

**SCHOOL ADMINISTRATIVE STRATEGIES INFLUENCING
TRANSITION TO SECONDARY SCHOOLS IN PUBLIC PRIMARY
SCHOOLS, MACHAKOS COUNTY KENYA**

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DECLARATION

This research project is entirely my work and has not been submitted for credit at any other academic institution. During the study, I integrated recognized scholarly materials to refine the work. Where I included text, data, graphics, or tables from other works available online, I have provided proper citation in accordance with the institution's anti-plagiarism policy to credit those works.

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DEDICATION

I dedicate this research project to my family, husband and children. They were patient enough to see me go through my academic struggle in an effort to realize my long-cherished academic dream.

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ABSTRACT

The transition from primary to secondary school is one of the most crucial periods for any student. During this time, the student must deal with the initial stages of their secondary education, and also sociologically and psychologically adjust to the challenges of adolescence. Unfortunately, many public primary school students suffer from the poor transition system leading to unfulfilled academic potential, high dropout rates, and poor adjustment. This study focused on the school administration's primary public transition system to secondary schools in Machakos County, Kenya. Specifically, the school administration focused on the transition rates from primary to secondary school in Machakos County from the perspective of parents, peer school mentorship programmes, school practices of the adult to student disciplinary model, school practices on tracing and controlling dropouts, and exit. This study made use of the New Public Governance theory. The study followed a descriptive survey research design. The study was carried out in Machakos County. The study targeted Machakos County's 707 public primary schools. The target population included 707 head teachers and 10908 teachers from Machakos County. A sample size of 376 respondents was used. A pilot was done to evaluate the clarity of questions and the accuracy of the tools. Subject matter experts' verdicts were used to establish content validity. Cronbach's alpha (α) was utilized to assess the reliability of the study instrument. The study's quantitative and qualitative data were collected and analyzed with SPSS Version 27. Descriptive statistics, such as frequencies, percentages, averages, and standard deviation, can be used to easily comprehend and present quantitative data in the form of tables or graphs. The study found that the responsibility of enhancing discipline and transition is carried out by a trained guidance and counselling teacher and that peer counseling improves the rapport among learners leading to better discipline and a smoother transition and that tracing of dropouts and supporting them through mentorship programs was critical for effectively addressing challenges in student transition (mean=3.971). The study finds that when parents attend school meetings, communicate via digital platforms, and visit the school, it positively impacts student success. As a result, the study proposes that schools focus on the organization of frequent meetings. This frequency of meetings would help sustain communication between educators and parents, thus allowing parents to be apprised of their children's academic performance, behaviour, and related challenges.

CHAPTER ONE

INTRODUCTION

The initial section of a research work outlines key foundational elements. First, the background of the study is provided along with the articulation of a problem statement which outlines the problem that needs to be investigated. It also records the research objectives along with the questions that will steer the investigation and underscores the study's significance in addressing any gaps in knowledge and the relevance of the study in practice. Moreover, the explanations of the study's assumptions and delimitations which define the boundaries of the research employed, help to contextualize any constraints pertaining to the generalization of the research outcomes. This chapter also contains the conceptual and theoretical frameworks of the study and the operational definitions of key terms.

1.1 Background of the Study

Education is one of the ways that society transmits knowledge, expertise, and values from generation to generation. The type of education received over one's lifetime changes their mind, character, and physical abilities (Mathias, 2015). Therefore, educational empowerment fights ignorance and promotes knowledge acquisition, enabling individuals to become better citizens. To achieve this, pupils' well-being must be maintained as they progress from primary to secondary school (Mwikya, 2019). There are many transitions in education, such as from pre-primary to primary and primary to secondary, and the poor transition rates from lower to higher levels of education are a serious concern in many countries throughout the world. As nations prioritize the achievement of universal post-primary Education for All (EFA) objectives, there is a discrepancy between primary school enrollment and

transition to secondary education. Nevertheless, rates of transitioning from primary to secondary schools differ among countries.

Pursuing further education encourages economic development and social integration through the building of trust and mutual respect. It also fosters tolerance. The value of secondary education is exemplified by the improvement in the living standards of individuals and the expansion of the career options available to them. It plays a vital role in helping individuals and families to improve their economic situation and escape poverty. In the last few years, several initiatives have been implemented to address the relatively low transition rates from primary to secondary education, the World Bank recently published a report identifying and regionally contextualizing some of the system performance factors related to the issue.

On a worldwide scale, average figures show that about 85% of children move on to secondary education after completing primary school, although low-income countries have far less favourable rates. In the United States, primary school completion rates were 98.83% in 2017, yet the figures concealed school dropouts, particularly among low-income families and minority ethnic groups (NCES, 2019). This points to inequities in transition rates within a single country. In England, Evangelou et al. (2018) identified a number of reasons for poor transition of school-aged children to secondary education. One positive outcome of their study was that engaging community leaders, both civic and religious, helped track school dropouts, uncover the reasons behind school disengagement, and assist in the school re-entry of dropouts. In addition to this, Besi and Sakellariou (2019) identified the importance of moving follow-up strategies on the discontinuation of schooling. They argued the importance of school transition on the overall academic success of

the learner. School transition rates increased with the mobile technology programmes that targeted school disengaged children, offered school re-enrolment, and provided counselling and school discipline.

Latin America, and especially Brazil, face challenges with children and youth dropping out of school within the ages of 6 and 14 due to poverty, teenage pregnancy, criminal activities, and drug addiction which hinders economic growth, and poverty reduction. In 2017, Brazil implemented the Education Reform Programme aimed at promoting regional and socio-economic inequities. In addition, the country implemented the Active School Search Approach through mobile applications that allow local authorities and field workers to facilitate the re-enrolment of children and adolescents to school. This approach has positively impacted the re-enrolment of school dropouts and therefore improved transition rates. In New Zealand, which is located within Oceania, high transition rates have been associated with school and community leadership patterns whereby guidance and counselling of learners is embraced and moulded by teachers, faith leaders and parents (Mwikya, 2019). Such leaders advocate for a positive orbit around school dropouts stemming from resource inadequacy, early pregnancy, drug abuse, bullying, and lack of addiction support. Collaborations between teachers and parents create a conducive and innovative monitoring response, actively supporting learners in avoiding dropouts, re-enrolment, and retention.

In Africa, especially Eastern and Southern Africa, transition rates remain below global averages 67.1% and 52.4% in Central and Western Africa (Mwikya, 2019). Though many countries in sub-Saharan Africa exhibit transition rates over 80% and most of these countries are signatories to Education for All, the Millennium

Development Goals (MDGs), the Sustainable Development Goals (SDGs), and the Dakar Framework for Action (2000), only a third of the 164 countries achieved the education goals set for 2015 (Mathias, 2015). The lack of schools available for secondary education means only a quarter of Senegal's primary graduates can continue to secondary education. The available schools are poorly distributed, which makes access to education more difficult for many students (World Bank, 2018). In Eritrea, low transition rates are a result of many students repeating their final year of school due to poor academic performance. Africa, in general, allocates only 15-20% of state resources to the neglected secondary education sector (UNESCO, 2014).

The approaches taken to address the challenges facing the education sector in the country have led to significant government investment in the sector. Education was restructured by the Ominde Commission in response to the recommendations in the Ominde Report. These recommendations laid the groundwork for promoting national unity and developing human capital for national development. The recommendations in the sessional paper were under African Socialism. Over the last decade, the country has made significant milestones in education, most notably the removal of fees for primary school, which saw net enrolment increases from 62% in 1999 to 83% in 2009. However, data from the Kenya National Bureau of Statistics (2018) has stated that of the primary school learners that were enrolled in 2009, 32% did not complete the KCPE in 2017, pointing to alarming gaps in completion and transition. The challenges of transition that the country faces, most notably in education, are of grave concern considering that education is a cornerstone of Kenya's Vision 2030 (Mwikya, 2019).

This prompted the National Education Sector Plan (NESP) to introduce the 100% Transition Policy and free and compulsory primary and secondary education, up to 18 years (Ministry of Education, 2023). The policy aims to promote the seamless transition of all learners completing primary education to secondary schooling by improved governance of the education sector, stakeholder collaboration, and a supportive school setting. This study captures strategies such as parental participation, mentorship, discipline frameworks, and dropout retracing as primary school to secondary school transition influencing factors. Preparation of children for new settings and expectations is an essential contribution of parental involvement (Papadakis, Zaranis, & Kalogiannakis, 2019). Mentorship thereby aids in the formation and transitions of key decision frameworks. Discipline policies that promote feelings of belonging and safety encourage participation (Christle & Jolivette, 2018). In contrast, ineffective discipline that includes suspensions and expulsions weakens transition (Njenga, 2019).

Delinquency and teenage pregnancies in Machakos County (Kenya Health Information Systems, 2020) have contributed to low transition rates. School management practices like mentorship, parental involvement, and dropout tracing help address these issues (Mac Iver, Epstein, Sheldon, & Fonseca, 2015; Akos, Lineberry, & Queen, 2015). Though the nation aspires to achieve complete transition, UNESCO (2015) indicated that the nation realises only 84 percent, which is still below the global average of 85 percent. Machakos County is estimated at 75-80 percent during the period 2019-2024 (Ministry of Education, 2024) at a national average of 84-86 percent. The comparison is shown in table below.

Table 1.1: School Transition Rates

Year	National transition Rates	Transition rates in Machakos County
2019	100%	75.2%
2020	100%	76.6%
2021	100%	78.1%
2022	100%	79.4%

According to Table 1.1, Machakos County’s transition rates from primary to secondary schools have remained 5–6% below national averages, demonstrating persistent barriers to transition (Ministry of Education, 2024). The transition rate is expected to match that of the national transition rate. The majority of the sub-counties in Machakos County schools demonstrate under-enrolment (Ministry of Education, 2023). These realities call for a school administration that implements effective strategies that can address their plight and ensure their academic transition is not affected. It is within this background that the proposed study purposed to investigate the influence of primary school administrative strategies in achievement of 100% transition rate from primary to secondary school in Machakos County.

1.2 Problem Statement

A smooth transition from primary to secondary school is important to continue students' academic progress as well as to maintain their emotional and social well-being. Such transitions ideally require positive parental involvement, mentoring, guidance and counselling services, adult supervision and discipline, dropout tracing, and other strategies. All of these practices support students' readiness and increase primary to secondary education transition rates. Unfortunately, in many of Machakos County's public primary schools, such conditions are rare. Machakos

County still has low transition rates (75-79%), well below the 100% transition policy target of the ministry of education (Republic of Kenya, 2019). Lack of parental support, insufficient mentoring, guidance and counselling services, and poorly organized resources certainly contribute to a lack of smooth transitions.

As a result, many students are likely to become educationally and socially marginalized since most educational resources are underutilized and many learning opportunities are lost. Prior research emphasized the role of managerial tactics in enhancing school effectiveness and student retention (Wanjiku, 2021; Orodho, 2020; Nyongesa, 2019). While these emphasize school management and parent involvement, very few have documented how school management techniques affect the transition from primary to secondary school, especially in the case of Machakos County. The absence of empirical evidence in this area provided a basis for the current study, which aimed to determine the administrative practices of public primary schools in Machakos County and their impact on student transition to secondary education.

1.3 Purpose of the Study

The purpose of the study was to establish the influence of school administrative strategies on transition to secondary schools in public primary schools, Machakos County Kenya. This research provided insights into how school leadership can improve or influence the academic journey, ensuring a smoother transition for students.

1.4 Study Objectives

The study was guided by the following objectives.

- i To determine the influence of parental involvement on transition rates among primary schools in Machakos County
- ii To determine the influence of school learners' mentorship programs on transition rates in Machakos County
- iii To establish the influence of disciplinary practices for delinquents on transition rates among primary schools in Machakos County
- iv To determine the influence of dropout tracing practices on transition rates among primary schools in Machakos County.

1.5 Research Questions

- i What is the influence of parental involvement on transition rates among primary schools in Machakos County?
- ii What is the influence of learners' mentorship programs on transition rates among primary schools in Machakos County?
- iii What is the influence of disciplinary practices for delinquents on transition rates among primary schools in Machakos County?
- iv What is the influence of drop-out tracing on transition rates among primary schools in Machakos County?

1.6 Significance of the Study

The findings of this study are expected to benefit various education stakeholders as follows:

Policy Makers: The Ministry of Education and other government agencies may use the study findings to formulate and implement strategies aimed at achieving the national 100% transition policy target.

Education Officials and School Administrators: County education officers, headteachers, and teachers in Machakos County can apply the study's recommendations to strengthen school administrative practices and improve transition rates.

Parents and Guardians: The study could assist parents in recognising the significance of their participation in their children's education, as well as the potential reasons underpinning non-transition, empowering them to take proactive measures.

Learners: Students are likely to benefit indirectly as a result of enhanced administrative support and mentorship and increased parent involvement which contribute to the smoother transition to secondary schooling.

Researchers and Scholars: The findings might serve as a starting point for subsequent research on transition and educational management for prospective researchers in educational administration and planning.

1.7 Limitations and Delimitations of the Study

1.7.1 Limitations

The study encountered several challenges. Some public primary schools are in remote locations which hinder accessibility due to unsatisfactory roads and telecommunication networks. This was countered by allocating considerable time for data collection. Also, school administrators' responses were at times constrained due to the demands on their time. This was countered by notifying participants at least three weeks before data collection so they could make arrangements. Regardless, these challenges do not appear to have impacted the study's results in terms of validity and reliability.

1.7.2 Delimitations

The study considered only parental involvement, mentorship programmes, disciplinary practices, and dropout tracing mechanisms. These factors have been documented in literature as affecting learners' transition from primary to secondary school. The research selected public primary schools in Machakos County, with headteachers, teachers, and transition officers as study respondents. Data were captured through questionnaires and interview guides, allowing for some degree of mixed-methods research. Quantitative data were analyzed with descriptive statistics and supplemented with tables and graphs. The analysis captured various dimensions of the data, including frequencies, percentages, means, and standard deviations.

1.8 Assumptions of the Study

The study identified as an assumption that headteachers, transition officers, and teachers responded to data collection in an honest and accurate manner. The selected respondents were assumed to have an appropriate level of school administrative and

transition process knowledge, allowing them to adequately speak to the factors that affect learners' transition from primary to secondary school.

1.9 Theoretical and Conceptual Framework

1.9.1 Theoretical Framework

This study was initially anchored on the New Public Governance (NPG) theory by Osborne (2010), which focuses on the collaboration of the public and the private sectors and the coordination among stakeholders, being result-oriented, the improvement of service deliveries, and the enhancement of accountability standards. The NPG theory branched out from the New Public Management (NPM) paradigm proposed by Thatcher (1995) and Mintzberg (1996). As noted by Osborne (2010), public service deliveries' effectiveness is heightened by inter-organisational relationships. Stoker (1998) further contributed to the governance theory by identifying its key components. He stated that governance comprises several institutions and actors performing administrative functions and that there is frequently a lack of clarity and overlapping responsibilities when dealing with socio-economic issues. He stressed the interdependence of and the relative power of stakeholders involved in collaborative action and argued that governance is fundamentally about the results of collaboration and the mobilisation of resources rather than command and control.

In the same way, Kooiman (1999) presents the socio-political and the governance focus of the NPG theory as a way to account for the interplay among societal structures and the ways compact built among these structures shape the adoption and execution of policies. This perspective explains why communities are able to work together to solve problems like poor learner transition. The governance public

policies aspect of NPG also describes how policy elitists and policy-shaping networks engage in the constructing, controlling, and maintaining a policy in a polity. With respect to this study, this type of collaboration offered description to the work of tracing learner school dropouts, applying and monitoring re-entry policies, and strengthening mechanisms for the smooth transition of learners. The collaboration, accountability, and cooperative governance aspects of the NPG theory fall short of describing the instructional and school-based leadership practices that are most fundamental in improving learner transitions within the educational policy landscape, thus the incorporation of the Instructional Leadership Theory in this study. Instructional leadership focuses on the leadership practices that are aimed at improving the quality of teaching and learning as described by Hallinger and Murphy (1985) and Leithwood et al. (2004) whereby motivated learners and a positive learning environment are maintained along with high academic expectations and instructional quality to foster learner success.

Incorporating Instructional Leadership Theory into the NPG framework addresses the dynamics at the school level of leadership that impacts learning outcomes. It describes how instructional leaders enhance students' success by articulating the school's mission, overseeing the instructional programmes, and fostering the school's climate. Within this research context, the theory helps explain how headteachers' leadership practices and collaboration with stakeholders as defined in the NPG theory can positively impact learner motivation, discipline, and retention. This combined approach assists in the achievement of the government's 100 percent transition policy. This is because it connects policy-level collaboration with school-level instructional leadership. In summary, the integration of the New Public

Governance theory and Instructional Leadership theory offers a comprehensive framework for understanding how institutional collaboration and effective school leadership jointly contribute to improved learner transition from primary to secondary education.

1.9.2 Conceptual Framework

The diagram in Figure 1.1 illustrates the conceptual framework, displaying a graphical depiction of the variables being investigated and their interconnections. The independent variables are parental involvement, learners' mentorship programs, disciplinary practice of delinquents and drop-out tracing practices. The dependent variable is transition rate which is measured by either high transition or low transition. The intervening variable is cultural beliefs and stereotypes related to education. A change in independent variable resulted into changes in the dependent variable.

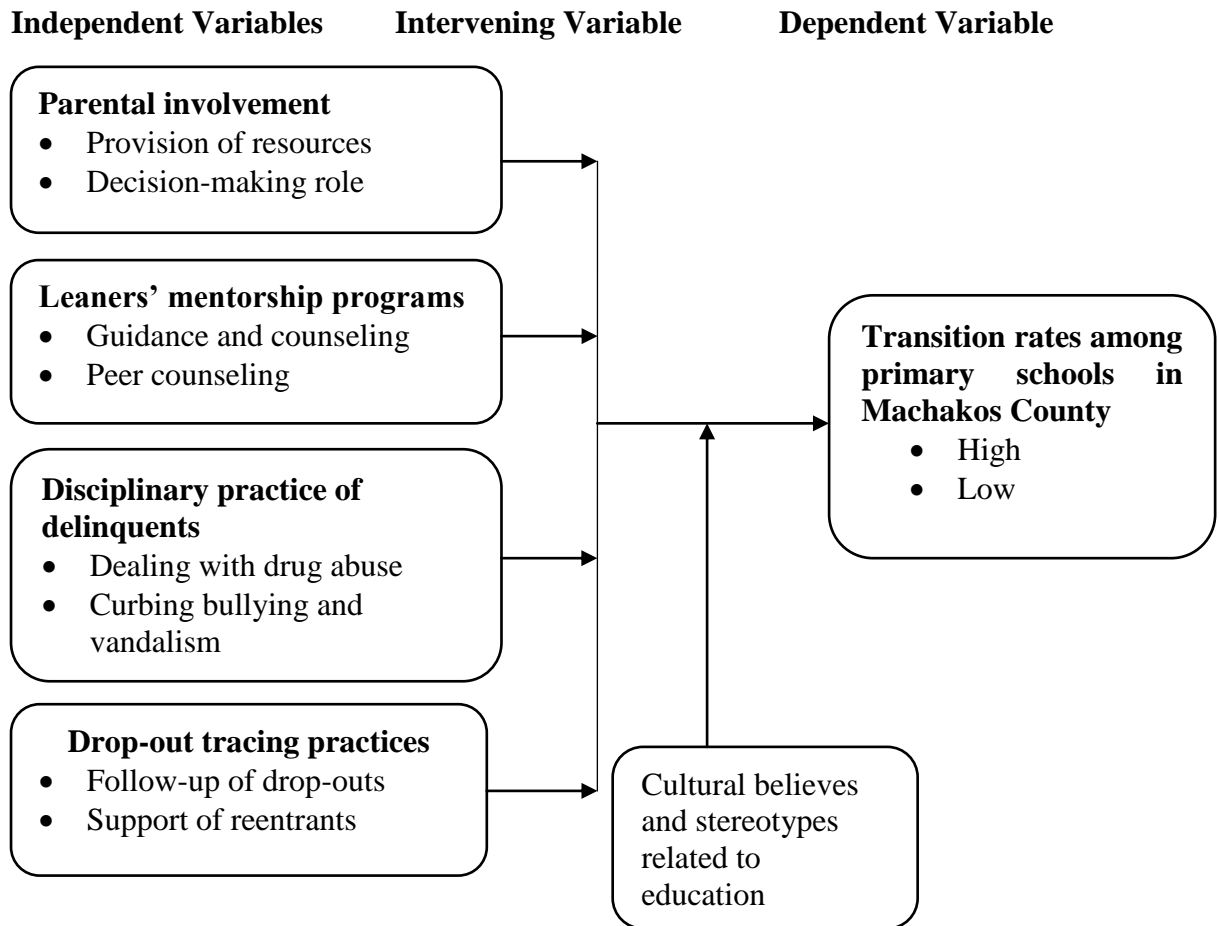


Figure 1.1: Conceptual Framework on the Relationship between School Administrative Strategies and Transition to Secondary Schools

Source: Author, (2023)

The conceptual framework depicts the connection between the strategic management of schools and the transition of learners to secondary education. With respect to the framework, the variables which determine the transition rate of learners to secondary schools consist of: parental involvement and support, learners' mentorship programmes, and the school-implemented delinquent disciplinary practices and practices for tracing and counselling learners who drop out. Parental involvement and support translate to motivation for learners to stay in school because of encouragement, participation, and communication with the school. The mentorship programmes change school-mentored learners' negative attitudes to positive by

motivation and positive role modelling, thus reducing indiscipline and school absenteeism. Disciplinary practices which are corrective and fair promote positive school behaviour which reduces school dropout, while drop out tracing and counselling practices help the school identify, counsel and reintegrate learners at risk of dropping out. The school strategies and practices can effectively be implemented to enhance transition rates to secondary school if supported by parental strategies. The absence of culturally negative stereotypes toward the education system should be maintained.

1.10 Operational Definition of Terms

Administrative strategies: plans of actions and activities for organizing and supervising the schools.

Disciplinary practices: These are the strategies used to ensure that the learners follow the school rules and engage in morally upright behavior.

Dropout tracing: Tracking of the learners who drop out of school.

Mentorship programs: Guidance and counselling and peer support for the learners re-entering the school system.

Parental Involvement: Engagement of the parents in the learner's successful completion of primary education and enrollment in secondary school.

Reentry support practices: Strategies adopted to ensure that the learners traced successfully rejoin the education system.

Transition rate: Successful completion of primary schools and enrollment of all the learners to secondary schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter the researcher presents the reviewed literature. This chapter was guided by the study objectives which include influence of parental involvement, influence of school learners' mentorship programs, and influence of disciplinary practices for delinquents and the influence of dropout practices and reentry support practices for delinquents. The chapter also presents the summary and gap identification sections.

2.2 Parental Involvement on Transition Rates

Parental involvement is widely acknowledged as a crucial factor influencing learners' educational continuity and smooth transition between levels of schooling. It encompasses parents' participation in academic support, communication with teachers, attendance at school meetings, and collaboration in addressing learners' needs. This section reviews empirical studies on parental involvement and its relationship with learners' transition.

Durisic and Bunijevac (2017) set out to analyze the positive effects of parental participation and involvement in school activities in successful completion of education. The descriptive survey research design was conducted in Sweden where 56 parents were randomly sampled. The researchers used interviews and questionnaires to collect qualitative and quantitative data analyzed using SPSS and NVIVO software. The researcher found that successful completion of education relied heavily on the parent's attendance of school meetings and academic days. They also found that between the parents and the schools where they give teachers

information about their children's educational history. Conferences with parents at least once a year, phone calls, newsletters and other communication challenges were found to be effective in promoting completion and transition rates. These findings supported the results reported by Lee and Bowen (2016). It was discovered that when parents are involved, schools have an opportunity to enhance their programs. This leads to greater academic success for students, improved satisfaction among teachers and parents, as well as a more favorable school atmosphere. The study, is however, limited by the study location which was in Sweden which has different social, economic, and cultural climate different from sub-Saharan Africa and Kenya; hence the findings may not be generalizable to the current study. This gap will be filled by conducting a local study targeting schools in Kenya.

In another study, Duan, Guan and Bu (2019) conducted a survey study targeting 19,487 Chinese Junior schools in Wuhan. In order to determine parental engagement, student performance, and discipline, an educational survey was carried out along with teacher and parent interviews. The results showed that junior school pupils benefited from parental participation in their education through attendance at meetings, virtual communication via audio and video, and in-person visits. These findings support those by Benner, Boyle and Sadler (2016) who reported that the parental involvement in their adolescent's education is crucial for their success. Although the previous study focused on academic achievement, this current one is specifically examining successful completion rates of students. Therefore, this gap will be filled by focusing on successful completion rates in Machakos County.

Another study was conducted by Falbo, Lein and Amador (2017) in South Africa. The study aimed to find out the different types of parental involvement for a positive

transition of students to high school and to determine how parents connect their children to positive peer networks. The researchers carried out a descriptive survey study where the interviews focused on twenty-six students and their parents. The study discovered that parents were supportive by monitoring the social and academic aspects of their children's lives, critiquing adolescents' documents to assist with schoolwork, as well as constructing and nurturing friendship circles. They also empowered adolescents further by advocating for and participating in school-related activities. The study, however, involved a smaller sample and was also conducted in South Africa, which poses potential limitations on the generalizability of the findings to a broader population.

In the case of Kenya, Mudibo (2016) targeted 85 students who were randomly sampled from three secondary schools in Magarini sub-County and also employed a descriptive research design. The study used questionnaires for data collection and the data was analysed using SPSS for descriptive and inferential analysis. The findings revealed that parents were less involved in their children's academic lives as they did not communicate with teachers about their children's academic progress, did not make in-person visits to the school, and did not attend on school days. As stated in Benner, Boyle, and Sadler (2016), studies show that success in education requires parental participation in children's education. The difference in this case, however, is that this study sought to measure the impact parents had on students' academic performance, whereas this study seeks to measure parental involvement and the 100% transition rate.

2.3 School Learners Mentorship Programs on Transition Rates

Mentorship programs are designed to provide learners with guidance, counseling, and role modeling to support their academic and psychosocial development. This section reviews studies linking mentorship programs to student transition. Schanutz (2017) conducted a study on ISAGE- a school-based mentoring program in Texas, United States. The program aimed at supporting the academic success of junior school students considered to be vulnerable or at risk. The researcher targeted 72 junior high students in grade 7 and 8 who were randomly selected. The results revealed that the ISAGE mentorship programs had significant effects on the number of student's discipline referrals as well as their academic scores. Generally, the researchers found that through guidance and counseling an invitation of external mentors and alumni, the student's put at 'risk' showed positive outcomes in terms of performance and completion rates. The findings are like those by Otieno (2017) who found that mentoring has significant impacts of the outcomes of adolescent girls who face challenges of menstruation in Kenya. The study is however, limited by the location of the study which was done in Texas; hence, the findings may not be generalizable to the local context due to the differences in the social, economic, and political factors.

Judd (2017) conducted a study to examine the influence of mentoring programs on increasing student's attendance, scores in exams and decrease in behavior referrals among grade four and five students in South Africa. The researcher used post and pre-test scores and questionnaires for the teachers to collect the data. The 58 students and 3 teachers were conveniently sampled. It was found that mentoring programs enhanced student discipline, school attendance and math scores. The

findings are supported by Schoper (2017) who found that peer counseling and guidance and counseling programs are key in promoting class attendance and completion rates. The study is however, limited by its scope which was focused on the academic achievement and class attendance which does not answer the current study's research questions. Therefore, this study will focus on the influence of mentoring programs on student's transition rates.

Egege and Kutieleh (2016) examined the effectiveness of peer mentoring on successful transition of students to university. The researchers argue that mentoring programs are an essential feature of transition programs, but the literature fails to consistently detail what constitutes an effective mentorship program. They conducted a study to determine the boundaries of the mentoring programs using experiences from universities. They used a descriptive survey study where simple random sampling was used to select 30 students who were interviewed. The findings showed that the mentorship programs should not only use expert counsellors, but also peers who can relate to and connect with the delinquent students. The study's main limitation is on its use of interview schedules to collect data which is often constrained by the small number of participants that limits the generalizability of the findings to the larger population. Therefore, the findings from the study cannot be generalized to the current study; hence there is a gap in literature that needs to provide findings that can be generalized to the wider population.

Mathias (2015) used a descriptive survey research design to examine the influence of peer counseling, guidance and counseling and invitation of external visitors and alumni on the successful transition of learners in Kiambu County. The researcher randomly selected 186 primary learners and 15 teachers who were conveniently

sampled and issued with questionnaires and the teachers partook in interviews. The findings revealed that the completion rates were significantly associated with the successful mentorship programs implementation. The findings are like those by Otieno (2017) who reported that mentorship programs are effective in promoting good academic outcomes. However, the study was carried out in Kiambu County; therefore, the results may not be applicable to Machakos County. As a result of this gap in knowledge, we will conduct a new study.

2.4 Disciplinary Practices for Delinquents on Transition Rates

Disciplinary practices in schools play a central role in shaping students' behavior and retention, which directly influence transition. Schools adopt diverse strategies to manage delinquency, including counseling, mentorship, and collaborative behavioral interventions. Christle and Jolivette (2018) conducted three studies utilizing multiple methods to investigate the school traits that correlate with delinquency-academic failure, suspension rates and drop-out occurrences. These studies were conducted separately at elementary, middle, as well as high school levels in Carolina, U.S.A. The 150 students and 30 teachers were randomly sampled. Data was collected using questionnaires. The researchers used a comparative study to compare the high performing schools with the low performing ones with respect to the three characteristics. According to the research results, specific attributes of schools can reduce the likelihood of juvenile delinquency. The majority of young individuals who appeared in court had previously been expelled, underperformed academically or left school prematurely. Therefore, the researchers concluded that to mitigate these outcomes schools should find ways of dealing with drug abuse, bullying and vandalism and early pregnancies through mentorships programs, guidance and

counselling and parental involvement. The results of this study confirm the findings of Noltemeyer and Ward (2015). They observed a negative correlation between suspension and academic performance, but noted a positive association between suspension and dropout rates. However, it should be acknowledged that these conclusions may not apply universally to other regions as the current investigation was situated in the United States which has distinct socio-economic influences when compared to sub-Saharan African nations. Therefore, to fill the gap in literature, the researcher will conduct a study in schools across Machakos County.

Locally, Njenga (2019) adopted a descriptive survey research design targeting the sub-county director of education, 134 teachers and 1400 students in Nyandarua central sub-County. The aim of the study was to establish the determinants of implementation of 100% transition policies in public secondary schools. The findings revealed that the teachers had challenges dealing with bullying, vandalism and drug abuse in the schools which affected the transition rates in the schools. The findings support the results by Kavula (2016) who reports that the challenges in dealing with in-disciplinary cases through measures such as suspensions were ineffective. The findings were, however, collected on the sub-county levels while the current study will target the whole county; hence the finding may not be generalizable to the county level; hence this gap will be filled by targeting schools across Machakos County.

2.5 Drop Tracing on Transition Rates

Dropout tracing involves identifying, following up, and reintegrating learners who have left school prematurely. It has emerged as an essential practice for sustaining the 100% transition policy. Hunt (2018) carried out a comprehensive analysis of

literature across different regions to explore the reasons for school dropout and suggest solutions. The focus was on countries in South Asia and sub-Saharan Africa, with the aim of providing an extensive review of relevant literature. The researchers focused on identifying the gaps which CREATE plans to fill. The findings revealed that many factors are associated with drop out including individual, household, and school and community levels factors. The findings showed that the drop-out challenges facing the target countries could be effectively addressed through drop-out tracing practice enhanced by collaborative approaches with the local community and the parents. The study further found that once the drop outs are traced, it is vital that they receive support from their peers, teachers, and parent and community members for their re-entry. This entails both emotional and financial support for the students. The findings are like those by Schanutz (2017) who reported that tracing of dropouts and supporting them through mentorship programs is critical for effectively addressing challenges in student transition. The findings are however, limited by the study design which a literature review was relying on secondary data.

Sefa-Nyarko, Kyei and Mwambari (2018) conducted a literature review on the national and regional levels and further corroborated the data with key informants in Rwanda and Ghana who were purposefully selected. The study's scope targeted countries in sub-Saharan Africa region to gain a better insight of the existing dynamics of school dropouts as well as the strategies to resolve the challenges. The findings revealed that their large inequalities existed in different regions and income groups in relation to the equity in transition at the different levels of education. The study found that some of the effective strategies adopted include dropout tracing programs where local leaders, peers and religious leaders were used to follow up on

the dropouts to determine their reasons for dropping out and in contacting them to get back to school. Similarly, Hunt (2018) reported that follow up and support for reentrants is crucial for successful transition. The study was majorly a literature review, and its target population and study locale were very wide; hence the study's findings may not be generalizable to the current context where the focus is on a single county.

In a local study, Katiwa (2016) utilized a descriptive survey research approach to explore the techniques employed in enhancing transition rates from primary schools to secondary institutions within Kajiado County. The study purposefully selected five head teachers and thirty-four educators while randomly selecting one hundred and thirty-four students for data collection via interviews, document analysis, and questionnaires. Descriptive and inferential analyses using SPSS software were conducted on quantitative data whilst thematic approaches investigated qualitative findings. The findings revealed that following up on students when they stop coming to school and offering them support either financially or emotionally is crucial for their successful transition throughout the primary classes and into secondary schools. The findings are supported by Laterite (2017) who found that support for learners who reenter the school system is significantly associated with successful completion rates. However, the study is limited by its location which is Kajiado County whereas the current study is targeting transition rates in Machakos County.

2.6 Gaps and Summary

Durisc and Bunijevac (2017) found that successful completion of education relied on parent's attendance of school meetings and academic days, conferences with parents. Duan, Guan and Bu (2019) parental involvement in their children's school life through attendance of meetings, virtual communication through audio and video and physical visitations were beneficial for the junior school students. Regarding mentoring programs, Schanutz (2017); Otieno (2017); Schoper (2017) found that guidance and counseling and inviting experts were effective in promoting student' academic achievements. The literature also showed that alternative approaches to disciplining the students including mentoring, one on one talks, inviting experts and open communication with parents and teachers promotes improved discipline and declines cases of pregnancy, drug abuse and other forms of indiscipline (Noltemeyer, & Ward, 2015; Christle, & Jolivette, 2018; Kavula, 2016). Hunt (2018) also found that using community leaders, peers, and religious leaders to find those who stop attending school and reentering them to the system is crucial in dealing with dropout cases (Katiwa, 2016; Sefa-Nyarko, Kyei, & Mwambari 2018). However, several gaps were identified, and the current study sought to fill these gaps in literature. Schanutz (2017), Otieno (2017), and Schoper (2017) found that mentoring programs that involve guidance and counseling are effective. However, research could investigate which mentoring models are most effective across different educational levels (e.g., primary, secondary, and tertiary) or subject areas. There is also an opportunity to explore the role of digital or virtual mentoring programs, especially in remote or underserved areas.

Table 2.1: Gaps and Summary

Variable	What Existing Studies Address	What is Missing (Gap)	Gap Type
Parental Involvement	Relationship between parental engagement and academic achievement (Durisic & Bunijevac, 2017; Duan et al., 2019)	Limited local studies directly linking parental involvement to 100% transition in Kenya	Empirical / Contextual
Mentorship Programs	Influence on discipline and performance (Schanutz, 2017; Judd, 2017)	Limited research connecting mentorship programs to transition outcomes	Conceptual
Disciplinary Practices	Relationship between punishment and dropout (Christle & Jolivette, 2018)	Few local studies exploring positive disciplinary practices promoting transition	Empirical
Dropout Tracing	Role of community follow-up in re-enrollment (Hunt, 2018; Sefa-Nyarko et al., 2018)	Lack of county-level studies assessing effectiveness of dropout tracing mechanisms	Methodological / Contextual

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlined the study's methodology, which included research design, study variables, locale, target population, sample size and sampling techniques, research instruments used to gather data, as well as appropriate data collection procedures, a pilot study, validity, reliability, data collection procedures, and data analysis and presentation. Ethical considerations are examined throughout the process of carrying out analysis using acceptable procedures.

3.2 Research Design

The study utilized a descriptive research design. Descriptive analysis involves presenting information and features of a particular population. This methodology offered an opportunity for in-depth theoretical scrutiny to be conducted on the subject matter under investigation. By adopting this design, data was logically arranged and all aspects accounted for during the course of inquiry before being integrated into one comprehensive body that encapsulates key themes developed throughout its entire scope. This design was important for this study problem because it provides a detailed and accurate picture of the characteristics and behaviors of a particular population or subject. Hence it was able to describe clearly the influence of school administrative strategies on transition to secondary schools in public primary schools, Machakos County Kenya.

3.2.1 Study Variables

The study' independent variables was school administrative strategies. The dependent variable was transition rates among primary schools in Machakos County. The intervening variables was cultural believes and stereotypes related to education.

3.3 Study Locale

The study was conducted in Machakos County. Machakos has a population of 1,421,932. Nairobi and Kiambu County borders to the east, Machakos and Embu is north, Makueni to the south and is west of Makueni. Machakos county has eight sub-counties: Yatta, Athi River, Machakos Town, Kangundo, Matungulu, Mwala, Kathiani and Masinga. Machakos County was chosen as the target location due to poor transition rates among primary school learners to secondary schools. The county recorded low transition rates as compared to the county average. Machakos Sub-County has a 75% transition rate, which is significantly lower than the national average. It is unknown how school qualities, particularly in Machakos Sub-County, affect transition rates, despite research suggesting that they help reduce them. Therefore, the study's goal was to determine how school administration practices affected students' transfer to secondary education in public primary schools in Machakos County, Kenya. The expenses of secondary education, including books, uniforms, school fees, and other necessary supplies, may be beyond the means of many Machakos families. Even though the government provides subsidies, the additional costs can still be significant for families in low-income areas. Some regions in Machakos may have an insufficient number of secondary schools to meet the growing demand from primary school graduates. This can lead to overcrowding in available schools or students being forced to attend schools that are far from their homes.

3.4 Target Population

The study targeted the 707 public primary school in Machakos County. The target population was 707 head teachers and 10908 teachers from Machakos County. The study covered all the primary schools in the county at large because the target group is needed to come up with generalizable results (Bryman, 2016). The study population was as shown in table below.

Table 3.2: Target Population

Target Population	Number
Public primary Schools	707
Head teachers	707
Teachers	10,908
Total	12, 322

Source: Machakos County Education Office (2024)

3.5 Sampling and Sampling Technique

Stratified sampling was applied in the study to select schools where they were categorized into different groups based on location, size, and performance. Out of the 707 public primary schools targeted, a sample size comprising 71 schools were selected. 10% of the target population was represented by this pick. The claim made by Mugenda and Mugenda (2003) that a descriptive study needs a sample size of 10% to 30% served as the basis for the rationale for this sample size. In order to select one head teacher for each of the three strata extra county, county, and sub-county schools the researcher used purposive sampling, resulting in 71 head teachers overall. The Fisher's et al. (1998) approach was used to calculate the sample size for the teachers. This approach was suitable since it enabled the researcher to draw more trustworthy conclusions about the population from the sample data. The formula is (sample size $n = z^2 pq/d^2$) and it is described below.

n= (desired number of individuals/objects in the study)

z= gives the standard deviation (1.96)

p= is the target population which has the desired characteristics being studied at 0.5

is the required sample size.

q=1-p=1-0.5=0.5

d= gives the degree of accuracy at 95% CI (0.05)

The formula was thus,

$$\frac{1.96^2 \times 0.5 \times 0.5}{0.05^2} = 384$$

The study population in the sub county is more than 10,000. The research thus,

applied the finite correction factor formula given by $nf = \frac{n}{1+n/N}$

Therefore, $nf = \frac{384}{1+(384/10908)} = 371$ participants.

Table 3.3: Sample Size

Target population	Number	Sampling technique	Sample ratio	Sample size
Public primary Schools	707	Stratified	0.1	5
Head teachers	707	Purposive	0.1	5
Teachers	10908	Simple random sampling	0.03	371
Total	12322			381

Source: Machakos County Education Office (2024).

3.6 Research Instruments

To gather data for the study, primary sources such as questionnaires and interview guides were utilized.

3.6.1 Teachers Questionnaires

The teachers sampled in the study were issued with questionnaires prepared in advance. The questionnaires were structured where the respondents were given questions and asked to pick their responses from the given choices. Questionnaires provided numerical data for quantitative analysis and helped in testing the association and strength of associations between the study variables. The questionnaires were divided into various sections. The first section solicited the demographic and general characteristics of the respondents while the other sections collected data guided by the study objectives. As a result of using questionnaires, data from multiple respondents were able to be obtained in a consistent and standardized manner. This consistency streamlined the process for response comparison and analysis. Because all respondents answered the same questions, their responses could be juxtaposed with minimal effort, leading to valuable and reliable insights and conclusions. Moreover, the value of questionnaires in this instance was their ability to reach many respondents simultaneously, thereby increasing the sample size and facilitating a greater degree of generalizability for the finding.

3.6.2 Interview Schedules

Interview schedules are critical in understanding individual participants' unique perspectives regarding the phenomenon being studied is essential. The researcher developed interview schedules specifically for the head teachers to gather detailed information on the various administrative strategies utilized by the schools to facilitate students' transition rates. The interview schedules served to provide qualitative insights that complemented the quantitative data collected via

questionnaires. The researcher chose to conduct interviews because they provide an opportunity to gather rich and detailed data. The format of the interviews enabled participants to expand their responses, articulate their reasoning, and provide contextual information. This approach allowed for the documentation of intricate emotional states, personal histories, and individual perspectives.

3.7 Pilot Study

A pilot was conducted to assess the clarity of questions and accuracy of tools. The objectives for the present study's pilot test are similar as those mentioned. Only seven public primary schools in Machakos county that were not be involved in the main research were selected for the pilot study, and two school principals and five teachers were selected as samples. Essentially, it served these two objectives: first, it served as a test and a means for the researcher to see if the assumed data can be captured by the tools and if ambiguities exist in the items or tools themselves. Secondly, to determine if the phrasing in the statements on these instruments of research is appropriate and if they are grammatically correct, that is, in questioning. In terms of characteristics, these were the same as the sampled institutions.

3.7.1 Validity

Validity is defined as the degree to which a research instrument measures what it is intended to measure. This research study used content validity. This was obtained by seeking the opinion of the content experts. These experts evaluated the adequacy of the content in the instruments that comprised the questionnaire and the interview guide and ascertained if the research objectives could be met by the instruments without any modification or if it required partial or complete revision.

3.7.2 Reliability

To measure the reliability of the research instrument, Cronbach's alpha (α) was used. For the instrument to be deemed reliable, the items must be above a Cronbach's alpha of 0.7. Items that had a Cronbach alpha of 0.7 or below were altered. Mugenda and Mugenda (2003) state that research instruments can be viewed as reliable with a Cronbach's Alpha of 0.7 or higher, yet items with negative alphas were removed entirely.

3.8 Data Collection Procedures

This was achieved by following the phases, as described in the process:

The data collection procedure was done in the following phases based on the process described. The researcher started the data collection process by acquiring an introduction letter from Kenyatta University. This letter served as an official document to the researcher that was to be presented to the pertinent authorities. This letter was vital in obtaining formal approval to conduct the research and enabled the researcher to officially request a research permit from NACOSTI. The researcher then proceeded to apply for a research permit from NACOSTI. This step was required to ensure that the research followed the necessary national standards, and guidelines, as well as ethical considerations, and approved research was conducted.

After acquiring the research permit, the researcher followed the standard procedure by meeting the Machakos County Director of Education. During this meeting, the researcher outlined the research aims and the study's objectives. This step was crucial for the establishment of rapport, as it informed the local education officer of the researcher's activities, garnering their support and securing cooperation. It was

also necessary for securing alignment of the researcher's objectives with the educational priorities of the region.

The researcher undertook pre-planning as the first step before approaching the primary schools. This meant the researcher prepared a comprehensive schedule for contacting head teachers and the other surveyed teachers at the schools. Pre-planning was essential in this case as it ascertained that appointments were made beforehand, thus helping to preserve the teachers' time and enabling seamless coordination with the schools.

3.9 Data Analysis and Presentation

The study utilised both quantitative and qualitative data. The quantitative data was analysed using SPSS Version 27. Each data source was analysed through different procedures and methodologies. For the quantitative data, descriptive statistics consisting of frequencies, percentages, means and standard deviations were used, which greatly facilitated the interpretation and presentation of the results in tables or graphs. Conversely, the qualitative data collected for the study was interpreted through the content analysis technique. Furthermore, the qualitative data was organized and presented according to the study's objectives using thematic analysis.

Table 3.4: Data Analysis and Presentation

Objective	Nature of Data	Analysis Technique	Mode of Presentation
To determine the influence of parental involvement on transition rates among primary schools in Machakos County	Quantitative	Descriptive statistics such as mean and standard deviation	Tables or Graphs
To determine the influence of school learners' mentorship programs on transition rates in Machakos County	Quantitative	Descriptive statistics such as mean and standard deviation	Tables or Graphs
To establish the influence of disciplinary practices for delinquents on transition rates among primary schools in Machakos County	Quantitative	Descriptive statistics such as mean and standard deviation	Tables or Graphs
To determine the influence of dropout tracing practices on transition rates among primary schools in Machakos County	Quantitative	Descriptive statistics such as mean and standard deviation	Tables or Graphs

3.10 Ethical Considerations and Logistical Considerations

To execute a research project properly and completely, the study handled logistical, ethical, and interpersonal difficulties.

3.10.1 Ethical Considerations

Before data collection began, ethical considerations were taken into account. The study focused on justice and respect for people's dignity along with the elements of informed consent. The researcher focused on one ethical requirement first by

providing study explanations to participants, which allowed them to understand the scope of the study. Participants were encouraged to ask questions before providing informed consent. Participants were assured that they could withdraw and not participate in the study without victimization. This process ensured that participants provided consent in a competent and comprehensive manner. Participants signed a statement which complied with the practice of policy. This stated that they were consciously participating and, if necessary, they were also refusing to participate.

Confidentiality was a priority, and the anonymity of the research respondents was particularly important. Each school was assigned a specific code which allowed the researcher to differentiate between the questionnaires. Only the researcher who was responsible for data collection and analysis had access to the identifying information. Protection measures were taken to ensure that, beyond this research, an individual's identity could not be connected to the responses given. Respondents needed not disclose personal or school names on their questionnaire; furthermore, assurance that victimization based on given answers would not occur was conveyed beforehand. Participation carries no risk whatsoever as identities remain unknown throughout except where a unique identifier e.g., code number is used when one requires follow-up assistance concerning submitted replies or offering further input requiring identification linkage during anonymous cases' handling process.

3.10.2 Logistical Considerations

In order to obtain a research permit from NACOSTI, the researcher obtained an introduction letter from Kenyatta University which initiated the data collection process. Alongside this, consent was sought after from both Machakos County Director for Education's Office as well as individual school heads.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents study findings on the influence of school administrative strategies on transition to secondary schools in public primary schools, Machakos County Kenya. The chapter presents the study findings based on the study objectives. First, the chapter presents the response rate, demographic characteristics of the respondents and then the study findings in terms of the study objectives. The study objectives were as follows:

- i To determine the influence of parental involvement on transition rates among primary schools in Machakos County
- ii To determine the influence of school learners' mentorship programs on transition rates in Machakos County
- iii To establish the influence of disciplinary practices for delinquents on transition rates among primary schools in Machakos County
- iv To determine the influence of dropout tracing practices on transition rates among primary schools in Machakos County.

4.2 Response Rate

The response rate is shown in table 4.1.

Table 4.1: Response Rate

Tools	Tools issued	Tools returned	Response Rate
Teacher Questionnaire	371	321	86.5%
Headteacher Interview guides	5	5	100%
Total	376	326	86.7

Source: Researcher, (2025)

There were 376 respondents in the research which consisted of 5 principals, and 371 teachers. 326 (5 principals, and 321 teachers) of these individuals took part in the study by completing the questionnaires and interview guide satisfactorily. The questionnaire response rate was 86.5% while that of the key interviews was 100%. According to Mugenda (2003), a response rate of 70% and over is considered as excellent. Therefore, the response rate of 86.5% and 100% respectively was an acceptable representative sample for further analysis.

4.3 Demographic Characteristics

4.3.1 Gender of the Respondents

The respondents were requested to indicate their gender. Table 4.2 displays the respondents' gender distribution.

Table 4.2: Gender of the Respondents

Gender	F	P
Male	170	52.9%
Female	151	47.1%
Total	321	100.0

Source: Field Data, (2025)

52.9% (170) of the respondents were male, according to the data, while 47.1% (151) were female. This indicates that the majority of study participants were male. Additionally, it shows that the majority of the comments came from male.

4.3.2 Age Bracket of Teachers

The teachers were requested to indicate their age bracket. The findings are shown in table 4.3.

Table 4.3: Age Bracket of Teachers

Age bracket	F	P
Below 28 Years	24	7.5%
28-38 Years	156	48.6%
38-48 Years	120	37.4%
above 48 Years	21	6.5%
Total	321	100

Source: Field Data, (2025)

From the findings most 156 (48.6%) of the teachers were aged between 28-38 years, 120 (37.4%) were aged between 38-48 years, 24 (7.5%) were 24 years and below while 21 (6.5%) were aged above 48 years. This depicts that most of the teachers were middle aged. The implication to the study findings was that it enabled the researcher to understand which bracket of teachers was involved in the study. This understanding is crucial, as different teachers might have different perspectives on how well-prepared students are for secondary school and what support systems are necessary to ensure their success during this transition. It also helps in shaping strategies for improving the transition process, addressing concerns that teachers may have, and aligning the curriculum or teaching practices with the needs of students as they move from primary to secondary school.

4.3.3 Marital Status of the Respondents

The study sought to establish the respondent's marital status. Table 4.4 presents the findings.

Table 4.4: Marital Status of the Respondents

Academic Qualification	F	P
Single	72	22.4%
Married	211	65.7%
Separated	20	6.2%
Widowed	18	5.6%
Total	321	100.0

Source: Field Data, (2025)

Findings indicate that most teacher respondents were married (65.7%, 211), followed by single (22.4%, 72), separated (6.2%, 20), and widowed (5.6%, 18) individuals. Hence, most respondents were married. Such findings may pertain to work-life balance, teacher retention, and other factors that may indirectly shape teacher engagement during the transition, level of professional commitment, and student relations during this pivotal transitional phase. Teachers' work-life balance is affected by personal factors, research indicates, including marital status. Married teachers may encounter different challenges or support systems than their single or widowed counterparts (Richman et al., 2022). Family responsibilities of married teachers and their time commitment may create challenges in teaching, but stronger emotional support and financial networks may positively influence work satisfaction and retention, despite the family obligations.

4.3.4 Years of Experience in the Current School

The study sought to establish how long the respondents had been teaching at the current school. The distribution according to the number of years of experience in the current school is displayed in 4.5..

Table 4.5: Years of Experience in the Current School

Years of Experience in the Current School	Frequency	Percentage
Less than 3 years	39	12.1%
3-6 years	95	29.6%
7-10 years	107	33.3%
Over 11 years	80	24.9%
Total	321	100.0

Source: Field Data, (2025)

According to responses from the survey, the highest number of respondents (107, or 33.3%) had been teaching at the current school for 7 to 10 years, while 95 respondents (29.6%) had been there for 3 to 6 years, 80 respondents (24.9%) for over 11 years, and 10 respondents (12.1%) for less than 3 years. This indicates most respondents had been teaching at the current school for a considerable duration, enabling them to knowledgeably address the subject of the research. Most respondents indicated having a considerable amount of teaching experience at this school which highlighted their ability to provide insights around the research topic of transition to secondary schools from public primary schools. Research confirms the correlation between tenure and subject matter knowledge, teaching strategies,

and student needs (Darling-Hammond, 2020). More seasoned teachers are likely to possess strong classroom management, adjustment, and pedagogic strategies skills (Hoyle, 2021). Such insights support the claim that, within the context of transitions, experienced teachers possess invaluable knowledge about the educational challenges students face, both academically and socially.

4.3.5 Professional Qualification

The teachers were requested to indicate their professional qualification. Professional qualification acts as both concrete proof of respondents' specialized knowledge and experience in a certain subject and as accelerators for career growth. The findings are shown in table 4.6.

Table 4.6: Professional Qualification

Professional qualification	F	P
Diploma	201	62.6%
B.Ed.	99	30.8%
Masters	21	6.5%
Total	321	100.0

Source: Field Data, (2025)

Survey responses revealed that the majority of the participants, 107 (33.3%), indicated an employment duration of 7 to 10 years at the current school, 95 participants (29.6%) 3 to 6 years, 80 participants (24.9%) over 11 years, and 10 participants (12.1%) less than 3 years. This indicated that most of the respondents had taught the participants at the current school for a considerable duration, and for long enough to competently address the focal area of the research. Most respondents signified that they had considerable teaching experience at this school which

demonstrated the respondents' ability to provide an in-depth analysis regarding the study area on transition to secondary school from public primary school. Literature outlines this phenomenon on the basis of the teacher's experience and knowledge of the subject matter, teaching approaches and the needs of the learners (Darling-Hammond, 2020). Older teachers are also viewed to have developed and honed their skills in classroom management, adaptation, and pedagogy (Hoyle, 2021). This underscores the notion that, in terms of transitions, seasoned teachers understand the complex problems students encounter, educationally and socially.

4.4 Parental Involvement on Transition Rates

4.4.1 Extent of Agreement on Parental Involvement on Transition Rates

The respondents were requested to indicate the extent to which they agreed with statements on parental involvement on transition rates. The findings are as shown in table 4.7.

Table 4.7: Extent of Agreement on Parental Involvement on Transition Rates

Statement	N	SD	D	N	A	SA	Mean	Std. Dev
In school, children are provided with writing materials such as books and pens (including color) by their parents	321	0 (0%)	0 (0%)	0 (0%)	135 (42.1%)	186 (57.9%)	4.179	0.670
The involvement of parents is a valuable chance for schools to enhance their programs, resulting in improved academic achievement among students	321	0 (0%)	16 (5.2%)	51 (15.8%)	169 (52.6%)	84 (26.3%)	3.607	1.031
Parental involvement in their children’s school life through attendance of meetings, virtual communication through audio and video and physical visitations are beneficial for the junior school students	321	17 (5.3%)	17 (5.3%)	33 (10.5%)	135 (42.1%)	118 (36.8%)	4.500	0.509
The children were assisted by their parents who supervised both their academic and social lives which helped improve the children academic performance	321	0 (0%)	17 (5.3%)	51 (15.8%)	135 (42.1%)	118 (36.8%)	3.714	0.854
Parental involvement in their children’s academic life through physical visitations and academic days help improve children’s academic history	321	0 (0%)	0 (0%)	68 (21.1%)	101 (31.6%)	152 (47.3%)	4.036	0.744
Composite mean							4.007	0.762

Source: Field Data, (2025)

From the findings the respondents agreed that parental involvement in their children's school life through attendance of meetings, virtual communication through audio and video and physical visitations are beneficial for the junior school students (mean=4.5, SD=0.509). The findings agree with a study by Epstein, (2021) who highlights that when parents are involved in school activities, whether through attendance at meetings or regular communication, it improves students' academic achievement and emotional well-being. She highlights the importance of schools forming partnerships with families so that environments supportive of student learning can become the norm. According to the research synthesis of Henderson and Mapp (2022), students with engaged parents exhibit increased school attendance, improved academic performance, and higher scores on standardised assessments. Moreover, parental involvement positively influences students' behaviour and social development.

The qualitative data obtained from the Key Informant Interviews provided additional context to the findings since they pointed out that parental involvement is one of the key strategies for the effective achievement of primary education because it forms a robust system of scaffolding for the students and improves the learning experience of the students holistically.

As one key informant stated,

"Children tend to improve academically when their parents participate more in their education. This 'participation' can range from collaborating on assignments, to coming to parent-teacher meetings, to just taking an interest in the child's school activities. Such support is positive and builds a child's attitude toward learning, especially during school. When parents 'participate' in education, their children are more motivated to 'succeed' in school, and this 'participation' and support improves self-esteem and interest

in school activities. Positive 'participation' in education is also linked to improvement in school behaviour."

Another KII put it this way,

"Children whose parents participate in their education have fewer behavioural problems, and we are able to improve the behaviour of their social interactions with their peers and with adults (e.g. teachers). This makes it much easier to support their learning."

This link enables educators to modify their methods based on the child's needs, and enables parents to offer reinforcement at home. The results from the qualitative data are consistent with the quantitative data in that the involvement of parents is crucial in improving students' academic results, attitudes, and learning in general. Both sources of data highlight the importance of parents' active involvement, whether by being present at the meetings, interacting online, or visiting in person. Such involvement facilitates the students' academic achievement.

4.5 School Learners' Mentorship Programs on Transition Rates

4.5.1 Extent of Agreement on School Learners' Mentorship Programs on Transition Rates

The respondents were requested to indicate the extent to which they agreed with statements on school learners' mentorship programs and transition rates. The findings are as shown in table 4.8.

Table 4.8: Extent of Agreement on School Learners' Mentorship Programs on Transition Rates

Statement	N	SD	D	N	A	SA	Mean	Std. Dev
Guidance and counseling an invitation of external mentors and alumni, have showed positive outcomes in terms of performance and completion rates	321	0 (0%)	0 (0%)	34 (10.5%)	135 (42.1%)	152 (47.4%)	3.929	0.766
Peer counseling and guidance and counseling programs are key in promoting class attendance and completion rates	321	0 (0%)	0 (0%)	34 (10.6%)	118 (36.8%)	169 (52.6%)	4.643	0.488
Mentorship programs should not only use expert counsellors, but also peers who can relate to and connect with the delinquent students	321	0 (0%)	0 (0%)	68 (21.1%)	118 (36.8%)	135 (42.1%)	3.821	0.772
Completion rates are significantly associated with the successful mentorship programs implementation	321	0 (0%)	0 (0%)	51 (15.8%)	101 (31.6%)	169 (52.6%)	3.929	0.716
Mentorship programs are effective in promoting good academic outcomes	321	0 (0%)	0 (0%)	51 (15.8%)	152 (47.4%)	118 (36.8%)	4.143	0.591
Composite mean							4.093	0.667

Source: Field Data, (2025)

From the findings the respondents agreed that that peer counseling and guidance and counseling programs are key in promoting class attendance and completion rates (mean=4.643, SD=0.488). The findings agree with a study by Topping, (2022) who indicated that peer support programs can help students overcome personal challenges, reduce absenteeism, and encourage greater academic commitment, which in turn improves class attendance and completion. Stevens and Wehmeyer (2022) note that peer support programmes within educational environments lead to increased engagement, motivation, and academic achievement, translating to higher attendance and completion rates, particularly among students with disabilities.

Based on the qualitative information drawn from the Key Informant Interviews (KIIs), findings indicate that school learners' mentorship programmes aid in improving transition rates and assist learners in overcoming educational challenges. These programmes become especially helpful when learners transition from primary to secondary school or from secondary school to university. They assist learners in adjusting to the challenges and opportunities they face at every stage of their educational journey. Any transition in education comes with stress and challenges that every learner must face.

A KII indicated that,

“Mentors provide emotional support, which can help students feel more confident and reduce anxiety. Having someone to guide them through the process of adjusting to new environments, expectations, and peers makes a significant difference in their ability to adapt. Mentorship programmes often include academic support, helping students navigate the curriculum, study habits, and time management. Mentors can provide advice on how to approach new academic challenges, making the transition smoother. Mentors help students build important life skills such as communication,

problem-solving, and goal-setting. This development is key to managing both academic and personal challenges during transitional periods.”

The qualitative information from the Key Informant Interviews (KIIs) integrates effectively with the quantitative data, reinforcing the vital impact of peer counselling and guidance programmes on student outcomes, particularly in the areas of class attendance and completion rates.

Qualitative data further enhance the quantitative findings by demonstrating how the assistance offered through peer counselling and guidance programmes tends to address not only the immediate academic issues but also the long-term issues necessary for students to cope with the educational transition. Students face many educational transition challenges, and such programmes help students deal with many of them.

4.6 Disciplinary Practices for Delinquents on Transition Rates

4.6.1 Extent of Agreement on Disciplinary Practices for Delinquents on Transition Rates

The respondents were requested to indicate the extent to which they agreed with statements on disciplinary practices for delinquents and transition rates. The findings are as shown in table 4.9.

Table 4.9: Extent of Agreement on Disciplinary Practices for Delinquents on Transition Rates

Statement	N	SD	D	N	A	SA	Mean	Std. Dev
Characteristics at the school-level have potential to lessen risks for delinquency among young people	321	0 (0%)	0 (0%)	68 (21.1%)	84 (26.3%)	169 (52.6%)	3.893	0.737
Teachers have challenges dealing with bullying, vandalism and drug abuse in the schools which affected the transition rates in the schools	321	17 (5.3%)	17 (5.3%)	68 (21.1%)	118 (36.8%)	101 (31.5%)	3.964	0.744
The responsibility of enhancing discipline and transition is carried out by a trained guidance and counselling teacher	321	0 (0%)	0 (0%)	68 (21.1%)	118 (36.8%)	135 (42.1%)	4.071	0.716
Peer counseling improves the rapport among learners leading to better discipline and a smoother transition	321	0 (0%)	0 (0%)	51 (15.8%)	135 (42.1%)	135 (42.1%)	4.071	0.766
The use of suspension as a disciplinary measure in primary schools has proven to be ineffective, resulting in adverse effects on the students' transition	321	0 (0%)	0 (0%)	68 (21.1%)	152 (47.5%)	101 (31.6%)	3.857	0.803
Composite mean							3.971	0.753

Source: Field Data, (2025)

The respondents indicated that the function of promoting discipline and transition is performed by a trained guidance and counselling teacher and that peer counselling strengthens the rapport among learners which as a result improves discipline and transition (mean=4.071, SD=0.716). It is noted that peer counselling improves the relationships of learners to one another as well as facilitating the discipline of the learners and easing the transition which is crucial. Anderson, Jacobs and Schramm (2020) in their research on school transitions outline that counselling programmes help reduce transition-related anxiety and assist in attaining goals in the shifted academic environment. Programmes in peer counselling assist in the attainment of interpersonal relationships which positively impacts discipline in the school. Barker and Zoglin (2020) in their study on peer counselling demonstrated that peer counsellors aid in conflict resolution, mediation of disputes and improve relationships which promote a positive school climate.

The qualitative data from the key informant interviews (KIIs) reinforced the findings that disciplinary practices (especially those that apply to students with problem behaviours or delinquency) are critical to shaping the students' academic pathways and their experiences in school. Students are likely to become more disengaged from school when punitive practices become more severe, particularly exclusion practices such as suspension or expulsion.

In one KII, the participant mentioned:

“When students miss school due to these practices, they may fall behind academically, leading to difficulties in keeping up with the curriculum and increased risk of not transitioning successfully to the next grade. Transition rates, however, are positively influenced by the implementation of restorative justice practices, the positive behavioural interventions and supports (PBIS)

framework, or any other approach that seeks to understand the underlying causes of problem behaviours and addresses them in a constructive manner. Students with supports and with understanding adults in their lives tend to develop school engagement skills that facilitate successful progression to the next grade."

The qualitative and quantitative data converge in value regarding the need for effective discipline and support systems in creating seamless transitions for students.

Both data sets highlight the importance of having trained guidance and counselling personnel in managing discipline and assisting in transitions. The qualitative results build on the negative impact of severe or exclusionary discipline, supporting the implications of the quantitative data that peer counselling and positive behavioural support systems enhance student engagement and facilitate successful transitions.

4.7 Dropout Tracing Practices on Transition Rates

4.7.1 Extent of Agreement on Dropout Tracing Practices on Transition Rates

The respondents were requested to indicate the extent to which they agreed with statements on dropout tracing practices and transition rates. The findings are as shown in table 4.10.

Table 4.10: Extent of Agreement on Dropout Tracing Practices on Transition Rates

Statement	N	SD	D	N	A	SA	Mean	Std. Dev
Drop-out challenges could be effectively addressed through drop-out tracing practice enhanced by collaborative approaches with the local community and the parents	19	0 (0%)	0 (0%)	34 (10.5%)	186 (57.9%)	101 (31.6%)	4.051	0.718
Tracing of dropouts and supporting them through mentorship programs is critical for effectively addressing challenges in student transition	19	0 (0%)	0 (0%)	68 (21.1%)	135 (42.1%)	118 (36.8%)	4.173	0.748
Following up on students when they stop coming to school and offering them support either financially or emotionally is crucial for their successful transition throughout the primary classes and into secondary schools	19	0 (0%)	0 (0%)	34 (10.5%)	135 (42.1%)	152 (47.4%)	3.941	0.786
Supporting learners who reenter the school system is significantly associated with successful completion rates	19	0 (0%)	0 (0%)	68 (21.1%)	152 (47.3%)	101 (31.6%)	4.216	0.671
Follow up and support for reentrants is crucial for successful transition	19	0 (0%)	0 (0%)	67 (21.0%)	152 (47.4%)	101 (31.6%)	4.319	0.713
Composite mean							4.071	0.731

Source: Field Data, (2025)

Most respondents agreed that tracing dropouts and providing a mentorship programme to help support transitions is meaningful (mean=4.173, SD=0.748). This suggests that while most students experience similar transition challenges, a considerable amount of difference exists, which requires further targeted prioritisation through mentorship and other suitable programmes to effectively assist those individuals. By offering personalised support, mentorship helps to mitigate disparity and aid students at risk of dropout, thereby relieving variability. This is consistent with the findings of Campbell and Campbell (2022), who note that mentorship programmes assist students experiencing challenges by providing individual support, motivation, and strategic resources. Mentorship helps students integrate socially, which is particularly important for first-generation university students and students from underrepresented groups.

Such support is important for overcoming dropout barriers. In support of this argument, Bandura (1994) noted that students who receive mentorship support experience boosted academic and social self-efficacy, and are thus more likely to overcome challenges. Through goal-setting, mentors help students cultivate the means to achieve their goals, which increases resilience, persistence to complete their education, and likelihood of maintaining enrolment. The Peer Mentoring Programme at the University of Michigan (Schroeder, 2014) highlights the ways students take advantage of mentorship by connecting with instructors and classmates, building confidence, and learning how to cope with the difficulties of attending university. Mentoring at these programmes demonstrates the positive impacts of outreach on at-risk students, which serves to improve overall student retention and satisfaction.

The qualitative contributions contained in the Key Informant Interviews (KII) helped in confirming that the practice of dropout tracing has a considerable impact on transition rates, especially within the educational sphere, including schools and higher education.

As one KII put it,

“Dropout tracing means tracking the reasons students leave or drop out of a course or a system. A student’s journey and departure drop points can be tracked and analysed using dropout tracing. It helps an institution flag dropout before they happen in real-time. Institutions such as schools or colleges can address problems within a student’s failing system before it is too late, especially if they use predictive analytics on the student’s disengagement, attendance, grades, etc. Consequently, the student can be more easily dislodged from the system and exit at the completion of the grade or course they are in. For instance, if a student is performing poorly in the academic system, targeting them with tutoring or counselling can close the gap and improve their persistence in the system of education and in higher levels of transition.”

The qualitative as well as quantitative data cohesively substantiate the importance of dropout tracing and mentorship programmes in problematic transitions. The quantitative data likely demonstrated the measurable benefits of dropout tracing and mentorship, while the qualitative insights stress the practical and actionable approaches educational institutions can adopt to address the problem of dropout rates and facilitate smoother transitions for students. The two data sets reflect the importance of early interventions and mentorship in motivating students to overcome challenges and proceed to the subsequent level of their education.

4.8 Transition Rates

The researcher requested the respondents to indicate the agreement on the various statements on transition rates. The findings are as shown in table 4.11.

Table 4.11: Extent of Agreement on Transition Rates

Statement	N	SD	D	N	A	SA	Mean	Std. Dev
The school administration provides adequate support to students transitioning to secondary school	321	0 (0%)	34 (10.5%)	51 (15.8%)	135 (42.1%)	101 (31.6%)	3.979	0.231
The school administration organizes programs to prepare students emotionally and academically for the transition to secondary school	321	0 (0%)	34 (10.5%)	68 (21.1%)	135 (42.1%)	84 (26.3%)	4.341	0.313
Teachers are actively involved in planning and supporting students' transition to secondary school	321	0 (0%)	0 (0%)	84 (26.3%)	118 (36.8%)	118 (36.8%)	4.142	0.265
The school administration involves parents in the transition process to secondary school	321	0 (0%)	0 (0%)	0 (0%)	169 (52.6%)	152 (47.4%)	4.231	0.199
Teachers receive professional development on how to support students in their transition to secondary school	321	0 (0%)	0 (0%)	114 (35.6%)	89 (25.5%)	125 (38.9%)	3.875	0.225
Composite mean							3.996	0.825

Source: Field Data, (2025)

From the findings the respondents agreed that the school administration organizes programs to prepare students emotionally and academically for the transition to secondary school (mean=4.341, SD=0.3130. The findings agree with a study by Hertzog, (2022) who indicated that the significance of programs designed to prepare students for the academic and social challenges they will face. It emphasizes the importance of both emotional and academic preparation to reduce anxiety and promote a smoother transition. The low standard deviation in the results indicates that a majority of students likely share similar sentiments on the effectiveness of these programs, as corroborated by the studies mentioned.

4.9 Correlation Analysis

The researcher used Pearson moment correlation to establish the relationship between the study variables. The results are displayed in table 4.12.

Table 4.12: Correlations

		Transition	Parental involve ment	Learner's mentorship	Disciplinary practices	Dropout tracing
Transition	Correlation	1.000	.612	.598	.644	.678
	Coefficient					
	Sig. (1-tailed)	.	.002	.004	.002	.003
	N	321	321	321	321	321
Parental involvement	Correlation	.612	1.000	.033	.435	.001
	Coefficient					
	Sig. (1-tailed)	.002	.	.000	.003	.002
	N	321	321	321	321	321
Learner's mentorship	Correlation	.598	.122	1.000	.026	.008
	Coefficient					
	Sig. (1-tailed)	.004	.001	.	.000	.000
	N	321	321	321	321	321
Disciplinary practices	Correlation	.644	.037	.026	1.000	.124
	Coefficient					
	Sig. (1-tailed)	.002	.000	.001	.	.002
	N	321	321	321	321	321
Dropout tracing	Correlation	.678	.001	.008	.114	1.000
	Coefficient					
	Sig. (1-tailed)	.003	.001	.003	.000	.
	N	321	321	321	321	321

** . Correlation is significant at the 0.01 level (2-tailed).

Parental participation and the transition to secondary school in public primary schools are strongly positively correlated, according to the statistics in the above table ($r=0.612$, $p=0.02$). However, a correlation coefficient of 0.644, which denotes a strong positive association between the two, shows that the study found a significant positive relationship between disciplinary methods and the transfer to

secondary schools in public primary schools. Because the significant value was 0.002, which is less than 0.05, it was determined that this strong association was statistically significant. Transition has significant positive correlations with almost all other factors, especially with Dropout tracing and Disciplinary practices, suggesting that these factors may have a strong role in helping students successfully transition and reduce dropout rates. Parental involvement shows a strong relationship with Transition and Dropout tracing, indicating that when parents are more involved, there may be better support for transitions and a reduction in dropout rates. Learner's mentorship has weaker relationships with other factors, but still positively impacts Transition. Disciplinary practices show a strong relationship with Transition, suggesting that positive or well-managed disciplinary practices could aid transitions. The study findings agree with a study by Hill & Tyson (2019) who found that parental involvement, particularly in academic activities, is positively associated with better school adjustment and achievement, which can support the findings that parental involvement strengthens the transition to secondary school. Jeynes (2023) in his study concluded that parental involvement is one of the most significant factors in students' academic success and adjustment, supporting the finding that parental involvement has a strong relationship with transition and dropout reduction.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of findings, conclusion and recommendations on influence of school administrative strategies on transition to secondary schools in public primary schools, Machakos County Kenya.

5.2 Summary of Findings

The research identified several factors that impact smooth learners' transition from primary to junior secondary school in Machakos County. These factors include parental care, school mentorship initiatives, punitive measures aimed at juvenile delinquents, and practices for tracing dropouts. Findings show that it is learners and not institutions that transition to upper levels of education, and the efficacy of that transition hinges on both school-based as well as parental initiatives.

5.2.1 Parental Involvement on Transition Rates

The first objective aimed to investigate the extent to which parents influence transition rates in primary schools located in Machakos County. As revealed in the study, parents engaging in meetings, communicating virtually, and making physical visits promotes learners' academic progress and motivation. Other forms of active involvement, such as supervising homework, attending school functions, and providing general encouragement, create a home environment that stimulates learners' readiness and commitment to transition.

5.2.2 School Learners' Mentorship Programs on Transition Rates

The second objective sought to assess the influence school learners' mentorship programs have on transition rates in Machakos County. Findings showed that

mentorship programs, including peer counselling and guidance frameworks, are instrumental in aiding learners to transition smoothly. Mentors provide emotional and academic support that equips learners to face and manage new academic expectations and navigate any environmental change. Consequently, mentorship is a vital link in the transition from primary to junior secondary school.

5.2.3 Disciplinary Practices for Delinquents on Transition Rates

The third objective of the study was to assess the impact of delinquent disciplinary actions on transition rates in Machakos County primary schools. Positive disciplinary actions were seen to improve a learner's sense of belonging and responsibility. Counselling and guidance teachers and peer counsellors foster improved learner behaviour and stronger relationships. Constructive disciplinary approaches, along with absenteeism and learning disruptions, restorative practices, and behavioural support systems, improve the conditions necessary for successful transition.

5.2.4 Dropout Tracing Practices on Transition Rates

The fourth objective of the study was to assess the impact of dropout tracing practices on transition rates in primary schools in Machakos County. The study identified that tracing dropouts allows schools to identify and assist potentially at-risk learners. Through attendance, the school monitoring system, and academic engagement, schools identify learners that warrant counselling, home visitation, or mentorship. This intervention strategy reduces the likelihood of a learner dropping out of school and improves transition rates due to increased retention.

5.3 Conclusion of the Study

The first objective sought to assess the influence of parental involvement on transition rates in primary schools in Machakos County. The research concluded that the attendance of meetings, communication through voice and video, and physical visitation of parents in their children's school life are beneficial for junior school students. The research also concluded that as parents participate more in their children's education, children achieve better academic outcomes.

The second research objective aimed to assess the impact of school mentorship programs on school transition rates in Machakos County. The research concluded that mentorship programs promote positive levels of attendance and completion of classes. It also concluded that mentors offer emotional support which, in turn, fosters confidence in students and reduces anxiety. Having a mentor to help adjust to new situations, expectations, and classmates' eases the adjustment process.

The third research objective focused on the impact of delinquent disciplinary practices on transition rates in primary schools in Machakos County. The research concluded that a trained guidance and counselling teacher assumed responsibility for discipline and the transition. It also concluded that peer counselling strengthens rapport among students which enhances discipline and eases transition. Students who miss out on school for the reasons provided tend to lag academically. This poses challenges to the student in relation to the curriculum, and there is a greater likelihood that the student may not transition successfully to the next grade.

The fourth objective sought to establish the impact of dropout tracing practices on transition rates in Machakos County primary schools. This study concluded that the tracing of dropouts and mentorship as a means of providing support is essential to

solving the student transition problem. This study also concluded that the monitoring and sequential analysis of reasons for student dropout of a course, programme, or system is defining dropout tracing. This most informative dropout tracing will uncover critical departure points and reasons for the attrition in a student's pipeline.

5.4 Recommendations of the Study

From the results of the study, the following recommendations were made;

1. On the study first objective, the schools should arrange to hold regular (in-person and virtual) meetings to enhance teacher-parent communication. This could help teachers and parents stay mutually informed on the student's performance and behavioral challenges while in school.
2. Regarding the second objective concerning the impact of learners' mentorship programmes on transition rates in Machakos County, it is advisable that schools broaden the scope of their peer counselling initiatives wherein older students take on mentorship roles for younger ones. Preparing peer counsellors in the areas of conflict resolution, academic support, and emotional guidance will be integral in promoting a positive school culture.
3. Concerning the third objective, the school needs to adequately address the students' needs, particularly in the primary to junior school and junior school to high school transition periods, in their counselling services by having a sufficient number of trained guidance counsellors.
4. With regard to objective four on dropout tracing practices on transition rates, the schools should implement systems to track students who are at risk of dropping out due to absenteeism, academic struggles, or emotional distress. Schools

should provide targeted interventions, such as personalized tutoring, mentoring, or even home visits to engage these students and help them stay on track.

5.5 Suggestions for Further Research

The study suggests the following for further research:

This study was done on influence of school administrative strategies on transition to secondary schools in public primary schools, Machakos County Kenya. This study recommends that the study be replicated in other counties to determine the influence of school administrative strategies on transition to secondary schools in public primary schools. There should be a study to investigate how different leadership styles (e.g., transformational, transactional, and instructional leadership) employed by school administrators impact the smoothness of student transitions from primary to secondary school. The study recommends that further study should be done on other variables that influence transition to secondary schools in public primary schools to have a comprehensive conclusion.

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APPENDICES

APPENDIX I: TEACHER'S QUESTIONNAIRES

SECTION A: GENERAL INFORMATION

1. Indicate your gender with a tick.

Female

Male

2. Tick the box within which your age (in years) falls.

below 28

28 – 38

38 –48

above 48

3. Indicate your marital status

Married

Single

Divorced

Separated

Widowed

4. Tick the number of years of experience in the current school.

Below 3

3 – 6

7 – 10

11 and above

5. Indicate your professional qualification.

Diploma

B. Ed

Masters

PhD

SECTION B: PRIMARY SCHOOL ADMINISTRATIVE STRATEGIES ON TRANSITION

Parental Involvement on Transition Rates

6. Please indicate the extent to which you agree with the following statement on parental involvement on transition rates.

Statement	1	2	3	4	5
In school, children are provided with writing materials such as books and pens (including color) by their parents					
The involvement of parents is a valuable chance for schools to enhance their programs, resulting in improved academic achievement among students					
Parental involvement in their children’s school life through attendance of meetings, virtual communication through audio and video and physical visitations are beneficial for the junior school students					
The children were assisted by their parents who supervised both their academic and social lives which helped improve the children academic performance					
Parental involvement in their children’s academic life through physical visitations and academic days help improve children’s academic history					

School Learners' Mentorship Programs on Transition Rates

7. Please indicate the extent to which you agree with the following statement on school learners' mentorship programs on transition rates.

Statement	1	2	3	4	5
Guidance and counseling an invitation of external mentors and alumni, have showed positive outcomes in terms of performance and completion rates					
Peer counseling and guidance and counseling programs are key in promoting class attendance and completion rates					
Mentorship programs should not only use expert counsellors, but also peers who can relate to and connect with the delinquent students					
Completion rates are significantly associated with the successful mentorship programs implementation					
Mentorship programs are effective in promoting good academic outcomes					

Disciplinary Practices for Delinquents on Transition Rates

8. Please indicate the extent to which you agree with the following statement on disciplinary practices for delinquents on transition rates.

Statement	1	2	3	4	5
Characteristics at the school-level have potential to lessen risks for delinquency among young people					
Teachers have challenges dealing with bullying, vandalism and drug abuse in the schools which affected the transition rates in the schools					
The responsibility of enhancing discipline and transition is carried out by a trained guidance and counselling teacher					
Peer counseling improves the rapport among learners leading to better discipline and a smoother transition					
The use of suspension as a disciplinary measure in primary schools has proven to be ineffective, resulting in adverse effects on the students' transition					

Dropout Tracing Practices on Transition Rates

9. Please indicate the extent to which you agree with the following statement on dropout tracing practices on transition rates.

Statement	1	2	3	4	5
Drop-out challenges could be effectively addressed through drop-out tracing practice enhanced by collaborative approaches with the local community and the parents					
Tracing of dropouts and supporting them through mentorship programs is critical for effectively addressing challenges in student transition					
Following up on students when they stop coming to school and offering them support either financially or emotionally is crucial for their successful transition throughout the primary classes and into secondary schools					
Supporting learners who reenter the school system is significantly associated with successful completion rates					
Follow up and support for reentrants is crucial for successful transition					

Transition Rates

10. Please indicate the extent to which you agree with the following statement on transition rates.





Statement	1	2	3	4	5
The school administration provides adequate support to students transitioning to secondary school					
The school administration organizes programs to prepare students emotionally and academically for the transition to secondary school					
Teachers are actively involved in planning and supporting students' transition to secondary school					
The school administration involves parents in the transition process to secondary school					
Teachers receive professional development on how to support students in their transition to secondary school					

THANK YOU FOR YOUR PARTICIPATION

APPENDIX II: INTERVIEW SCHEDULES FOR HEADTEACHERS

1. Do all the pupils in this school join form one after completing secondary school?
Explain your answer.
2. Did you have any difficulties in raising money to buy form one requirements?
3. Are there people or organizations that assist parents in raising funds for form one admission requirements? Explain your answer.
4. Describe how Parental Involvement acts as a strategy for successful completion of primary education.
5. School Learners Mentorship Programs facilitate transition rates, explain your answer.
6. Describe the influence of disciplinary practices for delinquents on transition rates among primary schools
7. Describe how dropout tracing practices influence transition rates

APPENDIX III: RESEARCH PERMIT

 <p>REPUBLIC OF KENYA</p>	 <p>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p>
Ref No: 930440	Date of Issue: 04/November/2024
RESEARCH LICENSE	
	
<p>This is to Certify that Ms.. Catherine Amagove Onacha of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Machakos on the topic: SCHOOL ADMINISTRATIVE STRATEGIES INFLUENCING TRANSITION TO SECONDARY SCHOOLS IN PUBLIC PRIMARY SCHOOLS, MACHAKOS COUNTY KENYA for the period ending : 04/November/2025.</p>	
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