

**FACTORS INFLUENCING THE TRANSITION RATE FROM
PRIMARY TO SECONDARY SCHOOLS IN KENYA: A CASE
OF MTITO ANDEI ZONE.**

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ABSTRACT

This study sought to find out the causes of low transition rate from primary school to secondary schools in MtitoAndei zone, Makueni County. Every child is entitled to free basic education, which is compulsory in accordance to section 28 of the UN convention on the rights of the child section. The background information show that only 47% of Kenyan pupils who completed primary level education are selected for an entry to the secondary level (Republic of Kenya 2003). The purpose of this study was to find out the causes of this high dropout rate and also proposed some remedial measures which can be applied to address this tread. This research was guided by the following objectives: To establish the influence of ability to finance secondary education to the rate of transition from primary education. To determine the extent to which cultural practices influences the rate of transition to secondary education and also investigate the relationship between the availability of vacancies in secondary schools and the rate of transition. The research questions were developed from the research objectives. Some of the limitations of this study was the language barrier between the researcher and the respondents and the limited time for the research. The research used qualitative and quantitative approaches and survey design. In this study the research sample of 10% of the pupils who had done K.C.P.E and did not join secondary schools from the target schools, this constituted 329pupils. The study used systematic sampling where the researcher started from the zone, then to the schools and finally to the streams. The data was presented in descriptive statistics, such as percentages and proportions that was presented in tables and figures. From the findings the researcher recommends that; the government and other relevant stakeholders increase the secondary school infrastructure so that more pupils have access. There need to be more diversification of opportunities for the pupils after their K.C.P.E. Technical education for example needs to be revived as an alternative for the trainees who have a higher interest for skills development and talent development centers need to be built. More enforcement of child protection laws because of the children who have been subjected to cultural practices which hamper their education.