ANALYSIS OF TRANSITION OF NEW STUDENTS IN SECONDARY SCHOOLS IN BOMET DISTRICT, BOMET COUNTY, KENYA

BY

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DECLARATION

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

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This research project is dedicated to my wife and children for their support.
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<th>Description</th>
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<tbody>
<tr>
<td>DC</td>
<td>District Commissioner</td>
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<tr>
<td>DEO</td>
<td>District Education Officer</td>
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<tr>
<td>GPA</td>
<td>Grade Point Average</td>
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<td>GSW</td>
<td>Global Status of Women</td>
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<td>LCTP</td>
<td>Link Crew Transition Programme</td>
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<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>IIBST</td>
<td>International Institute of Biomedical Sciences and Technology</td>
</tr>
<tr>
<td>NCSE</td>
<td>National Centre for School Engagement</td>
</tr>
<tr>
<td>NCS</td>
<td>National Council for Science</td>
</tr>
<tr>
<td>USA</td>
<td>United States of America</td>
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<td>Y6</td>
<td>Year Six</td>
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<td>Y7</td>
<td>Year Seven</td>
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ABSTRACT

Student’s ability to cope with the transition to secondary school is dependent on several factors, including personal maturity and coping resources, the nature of the new school environment, and the level of preparation and social support available prior to and during the transition. The researcher’s main objective of the study therefore was to analyse the effectiveness of induction and orientation programme for new students in public secondary schools in Bomet District. This programme is related to students discipline and academic achievement. Barriers to successful transition and possible solutions were also investigated. Descriptive survey design was employed in the study. The target population included form two students, form two class teachers and head teachers from sampled public secondary schools. Stratified random sampling technique was used in selection of schools to be studied. A random sampling technique was also used in selection of form two students and purposive sampling technique used to select teachers and head teachers. The selection of teachers and head teachers was based on their resourcefulness in the study and also their number was small compared to other respondents. Self-developed questionnaires and interview schedules were used to collect the data. After coding the responses manually, data was entered into the Statistical Package for Social Sciences (SPSS) computer program for analysis. Descriptive statistics such as frequencies, percentages and mean were used to analyze the data quantitatively. Qualitative data obtained from open-ended questions were analyzed according to themes based on the research objectives and the research questions and thereafter, inferences and conclusions were drawn. Analysed data was presented using tables, graphs and charts. Study findings indicated that all sampled public secondary schools in Bomet District had functional induction and orientation programmes available to new students with their key features being: To explain the school rules and regulations to new students; To introduce new students to the school programme and routine; To guide and counsel new students on subjects and their career prospects. The main obstacles to ensuring effective induction and orientation programmes were noted as: Students’ cultural orientation and late reporting of new students which prevent them from adjusting to the more formalized secondary school setting. The following were the recommendations based on the study findings: i) Selection of new students to secondary school should be done early and the reporting tagged to the same time for all students to benefit from the services of induction and orientation programmes present in schools; ii) Transition programmes should also be carried out in the last year in primary schools (standard eight) to prepare the students as the transit to secondary schooling. ii) Students grooming should be included in the induction.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The world in which today’s students have grown up is vastly different from that of a generation ago. Changes have occurred at an accelerated rate. Everyday living is more fast-paced; culture is visual and technologically driven; communicative competence and social skills have been eroded; life is a complex web, not the linear progression that it once was. This lack of stasis inevitably means that, along with everything else, the role and responsibilities of the secondary school administrators and teachers need to be reviewed and undergo change. They need to take a proactive role in enhancing students’ prospects of social transition, including enculturation into the life and practices of secondary schooling.

Carringtton (2003) suggested that the needs of students in the middle years of schooling are not always met by the traditional primary and secondary school which were often “designed a long time ago for a different social and economic world”. Carringtton (ibid) further claims that the students of the 21st century are perceived to be different from the students for whom these structures were designed since they bring with them different skills, background, experiences and knowledge of technology which may not have been considered when the present structures were designed. According to Derring (2002: 2) students are maturing physically, “five years earlier than for children 100 years ago.” and therefore the age, gender and cultural background at which students make transition matters a lot.
Galway Advertiser (2009) said that twelve year olds who were until recently seniors in primary school become juniors overnight again leaving behind familiar faces and places and enter a new world, usually a bigger school, with new teachers, students, subjects, an increased workload and a longer day. Galway Advertiser further argued that the onset of puberty also tends to coincide with the transition to secondary school bringing with it more challenges for children and indeed parents and teachers. This involves changes in body growth, the awakening of the sexual characteristics and the awareness and confusion which can accompany this (ibid). Weller (1999) said that research on human development indicates that students in the ten (10) to fourteen (14) years age group are homogeneous in relation to their physical, social, emotional and intellectual needs. This is the approximate age that most students join secondary schooling in Kenya i.e thirteen (13) to fifteen (15) years. Therefore if proper orientation and induction programme is not carried out at this stage, many students will lose direction which leads to high dropout rates, frequent transfers, indiscipline and poor academic achievement. Genn, (1971: 7) said: ‘The temple of learning has many floors but one thing is common to those in charge of every floor — they are dissatisfied with the training on the floor below. It is what you might call an endemic complaint’. This argument still holds true. Power, Robert, and Baker (1987) further stated that:

At the higher education level, academics often complain about inadequacies in the backgrounds of school-leavers and their lack of commitment to their course’; ‘There are serious academic problems among the younger and academically less well motivated and prepared students ...’; ‘... the most serious problems identified relate to the low course commitment and lack of preparation of younger students in non-professional courses ...’; ‘Schools have the role of
preparing students academically ...`; and ‘The type of education provided in some secondary schools can leave students poorly prepared to adjust to the new demands of higher education’ (1987: 2; 40; 42; 48;50).

Both Genn (1971) and Power et al (1987) clearly indicated that academic successes of learners at all levels are interdependent i.e higher education depends on preparation at secondary school level and by extension, primary school and kindergarten. The researcher views that effective induction and orientation programme of beginning learners at all levels creates a firm foundation on which academic success can be achieved. Research Division, Ministry of Education (2008) indicated that according to international research, there is a decline in students’ academic achievement following the move to secondary schooling, irrespective of age at which it occurs.

Marston (2008) pointed out that research and reports on transition from primary to secondary schooling indicates that for most students, its exciting time, a stimulus; they enjoy the new experiences and challenges, having a variety of teachers, a choice of subject matter and making new friends. Marston (ibid) further argued that for others, it may be daunting and confusing experiences which can have long lasting effect on them. Transition from primary to secondary school is an important time; one that Vinson (2006) said it is not well recognized; a time too of great physical and emotional change for students; and that initial enthusiasm may wane if momentum is not continued.

Kennedy and Sharon (2008) indicated that the transition from primary to secondary schooling can be one of the considerable changes for students. Many students not only have to acclimatise to new and often larger physical environment but also to adapt to new
ways of working with different teachers and teaching methods, greater range of subjects, new routine and expectations, as well as interacting with much larger pool of students (ibid, 2008).

Students’ transition is faced with several obstacles and negative experiences which have lasting ramifications on their academic performance and overall wellbeing. Findings made by Australian researchers (Howard and Johnson, 2004), concluded that the key transition challenges are making friends, ‘fitting in’ and dealing with bullying. At the same time, students are displaced from the top of the social hierarchy in primary school to the bottom in secondary school:

> From being the oldest, most responsible, best known and most demonstrably able – both academically and physically – these children became the youngest, least knowing and least known members of the community in which they find themselves. (Summerfield, 1986, p. 11)

This climate has the capacity to produce feelings of irrelevance and anonymity, which is supported by findings that indicated that students’ self-concept plunges over this period (Tonkin and Watt, 2003). The effects of these social concerns are heightened by their concurrent nature, producing an accumulation of stress factors (Griebel & Berwanger, 2006). Ndetei, Ongecha, Khasakhala, Syanda, Mutiso, Othieno, Odhiambo and Kokonya (2007) in their study on the prevalence and frequency of bullying in Nairobi public secondary schools, Kenya, showed that between 63.2% (640) and 81.8% (828) of students reported various types of bullying, both direct and indirect, with significant variations found for sex, age, class and year of study, whether in day or boarding school, and the place where bullied. Ndetei et al. further indicated that various studies have established that approximately 15% of students are either bullied regularly or are
initiators of bullying behavior internationally. Approximately between 15% and 30% of students in the US are bullies or victims of bullying and in Australia, bullying prevalence ranges from 15% to 20% (Ndetei et al., 2007). The main victims of bullying are form ones since they are new to the school. This showed that students in Kenyan secondary schools were experiencing higher levels of bullying than the international trend. The researcher therefore viewed that an effective orientation and induction programme for new students is a remedy to the problem. Johnson and Sue (2004) supported this argument when they pointed out that orientation camps in the first weeks of high school and/or extended orientation experiences during the final year of primary school might be helpful in minimizing transition problems.

1.2 Statement of the Problem

From the background, there is a clear indication that transition from primary to secondary school occur at a critical stage of child development. This transition has been identified as a significant issue for young adolescents (Vinson, 2006), as this period is associated with a range of behavioural problems (Johnson and Sue, 2004) and a substantial decline in academic performance (Northern Territory Council of Government School Organisations (NTCOGSO), 2005). The reason for this is summed up by the following:

...this transition period involves stresses and anxiety for all pupils, even those who adjust well to secondary school. A poor transition is associated with concurrent psychological problems and a poor transition can set in motion chains of events that impact on future attainment and adjustment (Rice, Frederickson and Seymour, 2010, p. 3).

The transition period has also been associated with mental health concerns (Gutman and Eccles, 2007), including the onset of eating disorders (Birchley, 2007) and declines in self-esteem (Jindal-Snape and Miller, 2008). Furthermore, the secondary school
environment may not meet the developmental needs of young adolescents, causing negative educational and psychological outcomes (Eccles and Midgley, 1990).

These transition problems/differences may be reduced through increasing student familiarity with the new school environment. The concept of induction days has been found to be helpful in supporting positive transitions from primary to secondary school (Graham and Hill, 2003).

Induction and orientation for new students are absent in most secondary schools in Kenya. Instead most students experience cursory “welcome sessions” where hundreds of students are led through a quick tour of school buildings before they are given school handbooks (a book containing school rules and regulations and consequences of breaking them) that no one really explains its content while others don’t even have this document. New comers in secondary schools in Bomet District especially form ones find it difficult to adjust to secondary school life. The senior students tend to bully them in the name of ‘monolization’ and they learn through the hard way to adjust. This has resulted to numerous cases of indiscipline, frequent transfer of students from one school to another and high drop-out rates. Also due to change of curriculum from primary to secondary level, the academic performance of beginning students is affected. The researcher therefore sought to find out if there was an effective induction and orientation programme of beginning students and how it related to students discipline and academic achievement.
1.3 Purpose of the Study

The researcher’s purpose of the study was to find out if there was an effective induction and orientation programme for new students in public secondary schools in Bomet District. He also related this programme to students’ academic achievement and discipline. The study also focused on obstacles and hindrances to the programme and sought possible solutions to these obstacles.

1.4 Objectives of the Study

To find out if secondary schools in Bomet District have comprehensive induction and orientation programmes for the new students and if available, to determine the key features of the existing programmes including the roles of the personnel involved.

To explore the perception of both head teachers and teachers on the induction and orientation programme for new students in secondary schools in Bomet District.

To find out the impact of induction and orientation programmes in secondary schools on students discipline and academic achievement in Bomet District.

To find out the perception of students on the induction and orientation programmes for new students in public secondary schools in Bomet District.

To establish the main obstacles and hindrances to ensuring effective induction and orientation programmes for new students in secondary schools in Bomet District.
1.5 Research Questions

What are the key features of the existing induction and orientation programmes for new students in secondary schools in Bomet District, including the roles of the personnel involved?

What are the perceptions of head teachers and teachers on induction and Orientation programmes for new students in secondary schools in Bomet District?

How do induction and orientation programmes for new students influenced academic performance and discipline in secondary schools in Bomet District?

What are the perceptions of students on induction and orientation programmes for new students in secondary schools in Bomet District?

What are the main obstacles and hindrances to ensuring effective induction and orientation programmes for new students in Bomet District?

1.6 Significance of the Study

A comprehensive induction and orientation Program for new students will benefit secondary school management and Education stakeholders in the following ways:

Creation of a more welcoming and supportive school environment where all students get the message, “This is how we do school here. These are the rules. This is how we treat each other. And this is how we learn together.”

Increase attachment to school and decrease alienation and frustration of students.
Reduce referrals and disciplinary problems with new students because more students will know what is expected of them and know what to do to stay on track and stay out of trouble

Renew commitment on the part of the school administration to do the small things that say to students, “I notice you. You’re important here. I want to connect.”

The findings from the study will contribute to the existing literature on induction and orientation issues. The findings will also provide the MOE with useful information relating to induction and orientation of new students which will assist in coming up with a policy on the same.

1.7 Limitations of the Study

Simon M.K. and Goes J., (2013) defined limitations as matters and occurrences that arise in a study which are out of the researcher's control. This study was based on a sample limited to Longisa Division of Bomet District in Rift valley Province. The study included students, teachers and head teachers in public secondary schools only. For more conclusive results, all the secondary schools in Bomet District should have been studied. However this was not possible due to financial constraints since the research was not funded. The study did not also cover the opinions of parents and other stakeholders in the Division since tracing them required considerable time and resources and the researcher had limited time and resources.
1.7.1 Delimitations of the Study

Delimitations describe the scope of the study. The proposed study confined itself to form two students, form two class teachers and head teachers in the sampled public secondary schools in Longisa Division. There might be other factors that affect the smooth transition to secondary schooling but the researcher concentrated on induction and orientation program in relation to students discipline and academic achievement. Findings of the study in Longisa Division were then generalized to the rest of the District with caution.

1.8 Assumptions of the Study

The following assumptions were made in the study:

All the respondents would be co-operative and provide reliable responses.

That form two class teachers had mark books indicating students’ academic progress record.

The form two class teachers were members of the school disciplinary committee.

1.8 Theoretical Framework

The effect of induction and orientation programme for new students is closely tied to Bronfenbrenner’s (1979) Ecological Systems Theory. It states that a person’s ecology is a complex layers of environment, each having an effect on a person’s development. The five environmental systems are:
Microsystem: The setting in which the individual lives. These contexts include the person's family, peers, school, and neighborhood. It is in the microsystem that the most direct interactions with social agents take place; with parents, peers, and teachers, for example. The individual is not a passive recipient of experiences in these settings, but someone who helps to construct the settings.

Mesosystem: Refers to relations between microsystems or connections between contexts. Examples are the relation of family experiences to school experiences, school experiences to church experiences, and family experiences to peer experiences. For example, children whose parents have rejected them may have difficulty developing positive relations with teachers.

Exosystem: Involves links between a social setting in which the individual does not have an active role and the individual's immediate context.

Macrosystem: Describes the culture in which individuals live. Cultural contexts include developing and industrialized countries, socioeconomic status, poverty, and ethnicity.

Chronosystem: The patterning of environmental events and transitions over the life course, as well as socio-historical circumstances.

The theory has recently been renamed “bioecological systems theory” to emphasize that a person’s own biology is a primary environment fueling their development. The interaction between factors in the person’s maturing biology, their immediate family/community environment, and the societal landscape fuels and steers their development. Changes or conflict in any one layer will ripple throughout other layers.
This theory shares a close kinship with Psychological field theory by Lewin (1951) and general systems theory by Bertalanffy Ludwig Von (1968). To understand the students’ transitions then, we must look not only at the students and their immediate environment, but also at the interaction of the larger environment as well (Brofenbrenner, 1979).

For smooth transition from one layer to the next, the researcher viewed that an effective induction and orientation programme should be carried out. New students need to be acclimatized to the new environment, school routines and programmes for them to adjust well. Lack of this programme will cause conflict in the immediate environment which may ripple throughout other layers (for instance, indiscipline and academic achievement). Conflict or changes to the new school environment may result to students’ indiscipline which may ripple out to increase crime rates in the country. This may result to insecurity in the country which may scare away investors thus affecting Kenya’s economy. Conflict or changes to new school environment may also cause decrease in academic achievement resulting in poor performance. This will ripple out to production of insufficient human resource to drive Kenya to middle-level economy by the year 2030.
1.9 Conceptual Framework of the Study

Figure 1.1 Conceptual Framework Showing Gaps to be overcome by Students as they make the Transition from Primary to Secondary School

<table>
<thead>
<tr>
<th>Independent variable</th>
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<tr>
<td>Physical gaps</td>
<td>Personal gaps</td>
<td>Educational gaps</td>
</tr>
<tr>
<td>- New environment</td>
<td>- Drop of self-esteem</td>
<td>- Different cultures</td>
</tr>
<tr>
<td>- Larger year group</td>
<td>- Pastoral care</td>
<td>- Organizational structure</td>
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<tr>
<td>from different cultural background</td>
<td>- New friends/relationships</td>
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<tr>
<td>- Greater travelling to school.</td>
<td>- Co-ordinating workload.</td>
<td></td>
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<tr>
<td></td>
<td>- Parental involvement</td>
<td>- More rigid time-table</td>
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<tr>
<td></td>
<td></td>
<td>- Presentation of curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Continuity of curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Continuity of learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Increased literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Formal assessment and examinations</td>
</tr>
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<td></td>
<td></td>
<td>- Reporting</td>
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<tr>
<td></td>
<td></td>
<td>- New subjects</td>
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<td></td>
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<td>- Many specialists’ teachers instead of one main teacher.</td>
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Intervening variable

Induction and orientation programme for new students.

Dependent variable

- Improved student discipline
- Enhanced academic achievement
- Decreased dropout rates.

Source: Researcher

The fig. 1.1 shows the specific needs of students at transition and the “gaps” that they need to bridge for a successful transition. The physical, personal and educational gaps are the independent variables which the students need to overcome as they make transition.
An induction and orientation programme is the intervening variable and dependent variable is students’ discipline and academic achievement.

The physical or environmental gap includes; new environment, larger year group from different cultural backgrounds and greater travelling to school. The personal (social and developmental) gap includes; drop of self-esteem, meeting new friends or creating relationships, parental involvement and co-ordinating workload in school. The educational (curriculum and pedagogy) gap comprise of; continuity of curriculum, continuity of learning, presentation of curriculum, new subjects, many specialists teachers, more rigid time-table, reporting, formal assessment and examinations, school cultures, organizational structure and increased literacy. The physical, personal and educational gaps was viewed as the independent variables by the researcher. Without an intervening variable, these gaps will remain and the new students will face difficulty in transition and affect their future life negatively.

The arrows from independent variables points at the induction and orientation programme for new students which is viewed by the researcher as a smoother that ensures smooth transition to secondary school life. The programme also is viewed as intervening variable. Its implementation will determine effectiveness of transition i.e the more effective induction and orientation programme, the lesser the transition gaps and the smoother the transition.
Arrows from intervening variable points at the outcome of an effective induction and orientation programme which is viewed by researcher as dependent variable. The outcome of transition depends on how effective the programme is. An effective programme results in assisting new students to;

a) Develop new friendships and improve their self-esteem and confidence

b) Show an increased interest in school and school work thus decreasing dropout rates and enhance retention

c) Getting used to new routines and school organisation with great ease thus reducing indiscipline cases

d) Experience curriculum continuity which leads to enhanced academic achievement.

The researcher viewed that an effective induction and orientation programme for new students will enhance academic achievement and students discipline in Bomet District and Kenya as a whole. This will create responsible citizens and sufficient human resource for Kenya to realize the vision 2030 of becoming a globally competitive and prosperous nation with a high quality of life, based on the three pillars (social, economic and political).
1.11 Operational Definition of Terms

**Orientation** - Refers to familiarization of new students to secondary school physical and social environments. Physical environment includes school organizational structure, buildings, games and sporting facilities, school routine among others. Social environment includes creating new friends/relationships, pastoral care, creation of self-esteem, coordinating work load, interacting with many specialists’ teachers among others.

**Induction** - Refers to familiarizing new students to secondary school educational programs that ensure curriculum continuity, effective curriculum presentation, continuity of learning, acquaintance to new subjects, formal assessment and examinations.

**School handbook** - Refer to a book containing school rules and regulations and consequences of breaking them.

**Middle years** - Refers to learners with ages between 13 to 18 years which corresponds to students in secondary school level of education.

**Academic “dip”** - Refer to downward trend of students in academic achievement.

**“Monolization”** - Refers to a common term used by secondary school students to refer to form ones. It is used as a way of bullying them.

**Social adjustment** - Refers to a psychological process which involves coping with new environment, standards and values. Also refers to getting along with other members of the society.

**Transition** - Refers to pupil’s movement and adjustment phase from primary to secondary schools.

**Freshmen** - Refers to new students joining secondary schools.
**Link leaders** - Refers to the school administrators and teachers that are involved in the transition process.

**Programme advisors** - Refers to personnel in charge of induction and orientation process in secondary schools.

**Catch-up courses** - Refers to short programmes that are geared towards assisting new students to adjust easily to the school routines and culture. They are offered based on students’ needs and for those students that are slow in adjusting.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This Chapter reviews related literature in the following order: definition of induction and orientation programme in relation to students’ social growth and discipline; academic achievement; Obstacles and barriers to a successful transition and aspects of a successful transition.

2.2 Definition of Induction and Orientation Programme

An ‘induction’, as defined by Webster’s Dictionary (Gove, 1986: 1145), is “an Initial experience, an exposure that introduces one to something previously mysterious or unknown”. Specifically, Barber and Ahmed (2007) argued that there are two different types of induction. The first refers to those events that occur immediately on the arrival of a new student. This is perhaps the most common type of induction and is occasionally identified as ‘orientation’, ‘welcome week’, or ‘early induction’. The second type refers to ‘extended induction’ process, which is a longer-term assimilation of new students into the ways in which the institution operates, particularly as it relates to its teaching and learning methods (Barber & Ahmed, 2007). The induction and orientation program in relation to students’ social growth, discipline and academic achievement is discussed below;
2.2.1 Students Social Growth and Discipline

Carney (2009) said that transfer to another school district, or simply graduating to middle school or high school can cause insecurity as the child wonders how he will manage the change. Carney argued that the child may be unfamiliar with the building and routines, and this uncertainty causes stress and anxiety especially those who have had problems at a previous school, either academically or socially, or who need structure and stability to feel secure, may be at increased risk for this kind of adjustment problem.

According to Hargreaves, Earl and Ryan (1996), the problems of truancy, school failure, non-compliance and inappropriate behavior in the early years of high school can often be attributed to the radical changes that occur in students’ day to day lives as they make the move from one school to the next. It is argued that, in addition to the obvious changes that children experience in relation to such things as school size, the number of teachers and the range of new subjects, the move from primary to secondary school also involves a transition between two radically different cultures of schooling (Cullingford, 1999). The middle schooling and other school reform movements have suggested that the solution to these problems lies in fundamental change in the way the early years of high school are organized and managed (Hargreaves, et al, 1996). These changes include the creation of more human-sized, hospitable and sensitive secondary school environments and the development of a set of practices for better managing the learning, social and emotional needs of early adolescents (ibid). Therefore this can be achieved if the secondary school management could promulgate an effective induction and orientation programme for new students. This is a programme that is vague in most schools in Kenya.
National Center for School Engagement (NCSE), (2007), indicated that the factors contributing to truancy stem from school factors which include; Unwelcoming atmosphere, for example, an unattractive facility or one with chronic maintenance problems; Unsafe environment, for example a school with ineffective discipline policies where bullying is tolerated and Inadequate identification of special education needs, leading some students to feel overwhelmed and frustrated with their inability to succeed. Truancy is also contributed by poor relations with teachers (NCSE, 2007), inappropriate academic placement (Jones, Harris & Finnegan, 2002), and ineffective and inconsistently applied attendance policies (Bell, Rosen & Dyblacht, 1994). Personal factors include poor self-esteem, feelings of academic incompetence, poor relationships with other students (NCSE, 2007), and gang involvement (Fritsch, Caeti & Taylor, 1999). Several studies agree that truanting often derives from such causes as a sense of personal inadequacy, not being able to keep up with school work, feeling humiliated either by academic failure or by teasing and bullying (Chaplain, 1996). Truants generally report less attachment to school, and less satisfactory experiences at school, than non-truants. School commitment is sometimes viewed as an intervening variable (Jenkins, 1995) that can mediate the effects of some family variables, such as mother’s education and parental involvement. The researcher viewed that the school commitment could be achieved if proper orientation is carried out in secondary schools. NCSE (2007), points out that truancy has been clearly shown to be related to high school dropout, substance use and abuse, and delinquency. NCSE further said that the relationships are circular, rather than linear. That is, truancy can be both a cause and a consequence of any of these troubling behaviors.
Johnson and Sue (2004) argued that the primary school culture emphasizes care and nurturance of students and offers a sense of belonging to a human-sized group. Secondary school culture on the other hand is oriented towards teaching academic subjects that emphasizes on differentiation of students according to achievement and produces experiences of fragmentation and isolation rather than cohesion and bonding (ibid). Johnson et al. further noted that the effects of changes such as these for individual students can be anxiety, confusion, lack of stability and subsequently alienation and disengagement.

International Institute of Biomedical Sciences and Technology (IIBST) (2007) pointed out that key to a child's successful education is an environment in which he or she can learn safely. IIBST further said that children who are victims of bullying can have serious health effects, including physical injuries and emotional problems such as depression, low self-esteem, anxiety, and suicidal thoughts and actions.

Ndetei et al. (2007) indicated that Scandinavian studies have shown strong correlations between children bullying other students during the school years and experiencing legal or criminal troubles as adults. One study reveals that 60% of the boys labelled as bullies in grades 6 to 9 (ages 13 to 16) had at least one criminal conviction by the age of 24 (ibid). Ndetei et al. further said that chronic bullies have difficulties in the development and maintenance of positive relationships.

Global Status of Women (GSW) (2009) pointed out that special attention needs to be focused on adolescent children, as the transition from primary to secondary school occurs
at a critical juncture in human development. Adolescents drop out of school because of numerous social and economic pressures, but adolescent girls are particularly affected and become more vulnerable to physical, sexual, and emotional abuse, along with economic exploitation (ibid).

Boyle and Boice (1998) reported that socialization process should start with an induction program. An investigation of the literature review revealed that induction programmes can assist in enhancing persistence and retention (Washburn, 2002) and “welcome and allay incoming student anxiety” (Vlisides and Eddy, 1993: 96). Such anxiety and emotional stress is ordinary among new learners (Baird, 1990), and research reveals that a welcoming environment is essential in lessening this stress and anxiety, and generating a smoother student transition process (Taub and Komives, 1998).

An effective induction and orientation programme will equip the learner with good social relations and character formation. There are several other studies that have been conducted that clearly indicate the effectiveness of this programme.

Bryant (2008) conducted a research study to determine to what degree of fidelity the procedural, social, and academic elements of the Link Crew Transition Program (LCTP) had been implemented, as perceived by the program advisors. Program advisors reported that Link leaders, as well as freshmen, develop a sense of belonging and connectedness with the school as a result of program participation. Qualitative data revealed a positive experience for transitioning freshmen, the development of a sense of belonging, and the development of leadership qualities for the Link leaders.
Zeedyk, M., Gallacher, J., Henderson, M., Hope, G., Husband, B., and Lindsay, K. (2003) conducted a qualitative study of student, parent, and teacher opinions of the transition to high school. The authors found that students were most excited about new friends, new academic subjects, new teachers, and new routines. They were less concerned with academic matters and more concerned about bullying, getting lost, and peer relationships. Parents also mentioned extracurricular activities and learning challenges. Findings suggested that teachers focused on transition as a problem to be solved by the school.

In conclusion therefore, an effective induction and orientation programme for new students in secondary schools will inculcate good discipline which is an important ingredient for bringing up responsible and reliable citizens. This will in turn reduce crime rates in the country, thus creating conducive environment for local and foreign investment that will catapult our nation, Kenya, into realization of vision 2030 of becoming a mid-level economy.

2.2.2 Students’ Academic Achievement

Four acre (1993) suggested that there is a clear academic discontinuity between primary and secondary school, with teachers underestimating Year 7 (Y7) pupils’ abilities. The results also indicate that there is a general mismatch between pupils’ expectations of life and work in secondary school, and their actual experiences. The idea that secondary school teachers are underestimating Y7 pupils’ academic capabilities also appears to be supported by the findings of Galton, Gray and Ruddock (1999) who indicated that pupils suffer a ‘dip’ in their academic progress after transition. A decline in grades has also been
found in studies of school transitions in early adolescence (Blyth, Simmons, & Bush, 1978; Blyth, Simmons, & Carlton-Ford, 1983). In these studies grades declined with each school transition in junior high and high school.

Students whose primary school teachers had prepared them by teaching them more generic skills (e.g. how to do tests, how to do homework, how to study) felt rather better able to handle the new demands of high school (Johnson and Sue, 2004). In the transition to secondary school, pupils tend to suffer decreases in academic achievement which is related to the pupils’ decreased interest in academic activities and an increase in non-academic activities in the middle years (Evangelou et al., 2008).

Kirkpatrick (1992) in his study on factors affecting pupils’ progress during the transition from primary to secondary school in Western-Australia suggests that the transition to secondary school is accompanied by a decline in pupils’ academic performance and attitude towards school. Kirkpatrick further noted that Y7 pupils were reported to have made little improvement during their first year at secondary school and in some cases pupils’ academic performance actually declined. This was due to;

a. Work done in their first year at secondary school was no more difficult (and at times easier) than the work they had been doing at primary school.

b. Changes in the size and structure of the secondary schools compared with the primary schools may have contributed to the decline in academic performance and motivation.

c. Lack of academic challenge presented by secondary teachers, peer pressure to not appear ‘too academic’, an increasing sense of boredom and lack of effort by the pupils when repeating work already done in primary school.
The above studies present similar findings, suggesting that there is an academic ‘dip’ during pupils’ first year of secondary schooling. The researcher viewed that implementation of an effective induction and orientation programme for new students in secondary school will assist in improvement in academic performance. There are several studies that have shown the effectiveness of this programme. Spanier (2006) used students in two settings; one set of students participated in a transition program and the other students did not. The goal of the study was to see if academics, attendance, and discipline would be affected by the implementation of a transition program. According to her results, the transition program pointed to helping increase academics and attendance and lowering discipline referrals for the students in the transition program compared to students who did not participate.

Smith (1997) used a national representative sample of public school student. The results indicated that students of color and students from lower backgrounds attended schools that were significantly less likely to offer transition programming. High school dropout rates were significantly lower for students who attended schools with full or partial transition programs. Students attending schools without transition programs experienced higher rates of dropout. Students with access to full and partial transition programs also had higher Grade Point Averages (GPA) than students who had no transition programming (ibid).
2.3 Obstacles and Barriers to a Successful Transition

Evangelou, Taggart, Sylva, Melhuish, Sammons and Siraj-Blatchford (2008), said that student’s experiences of bullying, worrying about their ability to do the work or about having new and different teachers for subjects, or worrying about whether they can make friends, were all associated with a poor experience of transition. Evangelou et al. further noted that approximately 3 in every 10 children had some or many experiences of bullying according to their parents. Of the 165 parents who reported their children to experience some or a lot of problems with bullying 63 per cent of these children did not expand their friendships and did not boost their self-esteem and confidence; 72 per cent of these children did not settle well and were of particular concern to their parents; and 66 per cent of children did not get used to the new routines with great ease. Ndetei et al. (2007) indicated that boys engage in bullying behavior and are victims of bullies more frequently than girls, although this difference decreases when indirect aggression was considered. Ndetei et al. further pointed out that while boys typically engage in direct bullying methods, girls who bully are more likely to utilize more subtle and indirect strategies, such as spreading rumors and enforcing social isolation. More than 63 per cent of the students reported to have been beaten up or hit; 64 per cent said they had been blackmailed or threatened; 71 per cent reported they were called bad or nasty names; 68 per cent had tricks played on them; and 72 per cent said rumors had been spread about them (Ndetei et al., 2007).

Johnson and Sue (2004) noted that those students who were not flourishing in Year 7 (i.e. those who were truanting and those who were already demonstrating chronic behavior problems) pointed to individual causes (i.e. ‘they’re not very bright’; they ‘were
losers in Year 6 and they’re losers in Year 7’; they come from ‘bad homes’; ‘they haven’t got any friends’). Johnson and Sue clearly pointed out that the reasons for ‘failure’ were being attributed to deficits in the individual or his/her family rather than in the schools and their systems of organization and management. The school management should therefore stop the blame game and take a proactive role in managing the transition stage by coming up with an effective induction and orientation programme for beginning learners.

A survey of primary and secondary school principals by Vinson (2006), found out that a high percentage were interested in providing programmes but only a small percentage were actually implementing them because of:

- Lack of time and resources (funding and staffing).
- Lack of communication between schools (primary and secondary).
- The primary school being “devalued by high schools” (p.67)

The researcher therefore sought to find out if secondary schools head teachers in Bomet District were facing the same challenges as those discussed above or there were other unique challenges.

2.4 Aspects of Successful Transition

A research on what makes a Successful Transition from Primary to Secondary School in England carried out by Evangelou et al. (2008), revealed that there are five aspects of a successful transition. This involved:

i) Developing new friendships and improving their self esteem and confidence;
ii) Having settled so well in school life that they caused no concerns to their parents;

iii) Showing an increasing interest in school and school work;

iv) Getting used to their new routines and school organization with great ease and

v) Experiencing curriculum continuity.

Evangelou et al. further noted that children who felt they had a lot of help from their secondary school to settle in were more likely to have a successful transition, which included help with getting to know their way around the school, relaxing rules in the early weeks, procedures to help pupils adapt, visits to schools, induction days, and booklets. Good links between feeder primary schools and their secondary schools were felt to be the key to the success of the transition process. Johnson and Sue, (2004) suggested that ice-breaking activities during orientation and immediately after starting high school should be put in place. This includes activity-based orientation camps that enable students to experience an intensive period of social engagement early in their high school career. Ibid further noted that students who came to high school with a group of students from their old primary school were seen to be greatly advantaged. Even though these students may not have been friends at primary school, they provided safe sources of social support in the early weeks at high school. Being an isolate was considered an undesirable, fearful state because it attracted victimization (ibid).

Ringstaff (2008) in his study focused on the successes and challenges small school (300-900 students) administrators and teachers experienced when designing, implementing,
and sustaining their ninth-grade transition programs. This study identified common and unique elements in the implementation designs of transition programs in four small high schools in the state of Virginia. Results indicated that high school teams developing a freshman transition program should include:

i) teachers in the planning process,
ii) pre-high school activities for the incoming freshmen,
iii) the availability of catch-up courses,
iv) academic interventions,
v) improving communication gaps, and
vi) using data to monitor student achievement.

To conclude, the researcher viewed that transition is successful when induction and orientation programme is integrated fully into the primary and secondary school programmes. It is also successful when it revolves around strong communication links between primary and secondary schools in all aspects of administration and curriculum. Finally, it is successful when all three areas (social adjustment, institutional adjustment and curriculum interest and continuity) are to be taken into account when planning transition strategies.

2.5 Summary of Literature Review

The literature reviewed by the researcher dealt with effectiveness of induction and orientation programme in relation to academic achievement and discipline of students. Transition from primary to secondary schooling coincides with the onset of puberty/adolescence which brings about more challenges to students, teachers and
parents. Discipline and academic achievement is adversely affected as a result. The literature reviewed clearly indicates that there was decline in students’ academic achievement as they move to secondary school. This was due to gaps that exist in curriculum presentation, continuity of curriculum and continuity in learning. Adolescence also comes with varied social problems and if not handled well, it will result to indiscipline and mal-adjustment to the new environment.

As the researcher was going through the literature, he realized that this transition stage is very delicate and requires a well planned programme to handle it. An effective induction and orientation programme for new students therefore comes in handy as one of the solution to the problem. Unfortunately, most secondary schools in Kenya and Bomet District in particular, had not fully embraced the programme. No study available to the researcher had been carried out to establish the effectiveness of induction and orientation programme in Bomet District and therefore the researcher sought to study on the same.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This Chapter describes methodology that was used during the study. The areas covered here consists of: Research design, locale, target population, sampling procedures, research instruments, validity and reliability of research instruments, piloting, data collection procedures and data analysis.

3.2 Research Design

The researcher used a descriptive survey research design where facts were collected as they were without manipulation of variables. According to www.pathways.cu.edu.eg (2013), descriptive survey attempts to picture or document current conditions or attitudes, that is, to describe what exists at the moment.

wikipedia.org (2013) further stated that descriptive research, also known as statistical research, describes data and characteristics about the population or phenomenon being studied. However, it does not answer questions about e.g.: how/when/why the characteristics occurred, which is done under analytic research. www.aect.org (2013) explained that descriptive statistics utilize data collection and analysis techniques that yield reports concerning the measures of central tendency, variation, and correlation. The combination of its characteristic summary and correlation statistics, along with its focus on specific types of research questions, methods, and outcomes is what distinguishes descriptive research from other research types (ibid).
This study surveyed a sample of secondary schools in Longisa Division of Bomet District so as to determine the availability of effective induction and orientation programmes and how the programmes or lack of them affect academic achievement and discipline of students in Bomet district.

3.2.1 Variables

The gaps to be filled by the students as they make transition from primary to secondary school formed the independent variables. These gaps included: personal gaps (drop of self-esteem, meeting new friends or creating relationships, parental involvement and co-ordinating workload in school); educational gaps (continuity of curriculum, continuity of learning, presentation of curriculum, new subjects, many specialists teachers, more rigid time-table, reporting, formal assessment and examinations, school cultures, organizational structure and increased literacy); and the physical or environmental gap which included; new environment, larger year group from different cultural backgrounds and greater travelling to school.

The dependent variable was the effectiveness of induction and orientation programme for new students. The gaps to be filled by the students as they make the transition depended on the effectiveness of this programme. The more effective the programme, the lesser the gaps to be filled and thus the smoother the transition.
3.3 Location of the Study

The study was conducted in Longisa Division in Bomet District of Rift Valley province, Kenya. Secondary schools in the region have been experiencing a lot of challenges in relation to students’ drop-out, indiscipline and unsatisfactory academic performance. Easy access to the schools also prompted the researcher to choose the area.

3.4 Target Population

The proposed study targeted form two students, form two class teachers and head teachers in selected public secondary schools in Longisa Division, Bomet District. The Division had a total of 25 public secondary schools: one boys boarding, two girls boarding, one mixed boarding, 12 mixed day and 9 mixed day and boarding schools. The schools with single streams were 17, double streams were 6 and triple streams were 2. In total, there were 35 streams to be targeted for the study.

3.5 Sample and Sampling Procedures

Longisa Division had 25 public secondary schools in the following categories; boys’ boarding school (1), girls’ boarding schools (2), mixed boarding school (1), mixed day schools (12) and mixed day and boarding schools (9).

Sunny (2012) and other experts recommend that “twenty percent (20%) of students enrolled in a particular learning experience” is a sufficient sample size. Also, according to Orodho (2005), random sampling is a procedure in which all individuals in a defined population have an independent chance of being selected as a member of the sample. In this study, twenty percent of students in every stream in form two classes was calculated
and obtained. The derived number of students was then selected randomly. A letter “YES” was written on pieces of paper which was equivalent to number of obtained students and the letter “NO” for the rest of the students. The pieces of paper were then folded, put in a bucket and shuffled. The students were then asked to pick the papers randomly. Students who picked papers with letter “YES” were selected for the study. Purposive sampling technique was used in selecting all the form two class teachers and the school head teachers, which Orodho (2005) said that the researcher or investigator relies on his/her expertise or expert judgment to select units that are representative or typical of the population. He further pointed out that this technique involves hand picking the cases to include in the sample on the basis of one’s judgment of their typicality.

### 3.6 Research Instruments

The researcher used questionnaires and interview schedules as the main instruments in the data collection. Peil (1995) said that questionnaires provide a cheap means of collecting data from a large number of people. Lindlof and Taylor (2002) also said that interview schedules are sometimes considered as a means by which a researcher can increase the reliability of research data. Each questionnaire and interview schedule included open and closed-ended questions. Questionnaires were used to collect data from each of the following respondents:

1) Form two students.
2) Form two class teachers.

The interview schedules were used to collect data from the head teachers in the sampled schools.
The questionnaires for students had the following sections:

Part A: Demographic information

Part B: Settling into your new school

Part C: Curriculum continuity

Part D: Students perception towards induction and orientation program

Part E: Obstacles to successful transition and possible solutions

The questionnaires for form two class teachers had the following sections:

Part A: Demographic information

Part B: Class teacher’s role and any available structures to support the transition process

Part C: Students’ discipline

Part D: Teachers perception towards induction and orientation programme

Part E: Obstacles to successful transition and possible solutions

The interview schedules for head teachers had the following sections:

Part A: Demographic information

Part B: Role and structures to support the transition process.

Part C: Teachers perception towards induction and orientation programme

Part D: Obstacles to successful transition and possible solutions.
3.7 Pilot Study

Once the instruments were constructed, the researcher tried them out in the field through piloting (pre-testing). The instruments were piloted in selected sample, which was similar to the actual sample to be used in the study. Piloted schools were not included in the actual study. The procedure for piloting the instruments was identical to those during the actual study. The piloting of the instruments helped the researcher in determining their reliability and validity.

3.7.1 Reliability of Research Instruments

Mugenda and Mugenda (1999) defined reliability as a measure of the degree to which research instrument yield consistent results or data after repeated trials. Wiersma (1985) agreed with Mugenda and Mugenda definition and said reliability is the consistency of an instrument in measuring whatever it measures. The pilot study was used to ascertain the reliability of the instruments. Those items that were found to be inadequate or vague were modified to improve on quality of research instrument and reliability. To improve on the reliability of the instruments, the researcher employed the test-retest technique for the students, teachers and head teachers where the questionnaires were administered twice to the respondents in the pilot sample. The researcher then critically assessed the consistency of the responses on each pair of the pilot questionnaires to make judgement on their reliability. The reliability analysis was done using the statistical package for social sciences (SPSS) programme. The two tests were then correlated. Gay (1992) said that any research instruments with a correlation coefficient of between 0.80 and 1.00 are acceptable as reliable enough.
3.7.2 Validity of Research Instruments

Joppe (2000) said that validity determines whether the research instrument truly measures that which it was intended to measure or how truthful the research results are. Wiersma (1985) also defined validity as the extent to which an instrument measures what it is supposed to measure. In this study, the researchers’ supervisors and classmates assisted in assessing the contents in the instruments and their recommendations were used in the developing the final instruments. The pilot study was also used to assess face and content validity of the instruments.

3.8 Data Collection Procedures

After examination and ratification of the proposal, the researcher went through several stages in a systematic manner in conducting the research. The following are the stages the researcher followed:

The researcher wrote a letter to the department of Educational Management, Policy and Curriculum studies, detailing his intention to go out and collect data on the topic at hand.

After receiving acceptance letter from the department, the researcher applied for a research permit from the National Council for Science (NCS) (Utalii house).

The researcher then visited the District Education Officer (DEO) and the District Commissioner (DC), Bomet District, who also wrote an introduction letter to the schools to be visited.

After receiving the letter from the DEO and the DC, the researcher embarked on the actual data collection from the sampled public secondary schools personally in Bomet.
District using the Questionnaires and interview schedules.

The form two class teachers assisted in sampling the students and administering the questionnaires to the students. The questionnaires for the teachers and interview guide for the head teachers were administered personally by the researcher. The respondents were given ample time to fill in the questionnaires and were assured that strict confidentiality would be maintained by the researcher.

The researcher then analyzed the collected data using Percentages, Averages, and Frequencies and presented them using tables, graphs and charts.

He compiled the final report containing all five chapters.

The researcher finally submitted the report to the supervisor for examination and grading.

3.9 Data Analysis

After data collection using the Questionnaires and interview schedules, the researcher embarked on the process of editing and tabulation of the data. The obtained information was arranged and grouped according to the relevant research questions. Coding was done by use of numerical values to make data reduction possible and manageable for analysis. For example; did your secondary school give you enough help to settle in? It helped me a lot, code 1; It helped me a little, code 2 and so on. A computer programmer carried out the entry and the analysis was done using Statistical Package for Social Sciences (SPSS) Version 16. Descriptive statistics were used to analyze the data quantitatively especially the use of measures of central tendency, frequencies and percentages. Qualitative data obtained from open ended questions was analyzed according to themes based on the
research objectives and the research questions and thereafter, inferences and conclusions were drawn. The analyzed data was presented using tables, graphs and charts.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study, based on data collected from twenty five public secondary schools with 280 respondents. Research questions guided data analysis using quantitative and qualitative techniques with research objectives guiding respondents in relation to the objectives that guided the study. Analyzed data was presented in tables, bar graphs and pie-charts respectively. The study was guided by the following research questions:

i) Do secondary schools in Bomet District have induction and orientation programmes for new students and if available, what are the key features of the existing programmes including the roles of the personnel involved?

ii) What are the perceptions of head teachers and teachers on induction and orientation programmes for new students in secondary schools in Bomet District?

iii) How has the induction and orientation programme for new students affected their academic performance and discipline in secondary schools in Bomet District?

iv) What are the perceptions of students on induction and orientation programmes for new students in secondary schools in Bomet District?

v) What are the main obstacles and hindrances to ensuring effective induction and orientation programmes for new students in Bomet District?
Interview schedules were designed for head teachers and questionnaires for form two class teachers and students, from which responses were obtained and recorded.

Closed ended responses were coded and analyzed by using SPSS programme version 16.0. Data from open-ended questions were thematically described, summarized and coded for analysis. Data was presented in frequencies, percentages, tables, and graphs.

The proposed study targeted form two students, form two class teachers and head teachers in selected public secondary schools in Bomet District. The sample size comprised of 25 (all) public secondary schools; 25 (all) head teachers, 25 out of 35 (71.4%) class teachers and 315 out of 1375 (20.0%) form two students. The combined sample size for the study was 365 out of 1435 (25.3%) respondents.

Out of the 365 research instruments administered to the respondents, 280 (76.7%) were completed and returned. These comprised of 22 (88%) head teachers interview schedules, 24 (96%) teachers questionnaires, and 234 (74.3%) students questionnaires. This return rate was considered adequate for the current study. The report is presented according to research questions.

4.2 School Profile

To understand the findings of the study, background information on the schools was necessary. Information collected comprised the type and status of school.
4.2.1 Type of School

The types of schools sampled for the study is summarized in table 4.1

Table 4.1: Categories of Schools

<table>
<thead>
<tr>
<th>Type of School</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Boys</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Mixed</td>
<td>22</td>
<td>88</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.1 revealed that results were obtained from girl’s, boy’s and mixed schools as follows: girl’s category 2 (8%), boy’s category 1 (4%) and mixed category 22 (88 %) respectively. Most of the schools in Bomet District were mixed.

4.2.2 Status of Schools

The study found out that, all types of schools in Bomet District were sampled. The findings are summarized in figure 4.1
Findings in Figure 4.1 revealed that results were obtained from day 12 (48%), boarding 4 (16%) and day/boarding 9 (36%) schools. Boarding schools were very few compared to day or boarding. This is an indication that students in these schools require induction and orientation as well as follow ups.
4.3 Induction and Orientation Programmes for New Students, Their key Features and Roles of the Personnel Involved

The study investigated the availability of induction and orientation programmes for new students, their key features and role of the personnel involved.

4.3.1 Presence of Induction and Orientation Programmes in Schools

Findings from the teachers on the presence of induction and orientation programmes were as follows: All teachers indicated that all schools in Bomet District had induction and orientation programmes.

4.3.2 Key Features of Induction and Orientation Programmes Present in Schools

Findings from the teachers on the key features of induction and orientation programmes present in public secondary schools in Bomet District are summarized in Table 4.2

Table 4.2 Key Features of Induction and Orientation Programme Present in Schools as Reported by Teachers

(N=24)

<table>
<thead>
<tr>
<th>Key feature</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiarize students with school rules and regulations.</td>
<td>7</td>
<td>29.1</td>
</tr>
<tr>
<td>Introduce students to various subjects offered by the school</td>
<td>4</td>
<td>16.7</td>
</tr>
<tr>
<td>Familiarize students with school programme and routine</td>
<td>10</td>
<td>41.7</td>
</tr>
<tr>
<td>Familiarize students with school culture.</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
Table 4.2 shows the responses from the open ended questions on the key features on induction and orientation programme in schools in Bomet District as: 7 (29.1%) familiarize students with school rules and regulations, 4 (16.7%) introduce students to various subjects offered by the school, 10 (41.7%) familiarize students with school programme and routine and 3 (12.5%) familiarize students with school culture. Most of these aspects were documented in a booklet which described each aspect and how it is to be implemented. These findings agrees with Evangelou et al.(2008) who noted that a successful transition to secondary school was aided by effective induction and orientation features which included helping students with getting to know their way around the school, relaxing rules in the early weeks, procedures to help pupils adapt, visits to schools, induction days, and booklets.

4.3.3. Role of Personnel Involved in Induction and Orientation Programme

Findings from the teachers on the role of personnel involved in induction and orientation programme are summarized in Table 4.3
Table 4.3 Personnel Role in Induction and Orientation Programme as Reported by Teachers (N=24)

<table>
<thead>
<tr>
<th>Role</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce students to school routine and explain rules &amp; regulations</td>
<td>18</td>
<td>75</td>
</tr>
<tr>
<td>Guide and counsel on subject choice and career prospects</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Findings in Table 4.3 revealed that 18 (75%) introduce new students to school routine and explain to them school rules and regulations, 6 (25%) guide and counsel new students on subject choice and career prospects. The personnel carried out these activities by organizing induction days, career and guidance sessions, academic days and school open forums.

These findings indicated that school personnel play a key role in lessening stress and anxiety, which is common among new learners and generating a smoother student transition process (Taub and Komives, 1998).
4.4 Perceptions of Head Teachers and Teachers on Induction and Orientation Programmes for New Students in Secondary Schools

The perceptions of head teachers and teachers on induction and orientation programmes for new students are summarized in tables 4.4 and 4.5

Table 4.4 Perceptions of Teachers on Induction and Orientation Programmes for New Students

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Not Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance self-esteem</td>
<td>17 (70.8%)</td>
<td>5 (20.8%)</td>
<td>2 (8.3%)</td>
</tr>
<tr>
<td>Make new friends</td>
<td>18 (75%)</td>
<td>4 (16.7%)</td>
<td>2 (8.3%)</td>
</tr>
<tr>
<td>Familiarize with physical facilities</td>
<td>21 (87.5%)</td>
<td>2 (8.3%)</td>
<td>1 (4.2%)</td>
</tr>
<tr>
<td>Adjust to new subjects</td>
<td>19 (79.2%)</td>
<td>4 (16.7%)</td>
<td>1 (4.2%)</td>
</tr>
<tr>
<td>Continuity of curriculum</td>
<td>21 (87.5%)</td>
<td>3 (12.5%)</td>
<td></td>
</tr>
<tr>
<td>Increase attachment to school</td>
<td>17 (70.8%)</td>
<td>6 (25%)</td>
<td>1 (4.2%)</td>
</tr>
<tr>
<td>Reduce referrals and Disciplinary cases</td>
<td>19.29 (7%)</td>
<td>3 (12.5%)</td>
<td>2 (8.3%)</td>
</tr>
<tr>
<td>Aid Academic Performance</td>
<td>21 (87.5%)</td>
<td>3 (12.5%)</td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>79.7 %</strong></td>
<td><strong>15.6%</strong></td>
<td><strong>4.7%</strong></td>
</tr>
</tbody>
</table>
### Table 4.5  Perceptions of Head Teachers on Induction and Orientation Programmes for New Students

(N=22)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Not Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance self- esteem</td>
<td>19 (86.4%)</td>
<td>2 (9.1%)</td>
<td>1 (4.5%)</td>
</tr>
<tr>
<td>Make new friends</td>
<td>15 (68.2%)</td>
<td>5 (22.7%)</td>
<td>2 (9.1%)</td>
</tr>
<tr>
<td>Familiarize with physical facilities</td>
<td>15 (68.2%)</td>
<td>4 (18.2%)</td>
<td>3 (13.6%)</td>
</tr>
<tr>
<td>Adjust to new subjects</td>
<td>19 (86.4%)</td>
<td>3 (13.6%)</td>
<td></td>
</tr>
<tr>
<td>Continuity of curriculum</td>
<td>19 (86.4%)</td>
<td>3 (13.6%)</td>
<td></td>
</tr>
<tr>
<td>Increase attachment to school</td>
<td>16 (72.7%)</td>
<td>5 (22.7%)</td>
<td>1 (4.5%)</td>
</tr>
<tr>
<td>Reduce referrals and Disciplinary cases</td>
<td>19 (86.4%)</td>
<td>2 (9.1%)</td>
<td>1 (4.5%)</td>
</tr>
<tr>
<td>Aid Academic Performance</td>
<td>20 (90.9%)</td>
<td>2 (9.1%)</td>
<td></td>
</tr>
</tbody>
</table>

**Average** 80.7 % 14.8% 4.5%

Findings in the Tables 4.4 and 4.5 revealed that 79.7% teachers and 80.7% head teachers agreed that induction and orientation programmes are helpful to new students: seventeen (70.8%) of teachers and nineteen (86.4%) of head teachers said they enhanced self esteem in students; eighteen (75%) of teachers and fifteen (68.2%) of head teachers said
they helped in making new friends; twenty one (87.5%) of teachers and fifteen (68.2%) of head teachers said they helped in familiarization with physical facilities; nineteen (79.2%) of teachers and nineteen (86.4%) of head teachers said they helped in adjusting to new subjects; twenty one (87.5%) of teachers and nineteen (86.4%) of head teachers said they helped in continuity of curriculum; seventeen (70.8%) of teachers and sixteen (72.7%) of head teachers said they helped in increasing student attachment to school: nineteen (79.2%) of teachers and nineteen (86.4%) of head teachers said they helped reduce referrals and disciplinary cases while twenty one (87.5%) of teachers and twenty (90.9%) of head teachers said that induction and orientation programmes aided students in academic achievement.

These findings indicated that the perception of teachers and head teachers on aspects of successful transition practise rated high (79.2% of teachers and 77.1 of head teachers).

These aspects were in consistence with the five aspects of successful transition mentioned by Evangelou et al (2008). The aspects involved;

i) Developing new friendships and improving their self esteem and confidence;

ii) Having settled so well in school life that they caused no concerns to their parents;

iii) Showing an increasing interest in school and school work;

iv) Getting used to their new routines and school organization with great ease and

v) Experiencing curriculum continuity.
4.5 The Effect of Induction and Orientation Programmes for New Students on Discipline and Academic Performance

This study also sought to establish the general effect of induction and orientation programmes for new students on their subsequent discipline and academic performance.

4.5.1: The Effect of Induction and Orientation Programme as Regards to Discipline

The perception of teachers on the effect of induction and orientation programmes as regards to discipline among students was used to establish the general impact of this programme on students’ subsequent discipline. The findings are summarized in table 4.6

Table 4.6 Perception of Teachers on Impact of Induction and Orientation Programme for New Students as Regards to Reducing Indiscipline and Referral Cases

(N=24)

<table>
<thead>
<tr>
<th>Reduce Indiscipline and Referral cases</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>17</td>
<td>70.8</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>7</td>
<td>29.2</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Findings in Table 4.6 revealed that 17 (70.8%) of the teachers agreed that induction and orientation programmes had reduced indiscipline and referral cases in their schools, with
7 (29.2%) strongly agreeing on the same. This indicates that induction and orientation programme play a major role in reduction of indiscipline and referral cases.

These findings were consistent with Hargreaves, et al, (1996) who noted that solution to problems of truancy, school failure, non-compliance and inappropriate behavior in the early years of high school lies in fundamental change in the way the early years of high school are organized and managed. These changes include the creation of more human-sized, hospitable and sensitive secondary school environments and the development of a set of practices for better managing the learning, social and emotional needs of early adolescents (ibid).

4.5.2 Effect of Induction and Orientation Programme on Students’ Academic Performance

A comparison between the general performance of form two students after undergoing induction and orientation and their KCPE marks when they joined form one, was sought from class teachers and the findings summarized in figure 4.2
The effect of induction and orientation programme on form two students’ general academic performance was compared to their KCPE marks when they joined form one. The findings were that six (25%) of teachers reported that the students recorded much improvement, while fifteen (62.5%) reported that students recorded slight improvement and one (11.1%) reported that students recorded no improvement. Three (12.5%) teachers reported that students recorded a decline in academic performance.

The slight improvement noted in the findings can be attributed to the key role played by induction and orientation programme.
4.6 Curriculum Continuity

Curriculum continuity was also sought in this study. Findings from students on how helpful their secondary schools was in teaching them study skills is summarized in table 4.7

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not helpful</th>
<th>Helpful</th>
<th>Very helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to make notes (e.g. from textbooks)</td>
<td>16 (6.8%)</td>
<td>71 (30.3%)</td>
<td>147 (62.8%)</td>
</tr>
<tr>
<td>How to write an essay</td>
<td>32 (13.7%)</td>
<td>83 (35.5%)</td>
<td>119 (50.9%)</td>
</tr>
<tr>
<td>How to use reference resources (e.g. Atlases dictionaries, internet)</td>
<td>21 (9.0%)</td>
<td>104 (44.4%)</td>
<td>109 (46.6%)</td>
</tr>
<tr>
<td>How to revise</td>
<td>28 (12%)</td>
<td>74 (31.6%)</td>
<td>132 (56.4%)</td>
</tr>
<tr>
<td>How to take notes when people speak</td>
<td>31 (13.2%)</td>
<td>86 (36.8%)</td>
<td>117 (50.0%)</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>11.0%</strong></td>
<td><strong>35.7%</strong></td>
<td><strong>53.3%</strong></td>
</tr>
</tbody>
</table>

Table 4.7 shows the student’s help from their Secondary schools in teaching them study skills. The findings were that 147 (62.8%) of students agreed that their schools were quite helpful in teaching them on how to make notes; 119 (50.9%) of students said that their schools were quite helpful in teaching them on how to write an easy; 109 (46.6%) of students agreed that their schools were quite helpful in teaching them on how to use reference resources; 132 (56.4%) of students said that their schools were quite helpful in teaching them on how to revise and 117 (50.0%) of students agreed that their schools were quite helpful in teaching them on how to take notes when people speak. Most of the
students (over 85%) indicated that induction and orientation was either helpful or very helpful.

This study indicated that majority of the students (53.3%) agreed that their teachers were very helpful in curriculum continuity. These results can also be associated with the slight improvement in their academic achievement as shown in figure 4.2. This indicated that induction and orientation programmes made a positive impact on academic achievement of students in Bomet District.

4.7 Student’s Perception on the Induction and Orientation Programme for New Students and their First Experience in Secondary School

This study also sought to establish the Student’s Perception on the Induction and Orientation Programme for New Students and their first experience in secondary school.

4.7.1 Student’s Perception on the Induction and Orientation Programme for New Students

Findings on the perceptions of students on induction and orientation programmes for new students are revealed in Table 4.8.
Table 4.8 Students Perception on the Effectiveness of Induction and Orientation Programmes in their Schools
(N=234)

<table>
<thead>
<tr>
<th>Student’s perception</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helped a lot</td>
<td>194</td>
<td>82.9</td>
</tr>
<tr>
<td>Helped a little</td>
<td>26</td>
<td>11.1</td>
</tr>
<tr>
<td>No Response</td>
<td>14</td>
<td>6.0</td>
</tr>
<tr>
<td>Total</td>
<td>234</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Findings in table 4.8 revealed that 194 (82.9%) students believed that induction and orientation programmes in their schools helped them a lot to settle in the new unfamiliar environment; 26 (11.1%) reported that the programme helped them a little, while 14 (6%) did not respond to the question.

4.7.2 Students’ First Experience in Secondary School

Findings from student’s first experience on how easy/difficult it was for students to get used to the routines and organization of their new school are summarized in table 4.9
Table 4.9 Students First Experience on the Routines and Organization of their New School  
(N= 234)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very easy</th>
<th>Easy</th>
<th>Difficult</th>
<th>Very difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having many different teachers</td>
<td>140 (59.8%)</td>
<td>68 (29%)</td>
<td>18 (7.7%)</td>
<td>8 (3.4%)</td>
</tr>
<tr>
<td>Lunch system</td>
<td>161 (68.9%)</td>
<td>49 (20.9%)</td>
<td>15 (6.4%)</td>
<td>9 (3.8%)</td>
</tr>
<tr>
<td>Behavior &amp; discipline</td>
<td>88 (37.6%)</td>
<td>99 (42.3%)</td>
<td>34 (14.5%)</td>
<td>13 (5.6%)</td>
</tr>
<tr>
<td>Subjects offered</td>
<td>109 (46.6%)</td>
<td>95 (40.6%)</td>
<td>21 (9.0%)</td>
<td>9 (3.8%)</td>
</tr>
<tr>
<td>Examination policy</td>
<td>91 (38.9%)</td>
<td>103 (44%)</td>
<td>29 (12.4%)</td>
<td>11 (4.7%)</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>50.3%</strong></td>
<td><strong>35.4%</strong></td>
<td><strong>10%</strong></td>
<td><strong>4.3%</strong></td>
</tr>
</tbody>
</table>

Findings in table 4.9 revealed that over 80% of students found it very easy or easy for them to get used to the routines and organization of their new school. The high percentage (50.3% found it very easy to adjust and 35.4% found it easy to adjust) of the findings can be attributed to successful induction and orientation programmes. One of the students from school B commented on the reason behind finding it easy to get along with having many different teachers. She said;

> Well, maybe if you don’t like one subject because you don’t have that good teacher, there’s always another subject and different teacher.

There was significant agreement by the students that being able to change teachers many times per day was a positive aspect of the secondary school. These findings are in agreement with Boyle and Boice (1998) who reported that socialization process should start with an induction programme. An investigation of the literature review revealed that induction programs can assist in enhancing persistence and retention (Washburn, 2002).
and “welcome and allay incoming student anxiety” (Vlisides and Eddy, 1993: 96). Such anxiety and emotional stress is ordinary among new learners (Baird, 1990), and research reveals that a welcoming environment is essential in lessening this stress and anxiety, and generating a smoother student transition process (Taub and Komives, 1998).

4.8 Obstacles and Hindrances to Ensuring Effective Induction and Orientation Programmes for New Students.

Findings from the head teachers and students on the obstacles and hindrances to ensuring effective induction and orientation programmes for new students are summarized in tables 4.10 and 4.11

4.8.1 Obstacles and Hindrances to Ensuring Effective Induction and Orientation Programme as Reported by Head Teachers.

Findings from the head teachers on the obstacles and hindrances to ensuring effective induction and orientation programmes for new students are summarized in table 4.10
Table 4.10 Obstacles and Hindrances to Ensuring Effective Induction and Orientation Programme as Reported by Head Teachers (N=22)

<table>
<thead>
<tr>
<th>Hindrances</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students cultural orientation</td>
<td>14</td>
<td>61.9</td>
</tr>
<tr>
<td>Negative perception of the programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>by school community</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Late reporting of students</td>
<td>6</td>
<td>28.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Findings in Table 4.10 revealed that 14 (61.9%) of school head teachers regarded students cultural orientation as the main obstacle to ensuring effective induction and orientation programmes in their schools, 2(9.1%) viewed the hindrance as negative perception of the programme by school community, while 6 (27.3%) cited late reporting of students as the main obstacle.

Students’ personal cultural orientation refers to cultural values and practices characterized within the home environment and preference for the particular cultural themes in learning context. The findings clearly indicated that school head teachers pointed an accusing finger on students as the main obstacle in ensuring a smooth transition. Johnson and Sue (2004) noted that those students who were not flourishing in Year 7 pointed to individual causes. The reasons for ‘failure’ were being attributed to deficits in the individual or his/her family rather than in the schools and their systems of organization and management (ibid). The findings totally agree with Johnson and Sue.
4.8.2 Presence of Bullying in Secondary Schools as an Obstacle to Ensuring Effective Induction and Orientation Programme as Reported by Students

Findings from students on the presence of bullying in secondary schools as an obstacle to ensuring effective induction and orientation programme are summarized in table 4.11

Table 4.11 Presence of Bullying in Secondary Schools as an Obstacle to Ensuring Effective Induction and Orientation Programme as Reported by Students (N= 234)

<table>
<thead>
<tr>
<th>Respondent</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>168</td>
<td>71.8</td>
</tr>
<tr>
<td>No</td>
<td>66</td>
<td>28.2</td>
</tr>
<tr>
<td>Total</td>
<td>234</td>
<td>100</td>
</tr>
</tbody>
</table>

Findings in Table 4.11 revealed that 168 (71.8%) of students agreed that bullying in secondary schools was an obstacle to ensuring effective induction and orientation programme, but 66 (28.8%) did not agree on the same. The high rate of bulling (78%) from the study indicates that induction and orientation programmes could be existing in secondary schools in Bomet District but they are not effective. Bullying was indeed identified by students as a major obstacle in the transition process. One student from school D said:

When i reported to this school, my parents had bought everything i needed like soap, uniform, pocket money, some foodstuff, Vaseline and other personal belongings. Some senior students assisted me to take my box to the dormitory and they pretended to be friendly. On arrival, they demanded to be paid. They instructed me to open the box and took everything and threatened me if i dare report them......
Evangelou et al. (2008) said that student’s experiences of bullying, worrying about their ability to do the work or about having new and different teachers for subjects, or worrying about whether they can make friends, were all associated with a poor experience of transition.

4.9. Discussions

This section presents the discussions as per the objectives of the study. Objective one set to find out if public secondary schools in Bomet District had induction and orientation programmes for new students. Global Status of Women (GSW) (2009) pointed out that special attention needs to be focused on adolescent children, as the transition from primary to secondary school occurs at a critical juncture in human development. The findings of the current study indicated that all secondary schools in the sample in Bomet District had induction and orientation programmes in-place. In addition, objective one also sought to determine the key features of the existing transitional programmes and the roles of the personnel involved in enhancing smooth transition of new students. The key features of these programmes were found to be: Explaining the school rules and regulations to new students; introducing new students to the school programme and routine; guiding and counselling new students on subjects and their career prospects. Moreover, Forty-six percent of the schools reported to familiarize students to the school programmes and routine (Table4.3).

These features seem to have impacted positively on the discipline and the general academic performances of new students since they joined form one. This is evident in Table 4.7 and Figure 4.2 which indicated a reduction on indiscipline and slight improvement on students’ general academic performance respectively. This finding
complements Evangelou et al. (2008) statement that in the transition to secondary school, pupils tend to suffer decreases in academic achievement which is related to the pupils’ decreased interest in academic activities and an increase in non-academic activities in the middle years in schools without effective transitional programmes and vice versa.

The third objective sought to find out the impact of induction and orientation programme on discipline and academic performance. Seventy nine percent of teachers and eighty percent of head teachers acknowledged that induction and adjusting students to new subjects, continuity of curriculum and eventually aiding students to excel in academic performance (Table 4.5 and 4.6).

In regard to the impact of induction and orientation programmes on discipline of new students, Seventy percent of teachers agreed that, the induction and orientation programme assisted in reducing indiscipline and referral cases (Table 4.7). This underscores the significance of schools having effective transitional programmes because according to Hargreaves et al. (1996), the problems of truancy, school failure, non-compliance and inappropriate behaviour in the early years of high school can often be attributed to the radical changes that occur in students’ day to day lives as they make the move from one school to the next.

On students’ academic performance, sixty two percent of teachers agreed that induction and orientation programme had a positive impact on form two students’ academic achievement compared to their KCPE marks when they joined form one (Figure 4.2).

Objective four sought to find out the perception of students on induction and orientation programmes for new students in their schools. Eighty two percent of new
students believed that induction and orientation programme helped them a lot to settle in their new secondary school environment (Table 4.8). This explains the positive observation in relation to fewer indiscipline cases (Table 4.7) and slight improvement in academic performance as reported by the teachers (Figure 4.2) and is in consistence with Evangelou et al. (2008) study that found out that children who felt they had a lot of help from their secondary school to settle in were more likely to have a successful transition.

The fifth objective sought to establish the main obstacles and hindrances to ensuring effective induction and orientation programmes in secondary schools in Bomet District. Seventy two percent of the students (Table 4.12) reported bullying as one of the main obstacle to smooth transition secondary school setting. These findings are in tandem with Evangelou et al. (2008) who said that student’s experiences of bullying, worrying about their ability to do the work or about having new and different teachers for subjects, or worrying about whether they can make friends, were all associated with poor experience of transition. Head teachers reported the main obstacles as being students’ cultural orientation and late reporting of new students which prevented them to adjust to the more formalized secondary school setting. This indicated that the secondary school management (head teachers) in Bomet District heaped most of the blame on the students. They should however stop the blame game and take a proactive role in managing the transition stage by coming up with effective induction and orientation programmes for beginning learners. They should be guided by more logical rationale when formulating and implementing transitional programmes in their schools.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter presents a summary of the principal research findings, conclusion and recommendations. The chapter also gives suggestions for further research.

5.2 Summary
The study sought to find out if there were effective induction and orientation programmes in Bomet District for new students and how they impacted on students discipline and academic achievement. Twenty four secondary schools were considered in the study in which head teachers, teachers and students were the respondents. Data was collected using interview schedules for the head teachers and questionnaires for teachers and students. The research questions were also assessed during the pilot study to verify their validity and reliability.

The Major Findings
From the findings of the study, all secondary schools in Bomet District had functional induction and orientation programmes in their schools available to new students. The key features of these programmes were found to be: Explaining the school rules and regulations to new students; introducing new students to the school programme and routine; guiding and counselling new students on subjects and their career prospects (Table 4.3). These features are typical to those suggested by Evangelou et al. (2008) and appear to produce positive results when appropriately applied.
The study also revealed that head teachers, teachers and students strongly agree that induction and orientation programmes in schools are fundamental in enhancing self esteem; students adjusting to new environment; enhancing continuity of curriculum; aiding in academic performance and reducing referral and indiscipline cases among students. This clearly shows that there is goodwill on the part of the school personnel which the school administration should tap to keep on improving the available transitional programmes.

Going by the previous studies (Hargreaves et al. 1996 and Evangelou et al. 2008) that depicted transitional programmes as crucial for students’ good discipline and academic well being, the reduction in indiscipline cases (Table 4.5) and positive improvement in students’ general academic performance reported by the class teachers in the current study (Figure 4.2), can rightly be attributed to the presence of induction and orientation programmes in these schools.

The perception of students on induction and orientation programmes for new students in their schools revealed that eighty two percent believed that induction and orientation programme helped them a lot to settle in their new secondary school environment (Table 4.8). This explains the positive observation in relation to fewer indiscipline cases (Table 4.7) and slight improvement in academic performance as reported by the Teachers (Figure 4.2) and is in consistence with Evangelou et al. (2008) study that found out that children who felt they had a lot of help from their secondary school to settle in were more likely to have a successful transition.

The main obstacles to ensuring effective induction and orientation programmes in secondary schools in Bomet District were highlighted as students’ cultural orientation
and late reporting of new students which prevent them from adjusting to the more formalized secondary school setting

5.3 Conclusions

From the findings of this study, based on the stated objectives, it is conclusive that, most secondary schools have functional induction and orientation programmes that prioritize on, explaining school rules and regulations, helping students adjust to new school environment by familiarizing with new subjects and school facilities, career guidance and future prospects. There is also a shared agreement on the importance of having effective transitional programmes for new students between the head teachers, teachers and students personnel in schools. However no formal training in these transitional programmes was recorded in the sampled schools leaving room for more improvement on the same. Lastly, although the head teachers heaped the blame on students’ cultural orientation and their reporting late as obstacles to ensuring effective programmes, they need to also take responsibility by ensuring that the programmes are well funded and personnel involved facilitated to acquire the requisite skills.

5.4 Recommendations

For induction and orientation programmes in Bomet District to achieve the intended purpose of enhancing smooth transition of Primary school graduates to secondary school, the following are to be addressed:

i) Selection of new students to secondary school should be done early and the reporting tagged to the same time for all students to benefit from the services of induction and orientation programmes present in schools;
ii) Transition programmes should also be carried out in the last year in primary schools (standard eight) to prepare the students as the transit to secondary schooling.

iii) Students grooming should be included in the induction.

5.5 Suggestions for Further Studies

i) Similar studies should be carried out in other districts for conclusive results on induction and orientation programmes in Kenya.

ii) A study on how students’ cultural orientation impacts on induction and orientation programmes needs to be carried out.
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APPENDIX 1

INTERVIEW SCHEDULE FOR HEADTEACHERS

Kiplangat Wesley Sigei,

Kenyatta University,

Box 43844,

Nairobi.

Cell phone: 0720 604 536

Dear head teacher/principal,

The purpose of this interview is to enable the researcher in finding out of the effectiveness of induction and orientation programme for new students in secondary Schools in Bomet District. Your responses will be highly appreciated and your identity will be kept confidential. Use ticks where applicable.

A. Demographic information

1. Sex: M ( ) F ( )

2. a) How long have you been a Head teacher? 0-5 years ( ) 6-10 years ( ) 11-15 years ( ) 16-20 years ( ) over 20 years ( )

b) How long have you been a head teacher in this school? 0-5 years ( ) 6-10 years ( ) 11-15 years ( ) 16-20 years ( ) over 20 years ( )

3. a) Type of school: mixed ( ) Boys’ ( ) girls’ ( )

b) Status of school: Day ( ) Boarding ( ) Day and boarding ( )
B. Role and structures to support the transition process

4. Do you have an induction and orientation program for new students in your school?  
Yes ( )  No ( )  
If yes, what are the key features of your program? Please state  
................................................................................................................
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5. Do you have networks/transition partnerships established with feeder primary schools?  Yes ( )  No ( ).  
6. If yes, how do you ensure effective linkage between feeder primary schools and secondary schools? Please state  
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7. If no partnerships available: Have you taken any action in order to encourage the linkage with non-feeder primary schools? Yes ( )  No ( ) I am yet to take action ( )  
8. Could you give your role with regards to the induction and orientation program in your school? Please state  
................................................................................................................
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9. Does the Ministry of Education (MOE) provide guidelines on good transition practice for secondary schools?  Yes ( )  No ( )
10. If yes, does the MOE provide training for teachers who are responsible for transition?
Yes ( ) No ( )

C. Head Teachers’ perception towards the induction and orientation program

11. How do you rate your perception towards induction and orientation program for new students? Indicate Using the following phrases: Strongly Agree (SA) =5; Agree (A) =4; Not Agree (NA) =3; Disagree (D) =2; Strongly Disagree (SD) = 1

<table>
<thead>
<tr>
<th>Statement</th>
<th>5 (SA)</th>
<th>4 (A)</th>
<th>3 (NA)</th>
<th>2 (D)</th>
<th>1 (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps students to enhance their self-esteem</td>
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<tr>
<td>Helps students in making new friends</td>
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<td>Helps students to familiarize with physical facilities</td>
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<td>Helps students to adjust to new subjects and many specialist teachers</td>
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<td>Helps in continuity of curriculum from primary to secondary school</td>
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<td>Helps to increase students attachment to school</td>
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<td>Helps to reduce referrals and disciplinary problems</td>
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<tr>
<td>Assist in academic achievement</td>
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</tbody>
</table>
D. Obstacles to successful transition and possible solutions

12. What would you say are the main obstacles and barriers encountered in ensuring a smooth transition in your school? Kindly state

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13. Could you please suggest possible solution to the obstacles mentioned above

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Thank you very much for your time; it is greatly appreciated
Dear teacher,

The purpose of this questionnaire is to enable the researcher in finding out the effectiveness of induction and orientation programme for new students in secondary schools in Bomet District. Your response will be highly appreciated and your identity will be kept confidential. Use ticks where applicable.

A: Demographic information.

1. Sex: M ( ) F( )

2. a) How long have you been teaching? 0-5 years ( ) 6-10 years ( ) 11-15 years ( ) 16-20 years ( ) Over 20 years ( )

   b) How long have you been teaching in this school? 0-5 years ( ) 6-10 years ( ) 11-15 years ( ) 16-20 years ( ) Over 20 years ( )

3. a) Type of school: Mixed ( ) boys ( ) Girls ( )

   b) Status of the school: Day ( ) Boarding ( ) Day and boarding ( )
B: Role and structures to support the transition process

4. Is there an induction and orientation program for new students in your school?
   Yes ( ) No ( )

5. If yes, what is your role within your school regarding the transition program?
   ...................................................................................................................................................................
   ...................................................................................................................................................................

6. What are the key features in your induction and orientation program that lead to a positive experience of the transition process?
   ...................................................................................................................................................................
   ...................................................................................................................................................................
   ...................................................................................................................................................................

7. Do you induct new students to the new subjects offered in secondary school curriculum? Yes ( ) No ( ) If yes, kindly briefly give how it is done
   ...................................................................................................................................................................
   ...................................................................................................................................................................
   ...................................................................................................................................................................

8. How do you rate the general performance of the new students compared to their performance in KCPE? Declining ( ) same/No improvement ( ) slightly improved ( ) Much improved ( )

9. Does your school and Ministry of Education provide you with guidelines on good transition practices? Yes ( ) No ( )

10. Has your school sponsored you for the training on the induction and orientation program? Yes ( ) No ( )
11. If yes, what was provided and what did you think of it?
........................................................................................................................................
........................................................................................................................................

12. What support does your school provide to you in your work with transition? Please specify here
........................................................................................................................................
........................................................................................................................................

C. Students’ discipline

13. Who are the **main culprits** in the following disciplinary cases in your school? Kindly use ticks in appropriate boxes.

<table>
<thead>
<tr>
<th>Indiscipline cases</th>
<th>Form ones</th>
<th>Form twos</th>
<th>Form threes</th>
<th>Form fours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic absenteeism and truancy.</td>
<td></td>
<td></td>
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<tr>
<td>Disobedient to teachers.</td>
<td></td>
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<tr>
<td>Drugs and substance abuse.</td>
<td></td>
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<tr>
<td>Late attendance to school routine.</td>
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<tr>
<td>Bullying other students.</td>
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<tr>
<td>Not attending to duties assigned by prefects.</td>
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<tr>
<td>Stealing</td>
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<tr>
<td>Having love affair or sexually molesting other students/non-students.</td>
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<tr>
<td>Other, not mentioned above</td>
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</tbody>
</table>

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14. Has your school experienced students` unrest? Yes ( ) No ( )

If yes, when was it and what was the cause? Please state
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................

D. Teachers` perception towards the induction and orientation program

15. How do you rate your perception towards induction and orientation program for new students? Indicate Using the following phrases: Strongly Agree (SA) =5; Agree (A) =4; Not Agree (NA) =3; Disagree (D) =2; Strongly Disagree (SD) = 1

<table>
<thead>
<tr>
<th>Statement</th>
<th>5 (SA)</th>
<th>4 (A)</th>
<th>3 (NA)</th>
<th>2 (D)</th>
<th>1 (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps students to enhance their self-esteem</td>
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<tr>
<td>Helps students in making new friends</td>
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<td>Helps students to familiarize with physical facilities</td>
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<tr>
<td>Helps students to adjust to new subjects and many specialist teachers</td>
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<td>Helps in continuity of curriculum from primary to secondary school</td>
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<td>Helps to increase students attachment to school</td>
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<td>Helps to reduce referrals and disciplinary problems</td>
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<tr>
<td>Assist in academic achievement</td>
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</tbody>
</table>
E. Obstacles to successful transition and possible solutions

16. What are the main obstacles and barriers to induction and orientation programme in regards to a smooth transition in your school?

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17. Kindly give your opinion on what can be done by your school to improve on induction and orientation program for new students

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Thank you very much for your time; it is greatly appreciated!
APPENDIX III

QUESTIONNAIRES FOR STUDENTS

Kiplangat Wesley Sigei,

Kenyatta University,

Box 43844,

Nairobi.

Cell phone: 0720 604 536

Dear Student,

The purpose of this questionnaire is to enable the researcher in finding out the effectiveness of induction and orientation programme for new students in secondary school in Bomet District. Your response will be highly appreciated and your identity will be kept confidential. Use ticks where applicable.

A: Demographic information.

1. Sex:  male ( )  Female ( )

2. Type of school:  mixed ( )  Boys` ( )  girls` ( )

3. Status of school:  Day ( )  Boarding ( )  Day and boarding ( )

B. Students` first experience in secondary school

4. Did you feel prepared for moving on to secondary school?  Yes ( )  No ( )

5. If yes, who helped you and how? (Please write here)
   .................................................................................................................................
   .................................................................................................................................
   .................................................................................................................................
6. Did your secondary school give you enough help to settle in?
   It helped me a lot ( ) It helped me a little ( ) It did not help at all ( )

7. If you did have enough help, what things helped you? (Please write here)
   .............................................................................................................................
   .............................................................................................................................
   .............................................................................................................................

1. If you feel that you did not have enough help, what or who could have helped you more? (Please write here)
   .............................................................................................................................
   .............................................................................................................................
   .............................................................................................................................

9. Do you have an older brother/sister at this school? Yes ( ) No ( )

10. How many of your friends from your primary school also moved to your secondary school? None ( ) only a couple ( ) Most of them ( )

11. Compared with primary school, do you think you now have;
   More school friends ( ) Fewer school friends ( ) A similar number of school friends ( )

12. How easy/difficult was it to get used to the routines and organization of your new school? Use the phrases: Very easy (VE) = 1; Easy (E) = 2; Difficult (D) =3; Very difficult (VD) = 4.

<table>
<thead>
<tr>
<th></th>
<th>1 (Very easy)</th>
<th>2 (Easy)</th>
<th>3 (Difficult)</th>
<th>4 (Very difficult)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having many different teachers</td>
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<tr>
<td>Lunch system</td>
<td></td>
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<tr>
<td>Behavior &amp; discipline</td>
<td></td>
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<tr>
<td>Examination policy</td>
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</tbody>
</table>
C. Curriculum continuity

13. Which is your favorite subject at this school? (Please write here)

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14. How are you adjusting to the following new subject? Use the phrases: Very easy (VE) = 1; Easy (E) = 2; Difficult (D) = 3; Very difficult (VD) = 4.

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>1 (VE)</th>
<th>2 (E)</th>
<th>3 (D)</th>
<th>4 (VD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business studies</td>
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<tr>
<td>Biology</td>
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<td>Chemistry</td>
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<td>History</td>
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<td>CRE/IRE</td>
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<tr>
<td>Computer studies</td>
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<td>Agriculture</td>
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<tr>
<td>Foreign language</td>
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<tr>
<td>(Specify………………..)</td>
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<tr>
<td>Others (specify…………….)</td>
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</tbody>
</table>

15. Compared with your primary school, do you think the teachers at your secondary school overall are? More strict ( ) Less strict ( ) about the same ( )
16. Does your secondary school teach you any of the following study skills? Please say how helpful you find them. Use the phrases: Not helpful at all (NH) = 1; Helpful (H) = 2; Quite helpful (QH) = 3

<table>
<thead>
<tr>
<th>Study Skill</th>
<th>I have not done this</th>
<th>1 (NH)</th>
<th>2 (H)</th>
<th>3 (QH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to make notes (e.g. from textbooks)</td>
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<tr>
<td>How to write an essay</td>
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<tr>
<td>How to use reference sources (e.g. dictionaries, atlases, internet)</td>
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<tr>
<td>How to revise</td>
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<tr>
<td>How to take notes when people speak</td>
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<tr>
<td>Other: (Please write here what it is and tick how helpful it is)</td>
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</tbody>
</table>
D. Students’ perception towards the induction and orientation program

17. How do you rate your perception towards induction and orientation program for new students? Indicate Using the following phrases: Strongly Agree (SA) = 5; Agree (A) = 4; Not Agree (NA) = 3; Disagree (D) = 2; Strongly Disagree (SD) = 1

<table>
<thead>
<tr>
<th>Statement</th>
<th>5 (SA)</th>
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<tr>
<td>Assist in academic achievement</td>
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</table>
E. Obstacles to successful transition and possible solutions

18. Did you experience any form of bullying when you joined this school?

Yes ( )    No ( ).

If yes, which form of bullying did you experienced?

Teasing ( ) taunting- to make one angry ( ) hitting ( ) stealing of property ( ) blackmailing / threatening ( ) called bad or nasty names ( ) being tricked ( ) rumours spread about me ( ) others (Please specify)

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19. Kindly give your opinion on what your school administration should do to ensure you adjust well in school, both socially and academically.

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Thank you very much for your time; it is greatly appreciated
APPENDIX IV

WORK SCHEDULE/PLAN

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME IN MONTHS</th>
<th>FROM – TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal writing, consultation and presentation</td>
<td>5</td>
<td>Jan-May, 2010</td>
</tr>
<tr>
<td>Piloting instrument refinement and data Collection</td>
<td>4</td>
<td>June-Oct, 2010</td>
</tr>
<tr>
<td>Data analysis and report writing</td>
<td>21</td>
<td>Nov. 2010 – March 2013</td>
</tr>
<tr>
<td>Submission of the final report</td>
<td>1</td>
<td>April 2013</td>
</tr>
</tbody>
</table>
# APPENDIX V

## BUDGET FOR THE RESEARCH

<table>
<thead>
<tr>
<th>ITEM</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.Proposal writing</strong></td>
<td></td>
</tr>
<tr>
<td>a) Internet surfing for @60/-per hour</td>
<td>2000.00</td>
</tr>
<tr>
<td>b) Typing and printing of 45 copies @40/- per page</td>
<td>1,800.00</td>
</tr>
<tr>
<td>c) Downloading and printing internet material @20/- per page for 50 pages</td>
<td>1,000.00</td>
</tr>
<tr>
<td><strong>2.piloting</strong></td>
<td></td>
</tr>
<tr>
<td>Photocopying of research instruments material @5/- per page for 80 pages</td>
<td>400.00</td>
</tr>
<tr>
<td>Subsistence per day @500/- daily including travel for 3 days</td>
<td>1500.00</td>
</tr>
<tr>
<td><strong>3.data collection</strong></td>
<td></td>
</tr>
<tr>
<td>Development of research instruments @5/- per page for 800 pages</td>
<td>4,000.00</td>
</tr>
<tr>
<td>Subsistence for 30 days @100/- per day</td>
<td>3,000.00</td>
</tr>
<tr>
<td>2 research Assistants @200/- per day for 30 days</td>
<td>12,000.00</td>
</tr>
<tr>
<td>Travelling @300/- per day for 30 days</td>
<td>9,000.00</td>
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<tr>
<td>4. Data Analysis and presentation</td>
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</tr>
<tr>
<td>a) Project typing and printing @40/-per page for 90 pages ........</td>
<td>3,600.00</td>
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<tr>
<td>b) Project photocopying and binding fro 8 copies @1,000/-each....</td>
<td>8,000.00</td>
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<tr>
<td><strong>TOTAL</strong>.........................</td>
<td><strong>45,300.00</strong></td>
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APPENDIX VI

RESEARCH PERMIT

[Image of a research permit document]