment with the sampled pilot schools through the respective head teachers appropriately. The researcher administered pilot the questionnaires to the targeted respondents by giving them clear instructions on how to fill them. The researcher further enlisted the assistance of the sampled head teachers to invite the standard eight graduates who did not transit to secondary schools to a common venue. The researcher constantly kept in touch with his supervisors in Kenyatta University for mentorship in carrying out the research.

3.9 Data analysis and presentation
The study generated both qualitative and quantitative data. Descriptive and inferential data (statistics) was used to analyze the collected data. Descriptive data such as percentages, tables and frequency distributions were used to analyze and present the data.

3.10 Logical and Ethical Considerations
The researcher followed due procedures in carrying out the research by seeking authority from the relevant offices and ensuring that professionalism was observed in data collection and analysis.
CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction
This chapter presents data analysis and discussion of the study findings. The analysis was done by considering each of the research questions emanating from the objectives, presenting the results of the study on that particular question and then discussing the results. The results were presented in frequency tables, percentages and use of graphs. Qualitative data was categorized into themes and the major views reported. The findings of the research were presented based on the major objectives of the study namely:-

a) To identify causes of gender disparities in transiting from primary to secondary education in Miriga Mieru West Division, Meru County.

b) To identify barriers affecting transitions from primary to secondary education in Miriga Mieru West Division, Meru County.

c) To identify and evaluate measures being taken by the education stakeholders to address the barriers in transiting from primary to secondary education

d) To purpose interventions to enhance transition from primary to secondary education in Miriga Mieru West division, Meru County.

The chapter is divided into four sections. Section one analyses data on some of the main causes of low transition rates from primary to secondary education.

The second section outlines factors specifically affecting standard eight candidates in making choices to transit to secondary education. The third section addresses the measures transition taken to improve on transition rates from primary to secondary.

The fourth section addresses the extent to which measures taken to address low primary to secondary transition rates has succeeded.
The data for this study was collected from 20 standard eight graduates who either did not transit to form one or dropped out within the first year of secondary school, 30 public primary school class teachers, 10 head teachers of public primary schools, 10 head teachers of public secondary schools, 1 Area Education Officer and the Area Assistant Chief.

4. I Methods of data analysis
After the raw data was collected from the field it was tabulated and analyzed through frequency tables, charts and percentages based on the research questions and objectives. The findings were further analyzed through Microsoft Excel software.

4.2 Factors contributing to low transition from primary to secondary
The first objective of the study was to determine factors contributing to low transition rates from primary to secondary school level in Miriga Mieru West division.

4.2.1 Factors leading to low transition from primary to secondary education
Thirty primary school classroom teachers identified several factors that they strongly believed lead to low transitions from primary to secondary education as outlined in figure 4.1 below.
Figure 4.1: Factors leading to low transitions from primary to secondary education (Primary school teachers’ responses)

Figure 4.1 above shows that a number of parents are indifferent on secondary education and are regrettably not supporting their standard eight KCPE children to transit to secondary education. Indeed 16 (53 percent) - highest causal factor of the respondents aver that this is alarming. Further, probably, linked to the parental lack of interest for their children’s transition to secondary school education, candidates’ lack of interest for secondary school education was the second major causal factor at 14 (47 per cent).
The major factor leading to low primary to secondary transition was the low education levels of some parents, 10 (30 %)

Lack of adequate educated role model to motivate standard eight graduates to transit to secondary education level adversely influenced standard eight graduates from transiting to form one-5 (20 %) of the respondents.

Assumptions that standard eight candidates failed to transit to form one either due to long distances to secondary schools or due to gender bias against either gender were strongly denounced with 1 (3.3 %) respectively agreeing that they played a role in non pupil transiting to form one.

The findings from the correspondents confirmed to what the World Bank (1988) had earlier confirmed that constraints to transiting from primary to secondary education among others included child labour, inimical cultural practices and that some public schools across Africa are needy and lack basic infrastructure.

**4.2.2 How age determined performance in KCPE in examination**

Low education attainment by some pupils led to frequent repetitions in grade making some of the pupils reach their examination classes at advanced ages. Low achievers generally are characterized by low and often failing grades. Such pupils generally show a weak commitment to education. The findings about how age determined performance are outlined in figure 4.2 below.
From figure 4.2 above, 73% of the standard 8 candidates were overage for their level. At least 75% of this number indicated that they had repeated at least two classes in their primary cycle. Repetition was mostly linked to poor performance. Despite this forced repetition, at least 60% of the repeaters ended up getting low marks while others declined to join form one because they considered their ages too advanced. In essence the primary schools did not provide conducive learning environments. The findings reveal that wastage in primary cycle in form of repetition and poor performance and child unfriendly environments contribute to low primary to secondary transitions in Miriga Mieru division, Meru County.
The finding therefore confirmed that poor academic performance and advanced ages made such pupils fail to comprehend basic literacy, numeracy and life skills expected of them.

4.2.3 How KCPE examinations contributed to low transitions from primary to Secondary education
The Kenyan secondary education system is characterized by a selection and elimination process at the end of primary school cycle.

Pupils who were unable to attain the form one admission marks to national, County and district schools are locked out of the secondary education.

Table 4.1 below outlines the above scenario;

<table>
<thead>
<tr>
<th>Mean standard score (mss)</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>300 and above</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>250-299</td>
<td>6</td>
<td>4</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>200-249</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>150-199</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Less than 150</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>14</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From table 4.1 above 15 standard eight candidates out of the 30 sampled respondents had attained an average national average mean standard score of 250 out 500 to automatically
qualify for admission to public secondary schools. This represented 50% of the respondents. Nine (60%) of these were boys while six (40%) were girls.

Ten candidates out the thirty sampled respondents attained a mean standard score of 200-249 thus qualifying for admission to form one in district secondary schools. This represented 4 (40%) boys and 6 (60%) girls.

In essence, and based on merit, at least 7 (23.3%) of the sampled boys and 8 (26.7%) of the sampled girls respectively, did not meet the minimum qualifying mean standard score of 250 marks to have them enrolled in form one.

These findings show that 50% of the sampled primary schools scored poorly below the mean standard score of 250 making them miss direct admission into form one. This therefore implies that the Kenya Certificate of Primary Education (KCPE) examination is greatly contributing to wastage in education at standard eight primary exit levels.

The increased harshness of selection and elimination process at the end of standard 8 threw millions of 11, 12, 13 year old children out of secondary school system with no real prospects for training or preparation to enter the work force. Such an appalling situation may discourage both families and communities and hence reduce their demand for secondary education.
Figure 4.3 above shows the barriers to transition: Primary school Head teachers responses were as follows; Poverty/lack of fees 5 (50.0%), Negative attitude towards secondary education 3 (30.0%) Casual employment 6 (60.0%), Lack of form one vacancies 1 (10.0%), Fear that they would be bullied 1(10.0%), Peer pressure 4 (40.0%) and poor KCPE performance 8 (80.0%). Dismal performance in KCPE(80%) and casual employment (60%) in major urban centers of Miriga Mieru division such as Meru town, Makutano and Gitimbine were the major barriers in pupil transition from primary to secondary followed closely by the high poverty level(50%) of some of the parents living in the peri-urban slums such as Shauri Yako, Majengo, Mjini and Makandara.
Some pupils were influenced by their peers against transiting to form one (40%). Other factors acting as barriers in transiting to secondary education included fear of being bullied (10%) and lack of form one places (10%).

**Figure 4.4: Barriers to transition from primary to secondary education**

(Principals of secondary schools responses)

![Bar Chart](image)

**Figure 4.4** above clearly puts casual employment on the part of standard eight candidates (70%), poverty among parents and guardians leading to lack of fees (60%) and rampant repetition in standard eight (50%) as the main factors contributing to standard eight pupils failure to transit to form one in that order.

At least 30% of the girls failed to transit to secondary schools due to confinement as a result of pregnancies. Principals of the sampled secondary schools indicated that majority of the poor parents were aware of the importance of their children’s education. The huge fee charged and other requirements in the joining instructions made a financial burden to
them and had to watch their children’ places being taken up by children of the well to do in the society after the official reporting deadline.

**Figure 4.5: Causes of form one student’s drop out within the first year of secondary education (Principals responses)**

From the figure 4.5 above and through the questionnaires administered to the secondary school principals, it was clear that lack of fees was the main causal factor leading to pupil dropout from secondary education (80%) while poor academic performance was the second major contributing factor to secondary school dropout (60%). It is worth noting that total lack of fees makes some standard eight lose out their vacancies while those poor parents who manage to get part of their sons’ or daughters’ fees finally end up losing the money paid as part payment as well as the form one vacancies when their children are sent home due to fee arrears.
Most of the students dropping out of school, as indicated from the dropout respondents got engaged in casual jobs and were unwilling to get back to school even when some of them got some well wishers to pay their fees. They had developed a negative attitude towards schooling and felt that the school had frustrated them.

In the four years under study 80(37.2%) of the boys had dropped out of school compared to 135(62.8%) girls who had dropped within the same period. It was further disappointing to note that half of this dropping out occurred in 2008 when 58(27%) boys and 102(47%) girls dropped out of school across the forms. Principals explained that the year started with the onslaught of the post election violence in Kenya over the disputed presidential elections. Although the area under study did not experience tribal clashes, some students from outside the province were unable to report back due to uncertainties of renewed clashes and suspicion. Therefore, political instability had adverse impact on school admission and retention especially in 2008. The proportion of girls dropping out of school was relatively higher than that of boys, 62.8% and 37.2% respectively.

The local assistant chief of kaaga / koongoaacheke location within the suburbs of Meru town explained that casual employment, besides general lack of interest by some of the graduates contributed to low primary to secondary transitions in the region. Poor KCPE performance by some candidates too, contributed to low transitions. There was general consensus by the secondary school principals that students who drop out in form one is not due to unavailability of physical infrastructure since all the ten sampled schools had at least 50% of the required physical structures as reflected in
figure 4.6 below. Besides, most of these schools had automatic student progression policy and most of them were learner friendly. However, 30%, 40% and 60% of the schools lacked adequate libraries, land and toilets and dining hall respectively.

Table 4.2 Drop out by gender between 2008 – 2011

(Principals responses)

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>8</td>
<td>5</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>2010</td>
<td>6</td>
<td>11</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>2009</td>
<td>8</td>
<td>17</td>
<td>25</td>
<td>12</td>
</tr>
<tr>
<td>2008</td>
<td>58</td>
<td>102</td>
<td>160</td>
<td>74</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>135</td>
<td>215</td>
<td>100</td>
</tr>
</tbody>
</table>

From table 4.2 above in the four years under study 80 (32.7%) boys had dropped out of school compared to 135(62.8%) girls who had dropped within the same period. It was further disappointing to note that half of this dropping out occurred in 2008 when 58 (27%) boys and 102 (47%) girls dropped out of school across the forms. Principals explained that the year started with the onslaught of the post election violence in Kenya over the disputed presidential election. Although the area under study did not experience tribal clashes, students from outside the province were unable to report back due to uncertainties and suspicion. Therefore political instability had adverse impact of school admission and retention. The proportion of girls dropping out of school was relatively higher than that of boys, 62.8% and 37.2% respectively.
The local assistant chief of Kaaga / Kongoacheke Location within the suburbs of Meru town explained that casual employment besides general lack of interests by some of the graduates contributed to low primary to secondary transitions in the region. Poor KCPE performance by some candidates too contributed to low transitions.

There was general consensus by the secondary principals that students who drop out in form 1 is not due to unavailability of physical infrastructure since all the 10 sampled schools had at least 50% of the required psychical structure. Besides, most of these schools had automatic student progression policy and most of them were learner friendly. However, 30%, 40% and 60% respectively lacked adequate libraries, land, toilet and dinning hall respectively.

**Figure 4.6 How provision of physical facilities affect primary to secondary transition. (Secondary school principal’s responses)**

From [**figure 4.6**](#) above 6 (60%) of the sampled schools had adequate classrooms, 4(40%) laboratories, 8 (80%) clean water supply, 7(70%) Teaching /Learning materials among
other provisions. However 4(40%) had library facilities and 3(30%) had land for future expansion.

From the above data it is evident that the availability / in availability of physical structures had little impact on transitions from primary to secondary education.

4.2.4 Social cultural causal factors that leads to low transitions from primary to Secondary education

The children’s Act (2001) stipulates that every child is entitled to education. Other policy documents have sought to main stream gender in all sectors of education and pledge to enforce a policy of equal opportunities and access to education. However, Some social cultural factors has outlined in figure 4.7 below affecting transition rates from primary to secondary education.

Figure 4.7 Social cultural causal that determine transition from primary to secondary education. (Primary school teachers’ responses)
4.2.3 Intervention measures to improve transition from primary to secondary education

The third objective of the study focused on finding out measures the education stakeholders were undertaking to improve on transitions from primary to secondary schools in the division. The 10(100%) of the head teachers in the sampled schools reported that teachers in their respective schools had embraced career information in their schools to open up their upper primary pupils to career prospects as they prepared to join secondary schools where their career paths would be shaped. Further, most of the schools were adopting, though with minimal success, the child friendly schools’ concept both in primary and secondary.

The local clergy and the head teachers had spoken in public meetings urging parents to discard negative attitude towards secondary education. To improve on transitions the local leadership and the district education office had encouraged the opening up of more day secondary schools within the local primary schools.

Despite the above efforts, the Area Education Officer complained of some secondary schools that had raised their tuition fees and introduced remedial teaching levies thereby locking out students from poor families from progressing with their secondary education. She further lamented that some of the new day secondary schools sponsored through Constituency Development Fund lacked relevant basic infrastructure, teachers and teaching/learning materials therefore compromising education standards.
4.2.5 The extent to which measures of addressing primary to secondary has succeeded

The assessment of the extent to which measures of addressing primary to secondary transition in Miriga Mieru West division was the fourth objective of the study. Findings from the Head teachers, the Area Education Officer and teacher indicated that policy guidelines and political pronouncements on free and compulsory basic education to include ordinary secondary level was known to the majority of the residents. However most of them reported that there was minimal follow up. The AEO informed that the following steps were being enhanced:

1. Sanctioning secondary schools management to adhere to Ministry of Education fee guidelines.
2. Constituency Development Fund support for bright and needy students.
3. Local Authority Transfer Funds financial support to schools and pupils from poor family backgrounds.
5. Opening of more day secondary schools to improve access and increase primary to secondary transitions.
6. District Education Boards to approve any extra levies proposed by parents and Board of Governors.
7. Corporate bodies are requested to sponsor needy but bright students to secondary schools.
8. Creation of awareness on importance of secondary education to primary school pupils and parents.
9. Impose high penalties on those who engage child labourers.
10. Expansion of the number of stream in secondary schools through the Ministry of Education under the Kenya Education Sector Support Programme.

From the above cited measures taken by the Ministry of Education and other education stakeholders, the following were noted as the outcomes; Child labour especially in the informal sector in major urban centre like Meru and Makutano had adverse effects on pupil transition from primary to secondary education with the division having the transition rates oscillating between 30.2% (2003) and 40.4% (2007) and has remained below 50% to date. This vice is supported by some of the parents who see it as form of family budget supplement or a way of relief. However, the Area assistant Chief informed that parents were severally warned in public meetings against the vice and threatened with prosecution. Retrogressive social cultural practices such as Female Genital Mutilation were still practiced in the division, though declining. Initiated girls were convinced that they were adults and could now fed for themselves. Some ended up getting married and secondary education was remotely given a chance. Some of the newly initiated boys were negatively influenced by their peers against continuing with their secondary education. All the sampled secondary schools including day schools (where students’ tuition fee is fully paid by the Government) had cases of students dropping out for outstanding fee arrears. Upon further scrutiny, all the secondary schools under study had imposed extra levies under different names such ‘remedial teaching’, ‘extra mile’, ‘10th hour’ ‘Mikakati’ and ‘motivation’ among others. These levies were making secondary education a preserve of the rich in the society. At least 50% of the sampled schools had insufficient physical facilities, teaching/learning materials and were
seriously understaffed. High poverty levels by a number of families living in slums in the periphery of the urban centers impacted negatively on transitions in the division.

4.3 Discussion
The study revealed that the low transition rates in Miriga Mieru West division were a combination of repetition of classes and drop out. The study revealed at least 40% of the pupils take at least 10 years to complete the 8 year primary cycle. This confirms findings by Eshiwani G (2002) that wastage is contribution effect of repetition and enrolment loss on progression of a group of pupils through an education cycle mainly due to high repetition rate, enrolment loss rates and failure rate. This loss further translates to country’s wastage of resources. The amount of money spent on repeaters adds an extra financial burden on education system especially on the national budget because it is believed that education has an overriding influence on health, fertility nutrition and production. Where half of those in education drop out, the overall national development is decelerated.

Statistics indicate that 47 per cent of pupils who complete the primary cycle and that pupil entering a class one, only 55 per cent of boys and 35 per cent of girls reach standard eight (MOEST,2003). A report on the education sector review indicated that regional differences prevail in both primary and secondary levels (MOEST,2003). The high rate of drop out is a threat to the political and social stability due to the steady increase in the population of illiterates, unskilled manpower and the alienation of such people from mainstream society (Acholla Pillai, 2003)
Low transitions from primary to secondary schooling in Miriga Mieru division was further caused by poverty. Research has shown that poverty-related deprivation contributes to low education attainment in Africa.

Poor children spend more time than children from rich families contributing directly or indirectly to household income. As a result, they are less likely to spend out of school hours on school work, are more likely to be tired and ill prepared for learning. Lockheed and Verspoor (1991) the high levels of the urban slums in Miriga Mieru division make education for their children a luxury.

Other major factors that contributed to low transitions from primary to secondary included parental ignorance to secondary education. Some of the parents in Miriga Mieru did not comprehend the importance of secondary education and not encourage their children to transit to secondary education.

Most of the standard eight graduates who did not transit to secondary level lamented that they were not properly guided on future career prospects whose base was secondary education. Most of the respondents further blamed some of their teachers for acting as poor role models who had condemned some pupil as failures.

The other factor contributing to low transitions, though limited to newly established Day secondary schools was severe understaffing and lack of basic learning resources such as libraries and laboratories. Lack of physical facilities in primary schools lead to preferential admissions leading to exclusion of children whose parents lack social influence. Mbilinyi (2003) argues that school factors such as school curriculum, physical environment, and teacher impacts on students’ retention. In general, some schools were not learner friendly.
The study established that several measures had been instituted by the Government to improve on transition and retention. The ‘child friendly schools’ concept had been introduced in the division and one of the schools under study and won the county’s trophy for the most friendly school environment. The secondary schools bursary scheme for needy students was operational under the Area education office. However, the identification of needy students who were already in school ignoring the very poor students who remained at home for lack of fees to even book the admission number. It further needs to be borne in mind that admission to form one has other overhead costs.

The introduction of the Free Day Secondary Education in 2008 by the Government had contributed to increased enrolments those below 50 percent transition rate. The serious understaffing in the newly established secondary schools made most of the form one students to prefer the old and better equipped schools which were already overstretched or charged exorbitant fees/levies. Therefore, despite the starting of Constituency Development Fund assisted secondary schools annexed to almost all primary schools, most of them remained under enrolled.

From this study, it is evident that transition from primary to secondary education has to be addressed by serious education stakeholders and planners else the realization of a 70 per cent transition rate as envisaged by the Government may not be realized soon in Miiriga Mieru West Division, Meru County.
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the summary of the study findings, discussion, conclusions and recommendations arrived at. The chapter also presents suggested areas of further research to extend more knowledge in this area of study.

5.2 Summary
The purpose of the study was to investigate and determine the causes of low transitions from primary to secondary schools in Miriga-Mieru West Division of Meru County. The study used descriptive survey design. The target population included all the 76 primary schools, and 18 public secondary schools in Miriga Mieru West Division. The sample comprised 10 public primary schools, and 10 public secondary schools and involving 30 classroom teachers, 20 standard 8 graduates, 10 primary school head teachers, 10 secondary schools head teachers, Area Education Officer and the Area Assistant Chief in Miriga – Mieru division.

The study established that at least 3 (30%) schools each had at least 6 of the standard 8 pupils having had repeated a class within the primary cycle, while at least 5 (50%) of the schools had half of their standard eight pupils averaging at 16 years, an age for lower secondary cycle. This scenario of class repetition was further captured by 7 (70%) of the secondary schools principals as the reason for overage students 5 (50%) of the secondary school head teachers informed that cases of form one students admitted to their schools fail to turn up as they opt to repeat in standard 8 hoping to improve in their grades further complicating the issue on transition.
Poor performance was another major factor contributing to education wastage in Miriga-Mieru West division. 10% and 6.6% of the boys and girls respectively from the sampled primary schools scored a mean standard score of less than 200 marks and could not be admitted to form one formally. It was a paltry 30% of the boys and 20% girls respectively who scored an average mark of 250 and above qualifying them for merit admission into form one. 16 (80%) of the sampled standard 8 confirmed that poor performance in their KCPE was one of the factors that discouraged them from joining the Day Secondary schools commonly known as ‘CDF schools’ whose tuition fee is fully paid by the Government.

All the sampled respondents were in agreement that child labour was the major contributing factor to low primary to secondary transitions in Miriga-Mieru division. 6 (60%) of the primary school head teachers, 7 (70%) of the secondary school head teachers and 15 (75%) of the standard 8 graduates averred that some of the standard 8 candidates got absorbed in informal jobs as unskilled contractors, ‘miraa’ sellers, mechanic assistants and others became touts among other informal jobs available to them in Meru town and Makutano urban centre.

High poverty levels amongst most of the slum dwellers coupled with increasing unemployment, high inflation levels contributed to many standard 8 candidates not transiting into form one or for those lucky to get admitted dropping out within the first year. Most of the secondary schools made matters worse by in traducing extra levies making secondary education unaffordable to the poor 5 (50%) of the secondary school head teachers and 16 (80%) of the standard graduates respectively confirmed that lack of
fees locked them out of form one or made them drop out of secondary within the first year of secondary schooling.

Parental ignorance about the importance of secondary which was also pegged to their low levels of education contributed to low primary to secondary transitions 16 (53%) of primary school respondents informed that the lack of parental encouragement to their children made the latter feel they had attained reasonable education levels by getting the primary level certificate and were not willing to transit to secondary education. The adversely groups were mainly the slum dwellers.

It was further found out that not all standard eight candidates transited to form one despite getting admission letters 6 (30%) of primary school teacher respondents attributed this to pupils lack of secondary school models they could identify with 5 (50%) of the secondary schools admitting girls confirm isolated cases of girls getting confined due to pregnancies or getting married off after delivery. Retrogressive cultural practices like female genital mutilation created some false impression to such girls that they were now adults and were not mandated to continue with secondary education.

1(10%) of the secondary school head teachers indicated that pupils opted not to report to schools which had not been in their preferred choices with some opting to seek alternative schools while others repeated hoping to attain marks to land them in their preferred schools.

Peer pressure was another factor discouraging some pupils from transiting to secondary school. Most of the boys culturally undergo initiation after their standard 8 examinations. Paradoxically, most of these secluded initiates are taught about adulthood by their predecessors who possibly would not encourage the initiates to transit to form one,
themselves having never attended secondary education 6 (30%) of the standard 8 respondents had been discouraged by their peers.

Generally, though boys in the division tended to have better quality marks in the KCPE examinations it however happened that at least 48% of the girls transited to form one compared to 43% that of boys. Therefore, secondary school education for boys in Miriga-Mieru West Division was at stake. The strongest approach in the provision of education in Miriga-Mieru division was that both boys and girls were given equal opportunities to attend school both in primary and secondary and there was no conspicuous preference for either sex.

The division had two Special Needs primary schools catering for the Mentally Challenged and another catering for the Hearing Impaired respectively. However there was no secondary school in the division to accommodate graduates from the Hearing Impaired school to enable them benefit from secondary education. Moreover the secondary schools did not have specially trained teachers to handle Special Needs Education. Though some of the well established primary and secondary schools had tried to make their learning environments Special Needs friendly by construction of ramps to tuition and boarding areas, majority of the schools were hardly prepared to receive Special Needs pupils/students. Apart from two, most of the secondary schools did not have land for expansion. Two of the secondary schools were still using primary school classrooms and the secondary head teachers’ offices for the said schools were in the primary schools.

Some of the secondary schools, especially the new ones being seriously understaffed, while staffing primary school teacher respondents were females. The teachers confirmed
that in deed boys in these primary schools lacked role modeling from male teachers. One of the primary schools had two male teachers against sixteen female teachers. The explanation given was that the division is mainly urban and majority of the female teachers were spouses of civil servants posted in Meru town from all over the Republic and they could not be posted away from town.

Despite the above cited challenges, the Government through the Kenya Education Sector Support Program had assisted in the putting up laboratory facilities in a few of the secondary schools to improve in science subjects in an effort of making education achieve the social pillar in the Vision 2030 blueprint. The Constituency Development Fund had been used to jumpstart most of the new secondary schools as well as expanding the already established ones. Local philanthropists such as the Islamic Foundation had assisted some needy students with school fees while Mafuko bakeries had renovated tuition blocks in one of the primary schools. A local councilor, a Mr. Rahim Dawood had helped in putting up tuition facilities in the school for the Mentally Challenged. The civic leaders, the area chief with his staff, the District Education officers, the church and other education stakeholders had participated in sensitization campaigns to encourage the local youth to value secondary education.

To show the seriousness of their education campaign, the Kaaga Methodist men’s fellowship has for the last six years been organizing church managed circumcision for standard eight graduates and the initiates are secluded in a local boys boarding secondary school. The medics attend to them from there. The initiates receive spiritual teachings among other life skills. The principal of the host secondary school is mandated to organize lessons based on the role of secondary education as well as career choices and
importance of being focused and disciplined. The pass out is organized as a graduation ceremony with the initiates parents being present to receive their sons and publicly asked to ensure they take them to secondary school. Each initiate is issued with a certificate outlining the areas/topics covered. This however has not deterred the initiates from declining from transiting from primary to secondary school.

5.3 Conclusions
From the findings outlined above, the researcher concludes that a combination of intertwined factors closely contributes to low primary to secondary transitions in Miriga-Mieru West division of Meru County. Internal school inefficiencies such as poor academic performance led to massive class repetitions within the primary cycle. Overage pupils ended up dropping out due frustrations. High poverty levels mainly among the urban poor led to inability to pay fees and related levies. Students from such families ended up being engaged in informal sector as casual labourers. Such child labourers are unwilling to get readmitted back to school at whatever level. Retrogressive cultural practices, ignorance by parents, lack of role models and peer pressure have interplayed to contribute to low primary to secondary transition rates in Miriga-Mieru West division, Meru County. Despite the various stopgap measures being put by the government and stakeholders, much more is needed to reverse this sorry state.

5.4 Contributions of the study
It is hoped that the findings of this research was used by the stakeholders to address the challenges of transition from primary to secondary education in Miriga Mieru West Division and the rest of the country.
5.5 Recommendations
The following are the recommendations for the study.

a) The Government should re-enforce labor laws that bar firms from employing minors for gainful employment by imposing strict penalties and sanctions.

b) Ministerial fee guidelines should strictly be enforced and head teachers imposing extra levies that have not been approved by the Board of Governors and District Education Board be surcharged for undermining Government’s effort to make education affordable.

c) The existing secondary schools should be expanded by increasing the streams and staffing to accommodate more admissions resulting from increased numbers as a result of a Free Primary Education and Free Day Secondary Education.

d) The Government’s effort of making schools learner friendly should be enhanced and supported.

e) The Government should increase the school bursary funding and further identify the needy students’ right from primary schools.

f) Automatic promotion of all standard eight candidates to form one and then a pre-course examination in form two and career subject specialization at form 3 can be tried out.

g) Enlighten parents and the community at large on the importance of secondary school education

h) Private sector investors may be encouraged to start Micro-finance enterprises in rural areas to financially empower the local community.
5.6 Suggested Further Research.
This study was limited to Miriga-Mieru West division. Further research is recommended for other divisions in Meru County to find out if similar factors affect transitions from primary to secondary. A further study is recommended in Meru County to critically determine the impact of child labor on access, retention, completion and transitions.
REFERENCES


Martin Carnoy,( editor,2005) International Encyclopedia of Economics of Education in Developing Countries, Oxford University Press


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UNESCO (1997) Interventions Conference, Copenhagen, Denmark


Dear Respondent

This interview is prepared as a research instrument of a study to evaluate the factors affecting transition and participation from primary schools to secondary schools in Imenti North District.

Please fill the information required truthfully. Information given will be treated confidentially and will be used for the purpose of this research only. Please do not write your name.

1. How long have you served as a District Education Officer in your current station?
   
i) 0-5 yrs (  )
   
ii) 6-10 year (  )
   
iii) Over 10 years (  )

2. How would you rate the primary school to secondary school transition rates in this district?
   
i) Above average (  )
   
ii) Average (  )
   
iii) Satisfactory (  )
   
iv) Below average (  )
3. To what extent are the following factors responsible for low primary to secondary transitions?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Highly Responsible</th>
<th>Mildly Responsible</th>
<th>Minor Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Gender bias in favour of boys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Retrogressive social cultural factors such as female genital</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mutilation (FGM)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Parents education background</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Early marriages and pregnancies among girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Lack of school fees due to poor economic backgrounds by parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Lack of awareness on the importance of secondary education by both the parents and students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Poor performance in both internal and external examination (KCPE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Early employment of the KCPE graduates in the informal sectors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Long distance to both primary and secondary schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Drop-out for unspecified reasons</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. What is your districts primary school enrollment by gender in terms of percentages?

<table>
<thead>
<tr>
<th>Boys:</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) 0-30%</td>
<td>0-30% ( )</td>
</tr>
<tr>
<td>ii) 31-60%</td>
<td>31-60% ( )</td>
</tr>
<tr>
<td>iii) 61-90%</td>
<td>31-90% ( )</td>
</tr>
<tr>
<td>iv) over 90%</td>
<td>over 90% ( )</td>
</tr>
</tbody>
</table>

5. What is your districts drop-out rate in the primary schools by gender in the past year?

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) 0 – 10%</td>
<td>0-10% ( )</td>
</tr>
<tr>
<td>ii) 11 – 20%</td>
<td>11-20% ( )</td>
</tr>
<tr>
<td>iii) 21 – 30%</td>
<td>21-30% ( )</td>
</tr>
<tr>
<td>iv) 31–40%</td>
<td>31-40% ( )</td>
</tr>
<tr>
<td>v) Above 40%</td>
<td>above 40% ( )</td>
</tr>
</tbody>
</table>

6. what percentage of your pupils transited to secondary schools in the current year?

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 – 30</td>
</tr>
<tr>
<td>---</td>
<td>---------</td>
</tr>
<tr>
<td>ii)</td>
<td>31-60%</td>
</tr>
<tr>
<td>iii)</td>
<td>61-70%</td>
</tr>
<tr>
<td>iv)</td>
<td>Above 70%</td>
</tr>
</tbody>
</table>

7) In your own opinion, list any other factors hindering transitions from primary to secondary schools in your district.

Thank you for according me your valuable time for this interview.
APPENDIX II
INTERVIEW SCHEDULE FOR THE HEAD TEACHER OF THE SAMPLED PRIMARY SCHOOLS

Dear Respondent

This interview is prepared as a research instrument of a study to evaluate the factors affecting transition and participation from primary schools to secondary schools in Miriga-Mieru division, Imenti North District.

Please fill the information required truthfully. Information given will be used for the purpose of this research only. Confidentiality of the highest degree will be maintained. You may opt not to write your name.

1. How long have you served as the Head teacher in the current station?

   a. 0-5 yrs ( )

   b. 6 – 10yrs ( )

   c. 11- 15 yrs ( )

   d. Above 15 years. ( )

2. What was your class seven enrolment in the previous year?

   i. 0 – 5 ( )

   ii. 51 -100 ( )

   iii. over 100 ( )
3. What is your current standard eight enrolments in the current year?

   i. 0-50 ( )
   ii. 51-100 ( )
   iii. Over 100 ( )

4. From No. 3 to 4 above did you register a drop or a rise in candidature?

   a. Raise ( )
   b. Drop ( )

5. If your answer in 4 above is (ii), where did those candidates go to yet they were in class seven the previous year?

   i. Repeated the previous class ( )
   ii. Failed to get KCPE registration fee ( )
   iii. Were registered in other schools ( )
   iv. Some girls dropped out due to pregnancy ( )

6. From the previous year’s candidates how many transited to form one in term of gender (in percentage)

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. 0 – 30</td>
<td>0-30</td>
</tr>
<tr>
<td>ii. 31 – 60</td>
<td>31-60</td>
</tr>
<tr>
<td>iii. 61 -90</td>
<td>61-90</td>
</tr>
<tr>
<td>iv. Over 90</td>
<td>over 90</td>
</tr>
</tbody>
</table>
7. In your informed opinion, how far do you agree that the following factors led to low primary to secondary transitions in your school?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Do not agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Lack of interest in secondary school education due to lack of knowledge.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Poverty – Parents are unable to meet the school fees and levels.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Peer pressure – Notion that secondary school is waste of time and a place for bullying.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Lack of space in the few available secondary schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Discouraged that secondary school graduates remain jobless in the villages.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Casual engagement in informal sectors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Cultural preference for some specific gender to be educated beyond primary level.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Poor performance in KCPE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX III
QUESTIONNAIRE TO STANDARD EIGHT GRADUATES WHO DID NOT TRANSIT TO SECONDARY SCHOOLS

Dear Respondent,

This questionnaire is prepared as a research instrument of a study to evaluate the factors affecting transition and participation from primary schools to secondary schools in Imenti North District.

Please fill the information required truthfully. Information given will be treated confidentially and will be used for the purpose of this research only. Please do not write your name.

1. How old are you?

   i) 0-15 years (  )

   ii) 16-21 years (  )

   iii) Above 21 years. (  )

2. How many years did you take between class one and class eight?

   i) 8 years (  )

   ii) 9 years (  )

   iii) above 10 years (  )

3. If your answer to ii above is ‘b’ or ‘c’, what factors contributed to the added years of schooling?
i) Forced repetition for alleged poor academic performance

ii) Dropped out of school and later rejoined due to inadequate teaching and learning material and infrastructure.

iii) my parents engaged me in income generating activities before re-entry

iv) Any other reason(specify)---------------------------------------------

-----------------------------------------------------------------------------

4. How would you rate the following factors that may have contributed to your failure to transit to secondary school?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Highly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Highly Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Lack of school fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Lack of form one place</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Unfriendly primary school environment that discouraged me from transiting to form one</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Poor performance in KCPE and lack of knowledge on the importance of secondary school education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>My parents saw no need for my secondary school schooling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX IV
QUESTIONNAIRE TO TEACHERS FOR SAMPLED PRIMARY SCHOOLS

Dear Respondent,

This questionnaire is prepared as a research instrument of a study to evaluate the factors affecting transition from primary to secondary schools in Miriga Mieru West Division in Meru County.

NB: please fill the information required truthfully. The information given will be treated confidentially and will be used for the purpose of this research only. Please do not write your name.

1. What is your sex?

   Male [ ]

   Female [ ]

2. What is your teaching experience?

   i) 0 – 5 years [ ]

   ii) 5 – 10 years [ ]

   iii) 10 – 20 years [ ]

   iv) Over 20 years [ ]
3. How would you rate the following factors that may affect pupil performance?

<table>
<thead>
<tr>
<th></th>
<th>Greatly</th>
<th>To some extent</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absenteeism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiscipline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of parental support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disinterest in school work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insufficient learning resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor role modeling by teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost of Education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Given below is a list of various factors that have made pupils fail to progress to next levels within the primary cycle – to repeat classes.

Please tick against each that you have witnessed within current or former stations.

Lack of fees / related levies

Early Marriage


Poor academic attainment

Pregnancies

Cultural rites (Circumcision)

Lack of Space

Drop out

School system encounters them

5. What is the average number of years taken by pupils to clear the standard 1 to 8 education cycles in this station?

8 Years

9 Years

10 Years

Over 10 Years

6. Do all the standard 8 candidates transit to form one this school?

Yes

No
7. If your answer to No. 6 above is NO. How would you rate the following factors as causing low transitions

<table>
<thead>
<tr>
<th>Factor</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Do not Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor KCSE performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opted to repeat after KCPE results</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of space in Secondary School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long distance to secondary schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of information on importance of secondary education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low educational levels of the parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender bias against the boy child</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender bias against the girl child</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General disinterest for secondary education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of role models</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Kindly suggest ways of improving primary to secondary transitions in Miriga Mieru West Division

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Thank you for finding time to complete this questionnaire despite your very tight schedule.
Dear Respondent,

This interview is prepared as a research instrument of a study to evaluate the factors affecting transition and participation from primary schools to secondary schools in Imenti North District.

Please fill the information required truthfully. The information given will be treated confidentially and will be used for the purpose of this research only. Please do not write your name.

1. How long have you served in your capacity as the principal of this school?
   i) 0 – 5 Years
   ii) 6 – 10 years
   iii) Over 10 Years

2. What is your schools enrollment trend at the moment?
   a) 0 – 100
   b) 101 – 200
   c) 201 – 300
   d) 301 – 400
   e) 401 – 500
f) Over 500

3. a) What is your school's enrollment trend?

   i) Upward

   ii) Decline

b) If your answer to No 3 above is (ii) what would you associate it with among the outlined factors?

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Dropped out due to indiscipline case – alcoholism, drugs, bullying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii Withdrew due to academic weakness and did not want to repeat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii Left the school on parents request</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv Drop out due to lack of fees because of poor family background</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v Left school to allow siblings to continue</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>vi</td>
<td>Dropped due to early pregnancy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii</td>
<td>Left due to sickness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>viii</td>
<td>He/she was physically challenged and the school did not offer special facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ix</td>
<td>Complained of poor coverage of syllabus, poor teaching methods and unfriendly teachers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>Bored and left without any explanation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. a) Which gender has the highest drop out in percentages?

i) Boys

ii) Girls

a) What are the percentages?

i) 0 – 20 %

ii) 21 – 40 %

iii) Above 40%
5. What internal mechanisms are you putting in place to arrest the high number of dropout?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Enhance guidance and counseling in school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii</td>
<td>Encourage automatic promotion to next levels of education.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii</td>
<td>Sensitize parents on the importance of secondary education in AGMSE newsletter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv</td>
<td>Initiate bursary schemes for the economically affected students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v</td>
<td>Allow re-entry after confinement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi</td>
<td>Make schools child friendly by caring about their welfare and games</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii</td>
<td>Enhance democratization in the school and allow students views through student barazas, prefects or suggestion boxes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>viii</td>
<td>Enhance teachers discipline and professionalism</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for finding time to complete this questionnaire despite your very tight schedule.
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DURATION</th>
<th>MONTHS (S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Proposal writing</td>
<td>60 days</td>
<td>October 2010</td>
</tr>
<tr>
<td>2 Submission of proposal</td>
<td>20 days</td>
<td>December 2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(21\textsuperscript{st} Dec)</td>
</tr>
<tr>
<td>3 Corrections on proposal</td>
<td>2 weeks</td>
<td>January 2011</td>
</tr>
<tr>
<td>4 Submission of corrected proposal</td>
<td>2 weeks</td>
<td>February 2011 – 2011</td>
</tr>
<tr>
<td>5 Authority to collect data and actual data</td>
<td>4 months</td>
<td>June 2011 – July 2011</td>
</tr>
<tr>
<td>collection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Data analysis and appraisal</td>
<td>2 months</td>
<td>August 2011</td>
</tr>
<tr>
<td>7 Report writing</td>
<td>1 month</td>
<td>September 2011</td>
</tr>
<tr>
<td>8 Submission of completed report</td>
<td>1 month</td>
<td></td>
</tr>
<tr>
<td>9 August 2011</td>
<td>August 2011</td>
<td>August 2011</td>
</tr>
</tbody>
</table>
## APPENDIX VII

### BUDGET SCHEDULE FOR THE STUDY

<table>
<thead>
<tr>
<th>Serial No</th>
<th>ACTIVITY</th>
<th>COST IN KSHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Typing, editing, production/duplicative and general secretarial services</td>
<td>13,000/=</td>
</tr>
<tr>
<td></td>
<td>Typing of the proposal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Typing the supervision approved final report</td>
<td>4,000/=</td>
</tr>
<tr>
<td>2</td>
<td>Traveling, subsistence and accommodation expenses</td>
<td>20,000/=</td>
</tr>
<tr>
<td></td>
<td>To consult with supervisors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To collect data</td>
<td>7,000/=</td>
</tr>
<tr>
<td>3</td>
<td>Stationery</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pens, writing material and duplicating paper</td>
<td>4,000/=</td>
</tr>
<tr>
<td>4</td>
<td>Binding cost</td>
<td>300/=</td>
</tr>
<tr>
<td></td>
<td>Binding of proposal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Binding 5 copies of final report</td>
<td>1,200/=</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL COST</strong></td>
<td><strong>49,500/=</strong></td>
</tr>
</tbody>
</table>