

**INFLUENCE OF SCHOOL MANAGEMENT PRACTICES ON LEARNERS'
TRANSITION RATES IN PUBLIC PRIMARY SCHOOLS IN
TSEIKURU SUB-COUNTY, KITUI COUNTY,
KENYA**

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DECLARATION AND APPROVAL

Declaration by the Student

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

Signature...  ... Date...29/10/2024...

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MED/2021/83761

Approval by the Supervisor

I confirm that the work reported in this research project has been prepared by the candidate under my supervision.

Signature:  Date 29/10/2024

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DEDICATION

I dedicate this work to my husband and children for having stood with me during my studies.



ACKNOWLEDGEMENT

I would like to sincerely appreciate the dedicated support of my supervisor Dr. Ruth Thinguri who led to the success of this study. My earnest appreciation also goes to all my lecturers for all the efforts they put in to ensure that I was properly mentored and guided throughout my study program. I am also very grateful to Mount Kenya University for according me the chance for my academic pursuit. I extend my gratitude to my colleagues, family and friends and all the people who, in one way or the other, made this study a success. I wholeheartedly thank them all for their steadfast support during my studies. Thank you and God bless you.



ABSTRACT

School management practices play a key role in the transition of learners from one grade to another. However, in many public primary schools in Tseikuru Sub-county, transition rates have been low. Thus, the purpose of this study was to investigate the influence of school management practices on transition rates in public primary schools in Tseikuru Sub-county, Kitui County, Kenya. The objectives were; assessing the influence of requisition of teachers, provision of infrastructure, stakeholders' collaboration and provision of support services on transition rates in public primary schools. The study was guided by the school management process theory and the transition theory. The study adopted a mixed methodology and applied concurrent triangulation research design. Target population totaled 13337 respondents comprising 59 headteachers, 546 teachers, 59 Chairs of BoM, 531 parents' representatives, 12140 pupils and 2 Sub-county Directors of Education (TSC & MoE) from which a sample of 506 respondents was obtained using Yamane's Formula. From this sample size, 6 headteachers, 55 teachers, 6 BoM chairs, 53 parents' representatives and 2 SCDEs were sampled using purposive sampling whereas 384 learners were randomly selected. A questionnaire was applied to gather data from teachers whereas interview guides for headteachers, BoM chairs, parents' representatives, pupils and SCDEs. There was also document analysis guide for the researcher. Piloting was conducted among 51 respondents from a sample of public primary schools in Nzanzane Sub-county to test the validity, reliability, credibility and dependability. Validity was established using expert judgement. Reliability was established using test re-test method and a reliability index, $r = 0.725$, was obtained using Cronbach Alpha Method, which indicated high internal reliability. Credibility was ascertained by data triangulation through multiple analyses and dependability through detailed reporting of the data collection process. Data analysis began by identifying common themes. Qualitative data were analyzed thematically based on the objectives and presented in narrative forms. Quantitative data were analyzed using descriptive statistics and inferentially using Pearson's Product Moment Correlation Analysis with the help of Statistical Package for Social Sciences (SPSS Version 25) and presented using tables. The study found that transition rates in many public primary schools in Tseikuru Sub-county has been on a downward trend with cases of dropouts being on the rise. This has been attributed to school management practices namely requisition of low number of teachers, inadequate provision of infrastructure, infrequent stakeholders' collaboration and lack of adequate support from school heads. Thus, the study recommends that the Ministry of Education should continue to recruit teachers in areas where they are most needed, focusing on subjects with high demand and targeting schools with lower performance metrics. Headteachers and the Ministry of Education should ensure that public primary schools have adequate facilities. Headteachers should establish a structured stakeholder engagement framework to create a shared vision for improving pupils' learning outcomes. Headteachers together with stakeholders should continue providing key support such as mentorship, counselling and financial services to learners to enhance their transition from one grade to another.



TABLE OF CONTENT

| | |
|---|-----------|
| DECLARATION AND APPROVAL | ii |
| DEDICATION | iii |
| ACKNOWLEDGEMENT | iv |
| ABSTRACT | v |
| TABLE OF CONTENT | vi |
| LIST OF TABLES | viii |
| LIST OF FIGURES | ix |
| LIST OF ABBREVIATIONS AND ACRONYMS | x |
| CHAPTER ONE: INTRODUCTION | 1 |
| 1.1 Background of the Study..... | 1 |
| 1.2 Statement of the Problem..... | 7 |
| 1.3 Purpose of the Study..... | 8 |
| 1.4 Objectives of the Study..... | 8 |
| 1.5 Research Questions..... | 8 |
| 1.6 Rationale of the Study..... | 9 |
| 1.7 Significance of the Study..... | 9 |
| 1.8 Scope of the Study..... | 10 |
| 1.9 Limitations of the Study..... | 10 |
| 1.10 Delimitations of the Study..... | 11 |
| 1.11 Assumptions of the Study..... | 11 |
| 1.12 Operational Definitions of Key Terms..... | 12 |
| CHAPTER TWO: LITERATURE REVIEW | 13 |
| 2.0 Introduction..... | 13 |
| 2.1 Empirical Literature Review..... | 13 |

| | |
|---|-----------|
| 2.1.1 School Management Practices..... | 13 |
| 2.1.2 Transition Rates..... | 16 |
| 2.1.3 Requisition of Teachers and Transition Rates..... | 19 |
| 2.1.4 Provision of Infrastructure and Transition Rates..... | 22 |
| 2.1.5 Stakeholders' Collaboration and Transition Rates..... | 26 |
| 2.1.6 Support Services and Transition Rates..... | 30 |
| 2.2 Theoretical Framework..... | 34 |
| 2.2.1 School Management Process Theory..... | 34 |
| 2.2.2 Transition Theory..... | 35 |
| 2.3 The Conceptual Framework..... | 37 |
| 2.4 Research Gaps..... | 38 |
| 2.5 Summary of Literature Review..... | 39 |
| CHAPTER THREE: RESEARCH METHODOLOGY AND DESIGN..... | 40 |
| 3.0 Introduction..... | 40 |
| 3.1 Research Methodology..... | 40 |
| 3.2 Research Design..... | 40 |
| 3.3 Location of Study..... | 41 |
| 3.4 Target Population..... | 42 |
| 3.5 Sampling Procedure and Sample Size..... | 42 |
| 3.6 Research Instruments..... | 43 |
| 3.6.1 Questionnaire for Teachers..... | 43 |
| 3.6.2 Interview Guides for Headteachers, Pupils, Parents' Representatives, BoM Chairs and Sub-County Directors of Education..... | 44 |
| 3.6.3 Document Analysis Guide for the Researcher..... | 44 |
| 3.7 Piloting of Research Instruments..... | 44 |

| | |
|---|-----------|
| 3.7.1 Validity..... | 45 |
| 3.7.2 Reliability..... | 45 |
| 3.7.3 Credibility..... | 46 |
| 3.7.4 Dependability..... | 46 |
| 3.8 Data Collection Procedures..... | 46 |
| 3.9 Data Analysis Procedures..... | 47 |
| 3.10 Ethical Considerations..... | 47 |
| CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSIONS..... | 49 |
| 4.0 Introduction..... | 49 |
| 4.1 Response Rate..... | 49 |
| 4.2 Respondents' Demographic Information..... | 50 |
| 4.2.1 Gender of the Respondents..... | 50 |
| 4.2.2 Level of Education of Respondents..... | 51 |
| 4.3 Status of Transition Rates in Public Primary Schools..... | 52 |
| 4.4 Requisition of Teachers and Transition Rates in Public Primary Schools..... | 54 |
| 4.4.1 Inferential Analysis..... | 56 |
| 4.4.2 Thematic Analysis..... | 58 |
| 4.4.3 Triangulation of Research Findings..... | 59 |
| 4.5 Provision of Infrastructure and Transition Rates in Public Primary Schools..... | 59 |
| 4.5.1 Inferential Analysis..... | 62 |
| 4.5.2 Thematic Analysis..... | 63 |
| 4.5.3 Triangulation of Research Findings..... | 65 |
| 4.6 Stakeholders' Collaboration and Transition Rates in Public Primary Schools..... | 65 |
| 4.6.1 Inferential Analysis..... | 68 |
| 4.6.2 Thematic Analysis..... | 70 |

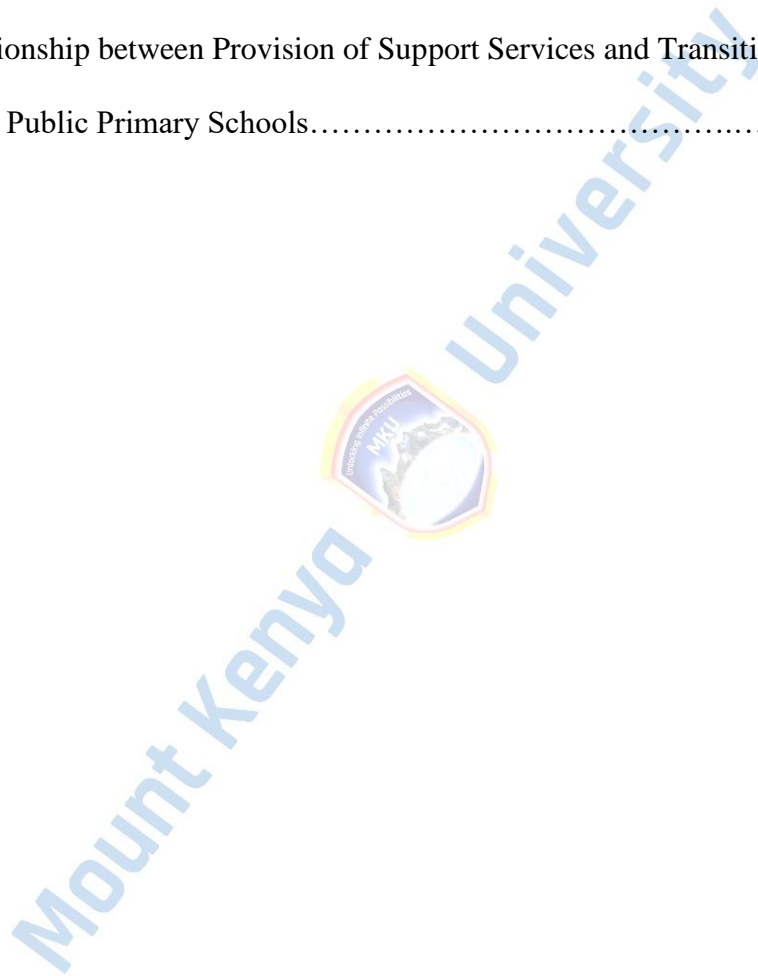
| | |
|---|-----------|
| 4.6.3 Triangulation of Research Findings..... | 71 |
| 4.7 Provision of Support Services and Transition Rates in Public Primary Schools..... | 72 |
| 4.7.1 Inferential Analysis..... | 76 |
| 4.7.2 Thematic Analysis..... | 78 |
| 4.7.3 Triangulation of Research Findings..... | 80 |
| CHAPTER FIVE: SUMMARY, CONCLUSION AND | |
| RECOMMENDATIONS..... | 81 |
| 5.0 Introduction..... | 81 |
| 5.1 Summary of Research Findings..... | 81 |
| 5.1.1 Status of Transition Rates in Public Primary Schools..... | 81 |
| 5.1.2 Requisition of Teachers and Transition Rates in Public Primary Schools..... | 81 |
| 5.1.3 Provision of Infrastructure and Transition Rates in Primary Schools..... | 82 |
| 5.1.4 Stakeholders' Collaboration and Transition Rates in Public Primary Schools..... | 82 |
| 5.1.5 Provision of Support Services and Transition Rates in Public Primary Schools... | 83 |
| 5.2 Conclusions..... | 84 |
| 5.3 Recommendations of the Study..... | 85 |
| 5.3.1 Recommendations for Practice..... | 85 |
| 5.3.2 Recommendations for Policy..... | 86 |
| 5.3.3 Recommendations for Further Research..... | 86 |
| REFERENCES..... | 87 |
| APPENDICES..... | 94 |
| APPENDIX I: LETTER OF INTRODUCTION..... | 94 |
| APPENDIX II: INFORMED CONSENT..... | 95 |
| APPENDIX III: INFORMED CONSENT FOR PARENTS/GUARDIANS FOR | |
| INVOLVEMENT OF MINORS..... | 96 |

| | |
|---|------------|
| APPENDIX IV: QUESTIONNAIRE FOR TEACHERS..... | 97 |
| APPENDIX V: INTERVIEW GUIDE FOR HEADTEACHERS..... | 101 |
| APPENDIX VI: INTERVIEW GUIDE FOR PUPILS, PARENTS’ REPRESENTATIVES AND BoM CHAIRS..... | 103 |
| APPENDIX VII: INTERVIEW GUIDE FOR SUB-COUNTY DIRECTORS OF EDUCATION..... | 105 |
| APPENDIX VIII: DOCUMENT ANALYSIS GUIDE FOR THE RESEARCHER..... | 107 |
| APPENDIX IX: ETHICAL CLEARANCE FROM MOUNT KENYA UNIVERSITY..... | 108 |
| APPENDIX X: INTRODUCTION LETTER FROM THE SCHOOL OF POSTGRADUATE STUDIES OF MOUNT KENYA UNIVERSITY..... | 109 |
| APPENDIX XI: AUTHORIZATION LETTER FROM NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION (NACOSTI)..... | 110 |
| APPENDIX XII: RESEARCH AUTHORIZATION FROM COUNTY DIRECTOR OF EDUCATION, KITUI..... | 111 |
| APPENDIX XIII: RESEARCH AUTHORIZATION FROM TEACHERS SERVICE COMMISSION..... | 112 |
| APPENDIX XIV: THE MAP OF TSEIKURU SUB-COUNTY..... | 113 |

LIST OF TABLES

| | |
|---|----|
| Table 1: Transition data for 8.4.4 and CBC for last six years..... | 7 |
| Table 2: Target Population..... | 42 |
| Table 3: Sample Size Matrix..... | 43 |
| Table 4: Response Rates..... | 49 |
| Table 5: Distribution of Principals and Teachers by Gender..... | 50 |
| Table 6: Respondents' Level of Education..... | 51 |
| Table 7: Status of Transition Rates in Public Primary Schools..... | 53 |
| Table 8: Teachers' Views on the Influence of Requisition of Teachers on Transition Rates in Public Primary Schools..... | 54 |
| Table 9: Number of Learners Per Teacher and the Number of Pupils in Public Primary Schools..... | 56 |
| Table 10: Relationship between Requisition of Teachers and Transition Rates in Public Primary Schools..... | 57 |
| Table 11: Teachers' Views on the Influence of Provision of Infrastructure on Transition Rates in Public Primary Schools..... | 59 |
| Table 12: Levels of Adequacy of Infrastructure and the Number of Pupils in Public Primary Schools..... | 62 |
| Table 13: Relationship between Provision of Infrastructure and Transition Rates in Public Primary Schools..... | 63 |
| Table 14: Teachers' Views on the Influence of Stakeholders' Collaboration on Transition Rates in Public Primary Schools..... | 66 |
| Table 15: How Often Schools Collaborate with Stakeholders and the Number of Pupils in Public Primary Schools..... | 68 |

| | |
|---|----|
| Table 16: Relationship between Stakeholders' Collaboration and Transition Rates in Public Primary Schools..... | 69 |
| Table 17: Teachers' Views on the Influence of Provision of Support Services on Transition Rates in Public Primary Schools..... | 72 |
| Table 18: How Often Schools Provide Financial Support to Learners and the Number of Pupils in Public Primary Schools..... | 76 |
| Table 19: Relationship between Provision of Support Services and Transition Rates in Public Primary Schools..... | 77 |



LIST OF FIGURES

Figure 1: The Conceptual Framework of the Study.....37



LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|-----------------|--|
| BOMs | Board of management |
| CBC | Competency-Based Curriculum |
| CEP | Centre for Economic Performance |
| EFA | Education For All |
| EMIS | Education Management Information System |
| FPE | Free Primary Education |
| GoK | Government of Kenya |
| HIV/AIDS | Human Immunodeficiency Virus (HIV)/ Acquired Immuno Deficiency Syndrome (AIDS) |
| HROs | Human Resource Officers |
| KCPE | Kenya Certificate of Primary Education |
| KISE | Kenya Institute of Special Education |
| MOEST | Ministry of Education, Science and Technology |
| NARC | National Rainbow Coalition |
| NGOs | Non-Governmental Organizations |
| RoK | Republic of Kenya |
| SDGs | Sustainable Development Goals |
| SMC | School Management Committee |
| SNE | Special Needs Education |
| SPSS | Statistical Package for the Social Sciences |
| SSE | Subsidized Secondary Education |
| SSEFs | Subsidized Secondary Education Funds |
| TPD | Teacher Professional Development |
| TSC | Teacher Service Commission |
| UNESCO | United Nations Educational, Scientific, and Cultural Organization |
| UPE | Universal Primary Education |

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The chapter outlines the study background, statement of the problem, research objectives and questions along with rationale, significance, scope and rationale, limitations, delimitations, assumptions of the study as well as operational definition of key terms.

1.1 Background to the study

One of the fundamental principles of the society is academic achievement. Any encounter that shapes a person's character, intellect, or physical capabilities is considered learning. It is the method by which society passes along ideals, information, and abilities from a specific generation to the next. It is the most precious gift society can give its constituents. It promotes advancement of knowledge as well as the struggle against illiteracy, improving citizens' chances for success in life (Fanuel, 2011). A definite correlation exists between the financial, social, and politically motivated well-being of a nation and the caliber of its educational system. Because of the significance that everyone places on instruction, it consequently becomes a national problem. An educational system's output of expertise and abilities have to be of a quality that's pertinent to the demands of both the people and the country.

Amstrong and Allan (2009) suggest that beneficial observed conduct ought to be used to quantify these two aspects. All legal frameworks established and acknowledge the entitlement to knowledge. Ensuring an equal opportunity in terms of learning is a need for all signing parties to the European Convention on Human Rights, as stated in Article 2.

The global agreement on socioeconomic, cultural, and financial freedom of the UN ensures that every other person has an entitlement to learning. Many nations have pledged to establish universal primary edification by the year 2015 as part of the UNESCO-led education for all (EFA) programs, which have rendered elementary instruction mandatory in substantially all of these nations (Karlusky, 2010). Guarantee that every boy and girl complete every phase in elementary instruction is one of the 189 UN Member States' Millennium Development Goals (SDGs) that will help achieve universal primary education (UPE).

To achieve (UPE) and Education for All (EFA) by 2015, the (NARC) administration introduced Free Primary Education (FPE). The (FPE) Task Force was established by the Minister of Education on January 10, 2003. Its primary goal was to help the government create suitable replies for putting FPE into practice and to lay out specific instructions for a seamless and efficient transition. The taskforce was tasked with identifying both immediate and future problems associated with the implementation of FPE, including curriculum reform and other pertinent topics. All Kenyan children have equal access to education thanks to free primary education. On January 6, 2003, the Minister of Education gave it its debut. It was a reaction to the World Conference on Education for All, which stressed the need of providing basic educational opportunities for minority and at-risk students, and took place in Jomtien, Thailand in March of 1990.

A call was made for nations to reexamine the educational opportunities provided to persons with impairments, women's concerns, and other race, societal, and religious groups inside their borders. Additionally, between April 26 and 28, 2000, the World Education Forum was held in Dakar, Senegal. Reviewing the advancements that have been achieved since the United Nations conference on instruction for all in Johannesburg,

reaffirming commitment to the principles of Education for All, and outlining suitable techniques as well as assets to achieve the objectives of the initiative were the objectives of the summit (UNESCO, 2002). The proportion of students who go on to the higher levels of instruction is known as the educational transition rate. It is computed by dividing the proportion of the future year by the total number of students in the senior class during the previous year (Hueblar, 2011). 85% of students who complete the last grade in primary educational institution are able to continue their schooling to high school, according to global data on education transition rates.

West and Central Africa (52%) and Africa (57%) have the lowest rates of school transition. Ninety-eight percent of industrialized nations and ninety-six percent of Eastern European countries have the greatest transition rates, according to the statistics (UNESCO, 2011). Better school administration has been linked to higher academic accomplishment among students in both rich and developing nations, corresponding to the Centre for Economic Performance (CEP) (Lemos, 2014). In fact, it has been discovered that educational leadership techniques have a greater influence on how well students do in school than other criteria including instructor quality, competitiveness, and class size (Lemos, 2014).

According to Liberto, Schivardi and Sulis (2013), there are five main categories under which management techniques are categorized: incentive/people leadership, control, target context, surveillance, and operations. Numerous studies on effective and efficient institutions in addition to educational achievements have confirmed the importance of competent leadership (Salfi, 2011). Around the world, modifications to education have been implemented from time to time, with a focus on the importance of leadership in schools for both improvement and efficacy.

Numerous studies have demonstrated the positive impact that leadership has on students' academic success. The majority of industrialized countries, including those in Europe, Asia, and America, have kept up their significant investments in education since it is essential to progress. Permanent obligatory schooling has been shown to improve secondary-school availability and engagement (United Nations Educational, Scientific, and Cultural Organization, 2009). According to the research, all industrialized nations worldwide have a primary to secondary conversion percentage that is above 90%, with the exception of Bangladesh, India, and Pakistan, which are in South and West Asia and have Net Enrollment Ratios (NER) that fluctuate between 20% through 24% (ADEA 2004).

Africa has difficulties related to a poor primary-to-secondary school graduation rate. This can be ascribed to a number of things, the main one being the school technique's excessive reliance on donor funding programs. Due to African administrations' extreme lack of creative programing and their failure to embark on long-term initiatives in many projects, there is an over-reliance on donor funding, which causes programs to crumble due to delays in funding or withdrawal of the same, depriving students of educational opportunities and frequently preventing them from moving on to further education (Muga, 2011). Sponsoring of education initiatives is a significant problem to African regimes.

The governments run enormous budget deficits that must constantly be filled by donors providing funding for both development and the budget. This means that the burden of paying for education programs—particularly those that go beyond elementary school—falls on families and communities. The challenge places family members in an untenable situation where they must perform a delicate act of compromise to decide whether to

cover the cost of the students' education or meet their basic requirements of survival and sustenance, keeping in mind that the majority of people in Africa make less than \$1 per day (Matayos, 2010). With a 20 percent transition percentage, Tanzania has the lowest rates. This is because some families have no way to cover the cost of the schooling of their children, and girls face greater barriers to higher education than do boys.

The Kenyan government has pledged, following the successful enactment of (FPE), to raise the percentage of students transitioning from elementary to secondary education to 70% by the year 2015. (Republic of Kenya, 2008). Session paper No. 1 of 2005, which outlined government strategy to expand basic education from eight to twelve years, gave rise to (SSE), often known as free day high school tuition. According to Barasa (2007), the goal was to lower parent expenses and make it possible for the majority of elementary school students to go to secondary education. Prior to this, every secondary school student received Ksh. 10, 265; however, Ksh. 12, 870 is now the sum allotted.

Expectedly, FPE and Subsidized Secondary Education (SSE) will cause secondary school enrollment to soar fourfold. Following the implementation of Subsidized Secondary Education Funds (SSEFs), the primary-to-secondary school transition rate in Kenya has grown, according to data from the Ministry of Education Management Information Systems (EMIS) (2009). It was 45.8 percent in 2003 and 59.9 percent in 2008. The rate at which transitions occurred in 2009 is projected to have been 64.1% (M.O.E, 2009). Over 70% of students will move to high school as a result of the introduction of free secondary tuition (FST). This goal hasn't been reached, though. As per the Republic of Kenya (2009), sixty percent of elementary students presently transition to secondary school.

Kenya's vision 2030 and development goals are seriously hampered by the high unemployment rate and inadequate admittance to secondary education. Because of a shortage of schools, merely 25% of Senegalese scholars who finish the first cycle are enrolled in lower secondary edification, according to World Bank data from 2008. As a result, nearly 50% of students who complete primary school are not given the opportunity to enroll in higher educational institutions. Furthermore, secondary educational institutions are dispersed inconsistently, which makes it more challenging for certain communities to attend their secondary schooling. This suggests that the progression rate from elementary to high schools is accelerated in an area where there are greater numbers of secondary educational institutions.

In January 2003, the Kenyan government put FPE into effect promoting elementary school access for all children, regardless of their financial situation, was the major goal of this initiative. The authorities acknowledged instruction as a fundamental right of every child, as stated in the Children's Act of 2001 (RoK 2003a), with the implementation of FPE. Following the effective execution of (FPE), the Kenyan government pledged to raising grade-to-grade transition rates to 70% in elementary schools and to 70% in secondary educational institutions by the year 2015 (Republic of Kenya, 2016).

At the national level, enrollment figures for Kenyan primary school pupils have generally increased over time, as have the kids' academic achievement and rate of graduation. The fact that the nation is still far from its growth goals to evolve into a country with a middle-income bracket, despite these encouraging trends, suggests that the benefits of education have not yet been felt. In light of this, the government initiated the 100% Transition Policy in 2018 through a collaborative effort including all relevant parties in education, including the state and local security agencies, the administration, and parents (Nyumba Kumi). The

school's leadership teams were anticipated to modify their procedures in accordance with the 100% transition policy in order to improve grade-to-grade transition in all primary schools, as a result of the government's request for a 100% transition in primary educational institutions and from primary to secondary institutions. To guarantee that students in their catchment educational institutions are transported to higher education, it is unclear if school leadership teams have updated and modified their approaches regarding the teacher-to-student ratio, infrastructure, partnership among stakeholders, and school support systems. It is also unclear how these measures have affected the transition rates in Tseikuru Sub County's primary schools as Table 1 below shows difficulties in reaching 100% transition rates.

Table 1: Transition data for 8.4.4 and CBC for last six years

| Year | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| STD | 4 | 5 | 6 | 7 | 8 | F1/ |
| No. of learners in 8.4.4. System | 1860 | 1892 | 1856 | 1728 | 1336 | 1162 |
| Grade | 2 | 3 | 4 | 5 | 6 | 7 |
| No. of learners in CBC system | 1457 | 1575 | 1494 | 1403 | 1377 | 1206 |

Tseikuru Sub-County Education Office (2023)

This has made it necessary to analyze how school management practices affect learners' transition rates in public primary schools that in Tseikuru Sub-county.

1.2 Statement of the problem

The persistent challenge of low transition rates from primary to secondary education in Kenya's marginalized regions presents a significant concern, particularly in Tseikuru Sub-County, Kitui County. Despite the Kenyan government's implementation of various educational reforms, including the Competency-Based Curriculum (CBC) and the 100% transition policy, a stark disparity exists between national and local transition rates (Ministry of Education [MOE], 2023). While the national average stands at 85.4%, Tseikuru Sub-County consistently records significantly lower rates, averaging between 65-70% over the past five years, with some schools reporting rates as low as 58.3% (Kitui

County Education Office, 2023). More concerning is that only 42.7% of girls and 47.8% of boys from the sub-county successfully transition to secondary education, compared to the national gender parity figures of 83.2% and 87.6% respectively (Kenya National Bureau of Statistics [KNBS], 2024).

The complexity of this educational challenge is manifested through various interrelated factors, including school leadership quality, resource management, and stakeholder engagement. Recent research by Kamau et al. (2023) shows that schools with effective management practices achieve transition rates 23.5% higher than poorly managed schools. Additionally, Oduor and Mutinda (2024) demonstrate that institutions with robust stakeholder engagement record 31.2% better retention rates. However, the Ministry of Education's Quality Assurance Report (2023) reveals that only 35.8% of schools in Tseikuru Sub-County meet the national quality standards, compared to the national average of 72.3%. Studies by Mutiso et al. (2024) indicate that schools utilizing structured resource management systems show a 27.9% improvement in overall academic performance, yet only 28.4% of schools in the sub-county have implemented such systems (County Education Task Force, 2023).

The implications of low transition rates extend beyond educational outcomes, directly impacting economic opportunities and community development. The World Bank Education Report (2024) indicates that regions with transition rates below 70% experience a 45.6% reduction in youth employment opportunities and a 38.2% decrease in average household income. Studies by the Kenya Institute for Public Policy Research and Analysis [KIPPRA] (2023) reveal that affected regions face a 52.7% higher rate of youth unemployment and a 33.5% lower community development index. Despite extensive literature on general school management practices in Kenya (Kimani et al., 2023; Otieno, 2024), there remains a significant knowledge gap regarding how these

practices specifically influence transition rates in marginalized areas like Tseikuru Sub-County, where 64.8% of schools report inadequate management systems. Therefore, this study aims to examine the critical relationship between school management practices and learners' transition rates in public primary schools within Tseikuru Sub-County.

1.3 Purpose of the Study

The purpose of this research was to analyze the influence of school management practices on transition rates in public primary schools in Tseikuru Sub-county, Kitui County, Kenya.

1.4 Objectives of the Study

The study was based on the following objectives:

- i. To determine the influence of recruitment practices on transition rates in public primary schools in Tseikuru Sub-county
- ii. To examine the influence of provision of infrastructure practices on transition rates in public primary schools in Tseikuru Sub-county
- iii. To ascertain the influence of stakeholders' collaboration practices on transition rates in public primary schools in Tseikuru Sub-county
- iv. To assess the influence of provision support service on transition rates in public primary schools in Tseikuru Sub-county

1.5 Research Questions

The study was guided by the following research questions:

- i. What is the influence of recruitment practices on transition rates in public primary schools in Tseikuru Sub-county?
- ii. How does provision of infrastructure practices influence on rates of transition in public primary schools in Tseikuru Sub-county?

- iii. To what extent does stakeholders' collaboration practices influence on transition rates in public primary schools in Tseikuru Sub-county?
- iv. How does provision of support services influence on transition rates in public primary schools in Tseikuru Sub-county?

1.6 Rationale of the Study

The effect of school management practices on rate of transition is a legitimate and essential field for research because it may address knowledge gaps found in the problem statement, policy gaps, research problem resolution, approaches for conducting research and monitoring how school leadership initiatives affect transition rates. Given the 100% transition policy requirements, the analysis is necessary to identify any policy gaps. The aim of this research was to ascertain the transition techniques used in public primary schools in Tseikuru Sub-county. The results of this investigation may contribute to the body of information about transition rates and school management practices.

By employing a combination of mixed methods and in tandem triangulation model with descriptive research and correlational designs, this investigation aimed to raise the interests of stakeholders' awareness of the issues surrounding learners change and a sense of connection. This enabled the investigator to go after a more comprehensive understanding of their environment. The research is similarly important because it may contribute to the theoretical framework which appreciates the school management process theory, which guided the study. Transition theory also guided the study.

1.7 Significance of the Study

The findings from this investigation could give decision-makers in the field of education new perspectives on important variables to take into account when developing policies aimed at boosting the nation's primary to secondary school transition rates. Teachers,

parents and other shareholders may learn more about their involvement in improving the learners' transition rates from this study.

The study's results are also expected to help the government decide what steps to take to ensure that the county's student transition rates are as high as possible. The findings of the investigation could be helpful to head educators in figuring out how to include all relevant parties in resolving grade-to-grade non-transition difficulties. The study's conclusions may help school head teachers by providing them with information on how to handle problems that interfere with transition. The Kitui County Government might utilize the ideas to inform its future planning, taking the transition agenda into account while creating plans for basic education. Finally, by identifying gaps in the dynamics impacting the rates for transition in public primary schools in Tseikuru Sub-county, the study may help individual investigators in educational administration and leadership to undertake further investigation in those areas.

1.8 Scope of the study

The study focused on examining how learners' transition rates in public primary schools in Tseikuru Sub-county are affected by school management practices. The requisition of teachers, provision of infrastructure, participation of stakeholders and provision of support services and their impact on transition rates were the focus of this study. The headteachers, pupils, teachers, parents' representatives, school BoMs, sub-county directors of education were involved in the study. The study adopted mixed methodology and thus, applied concurrent triangulation research design. The study was conducted between July and September 2024.

1.9 Limitation of the Study

Given that this is a sensitive topic in Kenya, the participants were hesitant to provide information on the 100% transition policy and rates out of concern for being victimized. They were assured from the researcher that their identities would not be mentioned elsewhere in the results. For those being interviewed, the study used fictitious names. The investigation was restricted to the following: bias may result from the investigator's absence of control over the respondents' attitudes while they answer the questionnaires. Participants were assured from the investigator on the privacy of their personal information.

1.10 Delimitations of the study

The study was guided by the following delimitations:

- i. The investigation only included public primary schools in Tseikuru Sub County.
- ii. Only headteachers, teachers, pupils, school BoMs and sub-county directors of education were involved in the study.
- iii. Only the school management practices that affect transition rates in public primary schools that in Tseikuru Sub-county were the focus of this study.
- iv. Document analysis guide, interviews and questionnaires were used as data collection instruments.

1.11 Assumptions of the Study

The research assumed:

- i. That every headteacher has adopted school management practices to achieve the transition rates criteria of the 100 percent transition policy and the FPE.
- ii. That requisition of teachers, provision of infrastructure, stakeholders' collaboration as well as provision of support services play a significant part in forming the policy for the 100 percent transition.

- iii. That the study is adequately supported by reliable secondary data that the sub-county education office has on hand.
- iv. That participants provided accurate information to enable the researcher to make the right deductions on the issue of transition rates.



1.12 Operational Definitions of Key Terms

Provision of Infrastructure: the act of ensuring that facilities such as classrooms, scientific labs, open fields and hallways for games, equipment for the games, dorms, restrooms and other areas are available in public primary schools.

Provision of Support Services: refers to activities undertaken by headteachers to create conducive learning environment which enhance learner transition in public primary schools.

Requisition of Teachers: refers to ensuring that right number of teachers are available in public primary schools.

School Management Practices: are a set of activities undertaken by school heads to run a school in conformity with the planned guidelines regarding education to enhance learners transition from one grade to another.

Stakeholders' Collaboration Practices: refer to activities undertaken by headteachers to ensure that key stakeholders are involved in school operations to improved learner transition rates in public primary schools.

Transition Rates: refers to movement from one grade to another by learners in public primary schools.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter highlights the literature of the previous studies related to this study. The study provides a variety of views from different studies related to the issues being investigated. The review is based on the concept of school management practices, transition rates and the influence of requisition of teachers, provision of infrastructure, stakeholders' collaboration and provision of support services on transition rates. It also provides theoretical and conceptual frameworks and a summary of the literature review citing research gaps identified.

2.1 Empirical Literature Review

Empirical literature is reviewed based on concept of school management practices, transition rates and the influence of requisition of teachers, provision of infrastructure, stakeholders' collaboration and provision of support services on transition rates.

2.1.1 School Management Practices

Better school administration has been linked to higher academic accomplishment among students in both rich and developing nations, according to the (CEP) (Lemos, 2014). In fact, it has been discovered that school management techniques have a greater influence on students' academic outcomes than other criteria including instructor quality, competitiveness, and class size (Lemos, 2014). Numerous studies on effective and efficient institutions in addition to student educational achievements have confirmed the importance of competent leadership (Salfi, 2011). Globally, educational changes have been implemented from time to time, with a focus on the importance of leadership within schools for both improvement and efficacy. Extensive studies have demonstrated the positive impact of leadership on students' academic achievement (Leithwood, Seashore,

Anderson & Wahlstrom, 2004). It is argued that good leaders have a significant yet incidental bearing on both the academic performance of their pupils and the overall effectiveness of their schools. Distributed leadership is becoming more common among educators nowadays, replacing the heroic leadership style that is deemed outdated (Spillane, 2006). For example, distributed leadership in Washington, D.C. has been proven to have significant statistical implications, especially in the area of mathematics (Monique, 2009). Almost 90% of applicants for the 2017 KCSE in Kenya received a grade C or worse in mathematics, making it one of the least successful courses (Otieno, 2017).

Human resource management is the focus of management of personnel, which includes hiring and keeping the finest instructors, disciplining underperforming educators, and rewarding and promoting staff members (Liberto et al., 2013). It seems sense to utilize student accomplishment statistics (Heck, 2009) as the benchmark for evaluating teacher effectiveness and school administration. Celebrations and awards are frequently witnessed between instructors and school administration at schools that are highly ranked based on exam classification.

In Chile, for example, the National Performance Evaluation System of Subsidized Schools rewards tutors collectively who work in high-performing schools (OECD, 2017). This falls under the important category of people and the management of incentives. Consequences for low achievement are also necessary because, while individuals achieving higher standards should be recognized and rewarded, school administrators and instructors must also accept some of the responsibility when students do badly. School principals being the principal managers in educational institutions are considered as playing a central role in educational achievement while the teachers translate policy into

action. The foregoing discussion imputes that ineffective teachers and school management would have the students whose academic progress is inadequate (Musah et. a., 2023). The pattern of low performance would run across regardless of every pupil's chances for academic performance. The fact that the students achieve better in KCPE perhaps would mean that their background may not be significant leaving emphasis to be laid on school management in secondary schools. It is in contradiction of this argument that the study sought to find out the influence that school managerial practices has on the academic performance of students. Specifically, the practices are studied are leadership, monitoring, target setting and personnel management (Nzoka & Orodho, 2014).

Given the endeavor to implement managerialist models of school administration, which cover curriculum, budget organization, and human resource management, education has been the focus of a lot of interest in management (Passador & Salvetti, 2013). Education researchers were motivated by corporate effectiveness and productivity standards, which resulted in the introduction of a fresh initiative of education management as a result of changes in the process of learning, particularly at the start of the 20th century (Drabach & Mousquer, 2009). There are currently conflicts in the fields of management and education, however, regarding the degree to which educational administration can and/or ought to resemble business administration and the question of whether socially conscious benefits or pro-neoliberal worldviews should direct government initiatives regarding education (Krawczyk, 2014; Passador & Salvetti, 2013).

Numerous scholars have studied various facets of school administration. Themes like democratic school administration, teaching quality and procedures, and generally tools of management are prevalent in Brazil (Oliveira & Vasques-Meneses, 2018).

A few key topics were noted by Hallinger and Kovačević (2019), including educational achievement and efficiency, management's impact on effectiveness of educators and pupil achievement, and lastly, cultural shifts in education. Nevertheless, both maintain a conventional concentration (Souza, 2017) regarding the manner in which a school's administration should be directed more toward assessing its present condition. Some researchers draw attention to the prevalence of binary thinking about educational institutions management (Abdian, Nascimento, & Silva, 2016), It maintains that the governing bodies of institutions should prioritize either the institution's educational nature or its effectiveness. According to Russo (2014), despite a paradigm shift in the literature, the bureaucratic model still predominates in the real-world of school administration.

2.1.2 Transition Rates

According to Acheampong (2012), the transition rate is regarded as a reliable measure of how education has developed in balance or not between two levels. According to Weya (2010), enrollment in secondary school serves as a gauge for the transition from elementary to secondary education. He went on to say that there is a clear relationship between family earnings and the percentage of students who transition from elementary to secondary education. Only 48% of Kenya's 99% of students who attended elementary school were able to finish their education, and very few of them enrolled in secondary school, according to UNESCO (2006).

The aggregate number of students who successfully completed the eight years of schooling necessary to enter secondary school, divided by the quantity of pupils enrolled in elementary school final test, is known as the transition rate (Babalola 2013). Examined studies unequivocally demonstrate that a number of factors influence Kenya's primary to secondary education transition rate. These variables include sufficient funding, the

educational attainment of parents, the degree of awareness among parents and pupils, the gender gap, and the standard of school infrastructure. According to the findings of these research, the key factors influencing the pace of transition from elementary to secondary institute are finance and awareness levels. The majority of the examined studies used an exploratory methodology, gathering and evaluating data using SPSS for both quantitative and qualitative purposes. Additionally, primary as well as secondary information were employed in the investigations. To support the key information, time-series records were gathered from both primary and secondary educational institutions.

Using DHS data sets from 17 countries, Lloyd et al. (2016) and Ainsworth et al. (2016) examined the impact of correlations amongst school attendance and transitions depending on a child's orphan status throughout Sub-Saharan Africa. The study found that a child's school enrollment and transition are greatly impacted when both parents pass away. Rutstein et al.'s (2003) analysis of the same factors in West and East Africa supported the results; however, the influence was greater in West Africa. Insufficient funding, family connectivity and the makeup of households, the relevance and efficacy of education, and the distributional characteristics of secondary schools were found to be the main causes of the low transition rate, according to a study by K'oliech and Otieno (2017) that examined secondary school enrollment rates in Africa.

The data gathered from primary sources was analyzed by the research using descriptive statistics. The study discovered that the direct transition rate from elementary to secondary education is significantly hampered by funding. According to Lewin and Caillods (2019), who looked into the variables impacting the elementary-secondary institution transitional rate, in 1995 alone, the participation percentage was low for both the lowest level of schooling (65%) and the secondary level (6%). Low primary

participation rates, which are essentially caused by low primary school enrolment rates, are mentioned in relation to the high percentage of applicants who are unable to meet the prerequisites for moving on to secondary school. The percentages of students who dropped out of school and those who repeated were around 15-20% and 18%, accordingly, throughout the time Lewin and Caillods (2019) observed. Given that secondary educational institutions in Africa get between 15 and 20 percent of state financing, Hardjono (2014) found that paying for high school education is a significant burden for both the state and the household. Even with extended families helping to cover secondary school expenses, it's still a heavy load.

Kenyan households are still required to pay 60% of their children's total educational expenditures, even though the country subsidizes the cost of elementary and university education (UIS, 2015). As a result, this expense presents a significant barrier to secondary school entrance for youngsters from households with modest incomes, who make up the majority of students in Sub-Saharan Africa, once their elementary school education is completed. Based on empirical literature, a child's eligibility for secondary school is also determined by the age group makeup of their family, which decreases as the number of children in the same age group increases. The study's factors included the educational attainment of parents, the parental status of pupils, and the principal's level of knowledge of the financing for bursaries.

According to the study, transition rates from elementary to secondary schools in Kenya are facilitated when students are aware of bursary financing. To gather information from school administrators and students, the study used structured questionnaires with questions that were open-ended as well as closed-ended and a descriptive survey methodology. The reasons for Indonesia's minimum high school enrollment requirement

were examined by Suryadarma et al. (2016). This is true even though elementary school enrollment is nearly universal. The study discovered that a major issue impeding the direct transition is attrition during the transition between both primary and secondary school levels for pupils. The author used a longitudinal dataset from a home survey to look at the sources of attrition.

First, he discovered that a major contributing factor to the low school admittance rate is the welfare level of households. The study identified the contributing reasons behind low elementary school recruitment using a survey. The investigation's factors included the youngster's gender, consumer spending levels, the father level of education, and their own intrinsic skills. The study discovered that the transition rate from elementary to high school is significantly influenced by the educational background of the father.

2.1.3 Requisition of Teachers and Transition Rates

According to Sangeetha (2010), staffing is a key factor in how a company views the management of human resources needed to maintain a competitive edge over rivals. Staffing procedures, thus, include hiring, promoting and transitioning personnel. The hiring procedure entails sourcing, advertising, interviewing potential employees, choosing, and stationing the hired personnel. The primary goal of recruiting is to draw in a sufficient number of long-term candidates for open positions inside an organization (Nyambu, 2017). In their study on the recruitment and hiring procedure, Mutembei and Tirimba (2014) discovered a strong correlation between worker performance and strategic recruiting and selection. How important are personnel methods to performance, then the government of England is concentrating on hiring and choosing teachers in order to fill the void and raise student achievement, but budgetary constraints have a big impact on these efforts. According to 2013 research by Waiganjo, Mukulu and Kahiri, Kenyan

workplace turnover was decreased and school performance was positively impacted by selective staffing. Different research conducted by Makau (2018) discovered a positive rapport between the accomplishments of educators and the recruiting and selection process in Machakos County's secondary schools. It is critical that promotions are impartial, merit-based, and free of favoritism (Keshav, 2013). In accordance with Karachiwall (2010), the sole way to advance in a teaching career in Finland is to apply for the position of school principal.

Promotion is done on a flat cadre basis. When evaluating teaching and learning activities for promotion, the majority of higher education institutions in England have well-defined criteria, according to a study conducted there. According to a seven-year study conducted in the USA with 25,000 elementary school teachers, teachers who were demoted were less successful instructors in the classroom, while those who received promotion and given organizational management duties were more effective at providing services than the average teacher (Chingos & West, 2010). Advancement of teachers in Kenya is contingent upon the availability of funded positions, the fulfillment of minimal requirements for each grade, and the successful completion of self-sponsored Teacher Professional Development (TPD) Modules at both the elementary and secondary levels of education (TSC, 2018).

It makes sense to voice concerns about the expense, intricacy, and job group stagnation experienced by instructors in TPD courses. An instructional transition occurs when a teacher is sent to a different school, district, or province. The workload of the remaining employees is increased by teacher transitions since replacements may not be available right once. This lowers the standard of instruction and occasionally leads to student complaints to management (Mageto, 2014). In the USA, efforts to improve school

security and management as well as the payment of retention bonuses to trainers who successfully finish a term of service in an environment that staff members have identified as challenging have reduced the number of requests for trainer transitions (Ingersoll, 2001). A policy in Ghana that mandated freshly qualified teachers be posted in pairs seemed to be effective since the instructors benefited from the pre-existing friendships, especially in areas that were antagonistic (Amoako, 2011).

According to data from Malawi's education management information system (EMIS), requests for transitions by teachers are correlated with a location's shortage of housing. To reduce teacher turnover in publicly funded educational institutions, Kenya prohibits newly hired educators from leaving their positions before the conclusion of five years (TSC Act, 2012). Wamulla (2013) states that when teachers leave a school without being replaced, there is a serious staffing shortage. As a result, some courses go unattended, and occasionally current instructors have to take on more work to cover for absentee instructors.

Instructors' practices are often represented by a number of elements, such as the class size (the number of students the teacher teaches), age, the quality of education the students receive from the instructor, and the instructor's absenteeism from the classroom. As previously said, a number of factors influence how much a teacher practices. Koustelios (2018) posits that instructors' practices are attitudinal factors that shape their ability to impart information to students, which in turn might reflect positive or poor student performance (Kuruscka, 2013). Although the link between instructors' practices and students' performance is still unknown, Shart (1994) found a correlation between the behaviors of educators and students' self-esteem. "Teachers with strong positive attitudes about teaching produces pupils whose self-esteem is high. Pupils seem to recognize the

effectiveness of teachers who are satisfied with their teaching performance”. According to Maslow (1943), this remark is made because instructors act as role models for their students, in addition to being educators. The benefits of a teacher's practices are evident for students as well as teachers. Teachers gain confidence and exert all of their effort when imparting knowledge to students, and students gain from the teacher's high-quality knowledge, which in turn results in excellent grades.

The Instructor Experience sampling technique is designed to identify the instructors whose practices and associated activities result in the students' best achievement on the KCPE test. Researchers have looked for more equitable methods of assessing teachers' quality practices because academic achievement of students is not the sole indicator of their quality practices. The assessment of teachers' quality practices has been conducted by peers, administrators, instructors themselves, and other relevant parties. Education academics are quite concerned about students' ability to assess the caliber of their instructors' practices. Nonetheless, research has demonstrated that student evaluations are useful markers of instructors' high-quality methods (Bennell, 2013). Although research findings have been found to support students' ratings of their instructors' quality practices, (Sutton, 2014) cautioned that student ratings should never serve as the only indicator of a teacher's quality practices; rather, they should be one component of a holistic assessment system.

2.1.4 Provision of Infrastructure and Transition Rates

All of the observable, concrete structures that make up a school's physical infrastructure are an element of the educational atmosphere.

According to Chewen et al. (2020), these facilities include of structures like classrooms, gardens, furniture, and equipment in addition to the tools required to transition information to the students. In an ideal world, schools would be located in an area with lots of open space, trees to shade them, and a good distance from distracting noise sources, especially towns and pollution. A school needs ample room, good lighting, cozy seating, a library, a playground, classrooms, and restrooms in order for learning to occur. In their study, Peterson and Skiba (2011) found that the physical environment of a school, which includes all of its amenities, has an impact on instructors' and students' overall perceptions of it. These emotions are useful in expressing how satisfied each person is with their education.

Thus, the environment of the school has the power to encourage or hinder students' social, moral, and psychological growth. UNESCO said in 2003 that because there are a lot of youngsters in every class, teachers in France, Norway, and Brazil were unable to provide each student with the individualized attention they needed, leaving the children bored. Students' enthusiasm in class activities therefore declined. The state of affairs was as dire in Algeria, Sudan, and Nigeria, where the government's introduction of free and mandatory basic education resulted in secondary-level classrooms with an average of 50 students.

A spike in failure in academia as indicated by the large number learners restarting classes and the rise in learner school dropouts were among the consequences of such an increment, as were a decline in teaching standards and a decrease in students and educators' relations. Research by Wang, Selman, Dishion and Stormshak looked at how Chinese pupils perceived the physical environment of their schools and behavioral issues (Wang et al. 2010).

The aim of the investigation was to define the connections between student-teacher interactions, peer relationships, discipline and order, and academic attention. Consequently, the investigation's initial goal was to determine whether sixth-grade children who had a more favorable opinion of the school's physical environment were less likely to engage in problem behavior in the seventh and eighth grades. Secondly, the study aimed to determine if sixth-graders who exhibited more positive view were less likely to participate in problem behavior in the seventh and eighth grades. Lastly, it looked at whether or not scholars' sex influenced the relationship between their current judgments of the physical environment of school and their subsequent problem behavior (Wang et al. 2010).

The approach that was used in the investigation was a longitudinal survey. The research included 677 students as a sample. As a tool for compiling data, a social skills evaluation system was used with students' self-reported behavioral records. Additionally, instructors received a reporting sheet, and at the end, the conclusions from the students and teachers were compared. According to Wang et al. (2010), the results from the students' self-reporting proved to be quite accurate. According to the study, sixth-grade children who thought the school had a more favorable physical view were less likely to engage in negative behaviors in the seventh and eighth grades.

Furthermore, Wang et al. (2010) found a stronger connection concerning discipline and order, as well as favorable student-teacher connections, and a lower likelihood of problem behavior in young people. No statistically significant relationship was found regarding gender and the physical outlook of the educational institution. The study's conclusion was that it was critical to maintain a good school climate since teenagers' attitudes about education and physical perspective were significant predictors of problem behavior. It

was noted that in order to decrease problem behaviors, schools with limited resources had to prioritize school rules, order, and student-teacher connections. At the University of Houston, Branham conducted research on the impact of subpar school amenities on enrollment rates (Branham 2014). The results showed that if a school sustains damage and is not rebuilt, the ensuing instability will foster an atmosphere that tends to stifle social harmony and the learning process. Additionally, students in such an atmosphere were likely to stay at home, place little value on education, and perform poorly academically because they felt that they were not unique from other people, that school was unimportant, and that no one truly cared about them or their destiny.

Zander 2015) carried out research to investigate the connections between students' performance and the outside conditions of the educational facility in Chicago. This was done out of concern since it was well known that a school's surroundings play a significant role in its performance and can predict a range of student outcomes. On the other hand, there were several discussions taking place over whether the interiors and exteriors of schools should be considered and studied at the individual or school level. The research investigation looked at the connection between ninth-grade students' behavioral and educational achievement students' schools and their perceptions of the physical environment using Hierarchical Linear Modelling (Zander 2015).

Differentiating between the impacts at the school and student levels was made easier with the use of multi-level techniques. Overall, the results indicated that children were impacted both individually and collectively by the material surroundings of the school. The investigation also showed that the majority of the differences in test results related to the surroundings of schools occurred within those institutions.

Furthermore, individual student views of the physical school environment—that is, students' opinions of school safety and teacher prospects in particular—were substantially correlated with better student results than were collective categorizations. The present study concentrated on the relationship between school physical infrastructure and indiscipline, whereas the previous study gave greater consideration to the impact of the physical environment on the educational achievement of students.

2.1.5 Stakeholders' Collaboration and Transition Rates

The organization in question is intended as the hub of a complex system that exchanges services, knowledge, power, and other resources among its network of stakeholders. Effective stakeholder engagement promotes the deliberate formation of partnerships and collaborative issue resolution, both of which lead to increased support for choices. Notwithstanding, the objectives of the stakeholders may clash, posing a risk to commercial establishments. Simultaneously, stakeholder disagreements, when handled skillfully, may serve as a catalyst for improved stakeholder collaboration and engagement. Fulfilling the needs of stakeholders is an inevitable aspect of conducting business for organizations.

An institution's strategy seeks to identify the fundamental ultimate goals and purposes of the business, establish appropriate courses of action, and allocate finances required to achieve those goals. Including stakeholders means coordinating staff and assets to assist in their joint endeavors. According to Barrett (2007), this will enable them to fulfill the project's defined objectives and plans and arrive at the anticipated result. Everyone with an interest in instruction, including financing organizations, needs to be committed to the process of putting the intervention project into action if they are to see good outcomes.

Any program's ability to perform depends on the commitment of stakeholder engagement; if this commitment is lacking, the project will fail. Projects consist of well-defined goals that must be accomplished by a specific deadline. In the words of Ika (2012), they ought to remain within budget, quality, and safety; nevertheless, despite all of these demands, stakeholder involvement is ad hoc in many institutions and organizations. Failures in several areas of considerable concern can be attributed to the fact that many institutions and organizations do not adhere to the issue of involving all stakeholders. Program performance is impacted when adequate and timely financing is not provided.

The success of an educational program focused on reading and numeracy is totally dependent on the participation of stakeholders, particularly teachers who are the program's primary implementers. Low performance in the learning process occurs if they are not completely involved in all of the program's activities. According to a countrywide study, the majority of third-graders were unable to deduce meaning from a brief text (Wasanga, Ogle, & Wambua, 2010). A similar examination revealed that although students may have access to schools, not much learning was occurring (Piper & Mugenda, 2012). Globally, the participation of stakeholders with regard to learning has been a feature of educational systems for a considerable amount of time.

The success of which involves stakeholders in education has been shown by the accomplishment of the intended goals and results achieved by institutions in Australia, the US, Indonesia, New Zealand, England and Wales, Thailand, among other nations. This has emphasized the need of empowering important school community members to actively engage in schools' ongoing efforts to enhance instruction and help students achieve better learning outcomes (Abulencia, 2013).

The involvement of interested parties within educational institutions and the ability of administrators to sway such individuals might affect the results of academic success. A high level of performance might also be contingent upon their capacity to make use of both people and material resources. Nonetheless, it has been noted that despite government efforts to offer funding through Free Elementary Education (FPE), performance in public elementary schools is declining. This can be the consequence of certain stakeholders' lack of involvement (Gichohi, 2015). The lack of funding from the Ministry of Education, Science, and Technology to provide instructional materials has raised expectations for stakeholder contributions to the acquisition of instructional materials.

Resources for teaching and learning are crucial to the delivery of high-quality education at all educational levels around the globe. These materials are equally necessary for teachers and students to meet the learning objectives. In other words, they improve the processes of teaching and learning. Textbooks, computers, lab apparatus, writing supplies, photocopying paper, teaching materials, and practice books are some examples of these resources. Because a democratic leader employs collaborative management by including everyone with an interest in the school administration, excellent leadership is essential to providing high-quality education (Gichohi, 2015).

All parties concerned feel inspired and integrated into the system when they participate in decision-making. This encourages them to put in a lot of effort to meet the school's aims and objectives (Ahawo & Simatwa, 2015). Mugenyi (2015) states that a number of enabling policies, including planning for school improvements (SIP), wise school money distribution, and procurement procedures, may be developed with the participation of stakeholders.

While students never participate in enhancement planning, administrators at the SMC, teachers, school inspectors, and members of the community are constantly involved to varied degrees. The learner is the focal point of engagement with all of them. The school administration committee (SMC), instructors, school inspectors, students, and the surrounding community are among those considered to be stakeholders. In the local area, it has been noted that even while schools are making every effort to establish connections with various stakeholders, schools have reported diminishing outcomes for certain school-initiated initiatives, such as acquiring instructional materials.

Schools have created procedures to improve the acquisition of these instructional materials, and the participation of stakeholders may guarantee the procurement process' efficacy. Therefore, the purpose of this study is to ascertain how stakeholder participation strategies affect the efficiency of preschool teaching and learning resource purchase (Mugenyi, 2015). In Cambodia, educational institutions are grouped into clusters, which are groups of six to nine secondary educational institutions for the purpose of administration. The goal of the cluster school committee is for educational institutions to profit from the resources that are accessible such as instructional resources, facilities, and staff.

Parents and teachers also contribute to school construction and renovation. The Parents Teachers Association is essential in ensuring that children continue to attend in educational institutions and in monitors them to ensure that they do not drop out. They choose whether to build the schools with hired assistance or using community skills and labs. Regardless of the decision, they manage building and upkeep. Citizens give around 15% of the overall construction, excluding land (Dykstra & Kucita, 2013). Furthermore, in order to better the community, the ministry of education in Ghana has enthusiastically

included the community in the development of educational facilities at public secondary institutes. A matching funding program has been established by the government for towns prepared to take on school construction initiatives. After that, an estimate of the cost is made based on the project. The villages that finished building their foundations first receive a two-thirds matching subsidy from the government. The community now has ownership of the initiative (World Bank, 2004). Inadequate facilities and resources, together with a sharp increase in secondary and elementary school enrollment in Kenya in recent years, have made school project management considerably more difficult than it was a few years ago.

To accomplish efficient and effective administration, there must be involvement from both inside and outside the institution. They consist of community members, parents, employees, and students. For these stakeholders to continue to support the work that the school heads are doing, they need to be integrated into the procedures associated with project leadership and decision-making (Wamunyu, 2010).

2.1.6 Provision of Support Services and Transition Rates

Across the globe, two essential components of educating students with special needs are government funding and teacher preparation. Government assistance can come in many different ways, including financing for special education services and programs, laws defending the rights of children with disabilities, and guidelines ensuring inclusiveness and accessibility in schools. In order to guarantee that every student has admittance to the education they require and deserve, this support is essential. Another essential component of helping students with exceptional needs is teacher training. Specialized knowledge and skills are necessary for teachers working with kids with disabilities to properly meet their particular requirements.

In the words of Carrol et al. (2017), the fact that 10% of secondary school students and 12% of primary school students get special education support informs British policy for special needs education. Germany, in contrast to Britain, has an educational system that supports unique special needs education and is determined by the determination that a student has one or more disabilities. In typical educational settings, there are designated classrooms in the US for students with special needs (Powell, 2015). These studies highlight how crucial it is for SNE to have clear government policies and support systems.

In the words of Kauffman et al. (2014), the elimination of social assistance programs was posing a challenge for the government's funding of special needs schooling. Lower financing resulted from this, which impacted education's inclusivity. In their Spanish-based study, Chiner and Cardona (2013) contend that one major issue that was negatively impacted by the government's provision of educational resources in Spain for pupils with particular requirements was a limited engagement. In their Japan-based study, Yamamoto and Moriwaki (2019) highlight the significance of appropriate government assistance. They discovered that even with medical treatments, special needs students were easier to get in touch with while they were in school, which enhanced their school-based experiences. Based on research conducted in South Africa, Dalton, Mckenzie and Kahonde (2012) emphasized the necessity of well-organized régime assistance in favor of equitable education effectiveness.

The study concluded that in order for government initiatives to be effective, they must be firmly based in regulations about financing, teacher preparation, and material supply. The necessity of government assistance in guaranteeing adherence to regulations for special needs facilities, such as access to buildings, walkways, and restrooms in inclusive education settings, was also mentioned by Vincent and Chiwandire (2017) in another

research conducted in South Africa. Opuko et al. (2021) found that in Ghana, teacher preparation was a significant predictor of improved relationships and increased self-assurance while instructing students with unique requirements. Cheelo (2016) noted a number of obstacles to inclusive education in Zimbabwe, such as the lack of a defined policy from the government, stigma, and a lack of expertise among instructors in teacher-training colleges.

Kenya's government improved elementary teacher institutions' training programs in 1986. Most participants in this course are not special needs learners. KISE was founded in accordance with the National Special Needs Education Policy Framework (MOEST, 2009). The goal of this was to increase the (SNE) service providers' capability by doing research and training teachers. This suggests that while KISE prepares educators who are expected to work with students who have special needs, there isn't a specific teacher preparation program created to prepare educators to work with students who have special needs. This is a result of KISE's exclusive focus on enhancing capacity.

Research on teacher assistance programs (EAPs) in South Africa was carried out by Bophela and Govender (2015). The study focused on eighty-five instructors in KwaZulu Natal, South Africa, who worked for a public corporation. The design of the survey was descriptive. Research results indicated that work performance was greatly impacted by social support programs. The study also demonstrated the need of programs for HIV/AIDS, substance misuse, difficulties connected to stress in the family, and personal concerns for teachers. When these strategies are put into practice, teacher performance improves and absence rates decline. According to the findings, these programs significantly enhance the quality of work life for employees.

They also operate as a foundation for all businesses that prioritize service delivery and customer satisfaction. The research's conclusions cannot be applied to the current study because of the contextual gap that exists because it was restricted to public corporations in South Africa, which are not the same as private schools. Research was conducted in Kenya by Lumiti, Wekesa and Omondi (2018) examines the connection between NGO effectiveness and interpersonal assistance from instructors. Survey designs that were both descriptive and correlational were employed. The study focused on 14,283 employees of Kenyan NGOs. According to the study, teacher social support—which includes help for weddings, anniversaries, and bereavement—had a major impact on how well NGOs operated in Kenya.

The study only looked at NGOs in Kenya, therefore because academic institutions and NGOs are governed by different legal jurisdictions, its conclusions cannot be applied to private elementary schools. Additionally, 821 teachers will participate in this survey, whilst 14283 staff members made up the intended audience. Because of this, extrapolating the results from a different unit of observation would be foolish. The Children's Act (2001) in Kenya, according to GoK, upholds the "best interest" concept, which stipulates that decisions pertaining to a child's welfare must be made with their best interests in mind.

A multidisciplinary team made up of various experts respecting the requirements and preferences of all children while providing services for support and interacting with other interested parties in order to promote high-quality education for students with physical impairments. As per GoK, the Disability Act (2003) mandates that educational institutions must consider the unique requirements of individuals with disabilities in order to optimize their performance.

This suggests that all students' physical, physiological, and psychological requirements must be sufficiently met. According to a Task Force on Special Needs Education (SNE) report from 2003, experts from a variety of professions are needed for the SNE services to be successful. This suggests that instructors by themselves cannot make SNE successful unless additional specialists from different industries who possess the necessary abilities offer the other services to learners.

2.2 Theoretical Literature Review

The investigation was grounded on two theories namely; the Transition Theory and the School Management Process Theory.

2.2.1 School Management Process Theory

The study was guided by the school management process theory which was postulated by Kuo (2009). This theory was premised on the fact that there ought to be good organizational structures and interrelationships between various components in an organization for the transition rates to be guaranteed. There must be enough qualified teachers, stakeholders' collaboration, adequate infrastructures and management support systems to guaranteed students transition from one level to another. It is necessary to support school management strategies and services that are focused on achieving a 100% transition.

To ensure a seamless transition for students, school administrators must mobilize teachers and resources, gather input from all parties involved in the educational process, and ensure that transition resources are available to ensure that students' transition rates are met within the allotted time. For the students' transition to be accomplished, the school management is solely responsible for the planning, supervising, and coordinating procedures related to entity management.

Because it bases school management practices as the study's independent variable topic, the school management process theory was thus the most appropriate for the research.

2.2.2 Transition Theory

The study was also anchored on transition theory by Tinto (1993) which holds that it is necessary to comprehend that learners' behavior is changing and that there are changes occurring in the transition. Measures are constantly implemented during life transitions to enable teenagers to go from one stage to the next. It focuses on a student's capacity to adjust to change. The theory is mostly influenced by circumstance self, support, and management-established tactics. Students go from one level to the next in this study project, as well as from one educational level to the next, that is, from the elementary level to the secondary level. Numerous things do happen to the individual pupils, the school, and everything related to them throughout these changes.

School managers must possess these qualities in order to take the appropriate action and assist these vital, life-altering circumstances. The rates of transition must be taken into consideration since they are crucial in gauging the country's implementation of the 100% of classes and levels have the same transition policy from one to the next. This information is useful in providing feedback to enhance the quality of education offered. The combined application of the two ideas will function as the foundation for the study. The main idea of school management theory is that school administrators are crucial in setting up the activities that take place there and providing the resources that they need.

The management of the school will assist instructors and physical resources as needed, enlist the help of stakeholders, and make sure everyone works together to ensure that students move from one grade to the next and to guarantee the anticipated results in elementary schools, which include excellent rates of accomplishment, higher rates of

transitioning advancing from one class to the next and level to level, and higher reports of stakeholders informed consensus. The change from the dependency theory, which anchors the dependent variable, would work well with the idea of school administration, which clearly establishes the independent variable. The two ideas appropriate for the research stem from the fact that student transition rates are entirely dependent on school administration strategies.

2.3 The Conceptual Framework

The conceptual framework was based on school management practices such as requisition of teachers, provision of infrastructure, stakeholders' collaboration and provision of support services which were the independent variables whereas transition rates constituted the dependent variable. Intervening variables were; cultural interference, school culture and resistance to transition as shown in Figure 1:

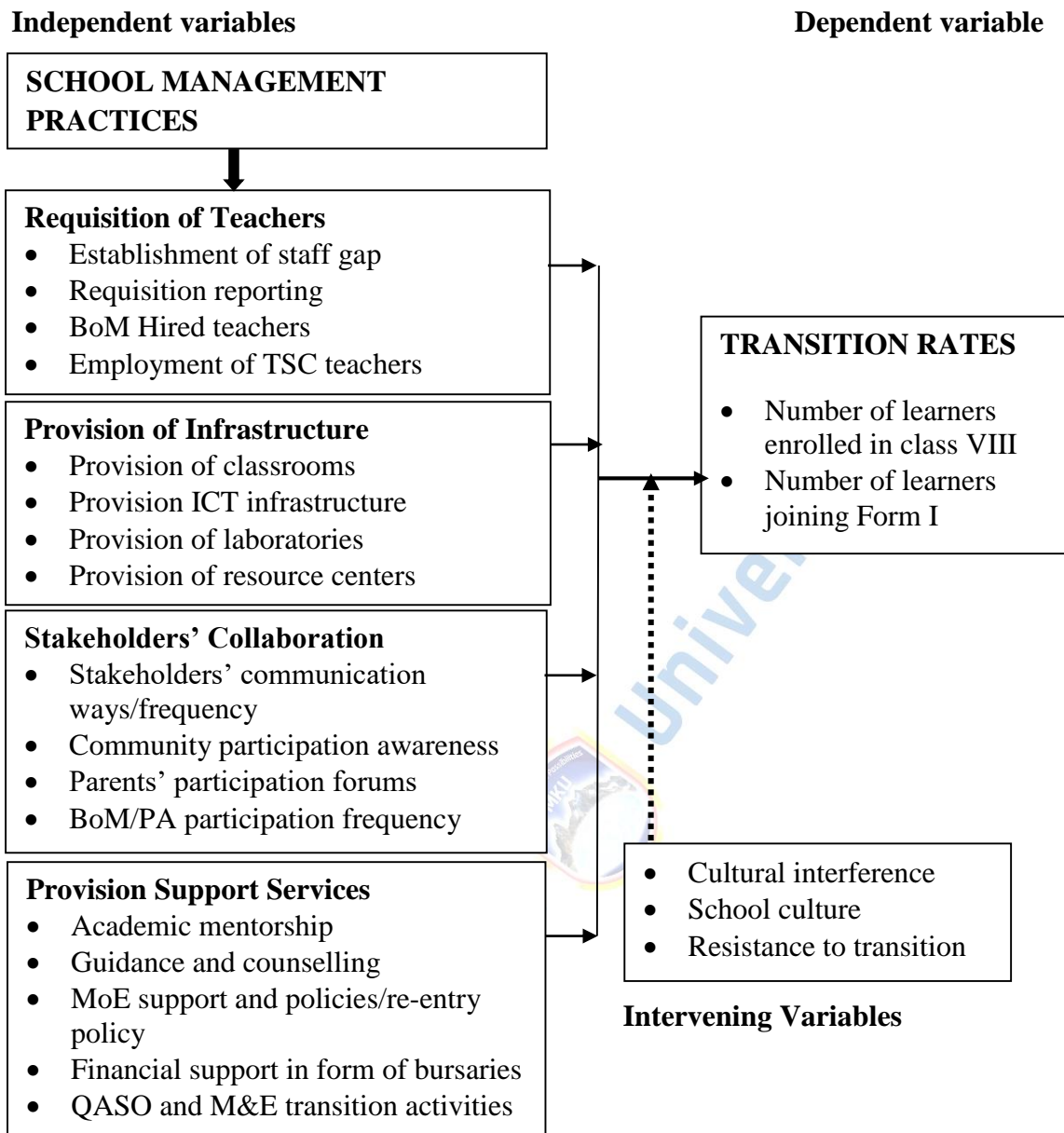


Figure 1: The Conceptual Framework of the Study
Source: Researcher (2024)

2.4 Research Gaps

The literature research in this chapter has identified potential contributing variables to the transition rates from public primary to secondary schools. The review established that, to enhance transition, the government along with the private sector must address a number of issues at different levels in order to remove the obstacles that students encounter when moving from one grade to the next and, eventually, to secondary school. Kenya's net

enrolment rates for elementary schools are 81.5% Even with the government's 2008 attempt to provide free day schooling for high school students, net enrolment rates in secondary schools following universal primary education are still 69.1% (EFA Global Monitoring, 2010).

Both the erection of new schools and the remodeling of those that already exist facilities and infrastructure are necessities. Every effort must be made at the elementary school level to guarantee that students do well on the KCPE and CBC exams. Not all Kenyan schoolchildren, nevertheless, have been able to continue their studies until secondary school. In 2009, CREATE provided an overview of some of the factors influencing transition trends. The primary barrier to secondary education, according to the report, is the availability of form one vacancies in secondary schools, tuition fees, parents' educational attainment, and the KCPE performance of primary school students.

Despite growing concerns, no research has been done to identify the pertinent variables affecting transition to secondary educational institutions in the Tseikuru Sub County, according to data from the Kitui County office's Tseikuru Zone. This is because the district's primary to secondary school transition rate has remained low over time. Determining the impact of school management techniques on grade-to-grade transition rates in public secondary schools.

2.5 Summary of Literature Review

Secondary education is now required of all students under the Basic Education Act of 2013, which views it as a basic education. This Act, along with other international agreements and national laws including Kenya's constitution and Vision 2030, promotes children's rights, especially those related to access to education. Despite the implementation of these regulations, Kenya, and particularly Tseikuru Sub County, have

extremely poor primary to secondary school transition rates. Thus, this study's objective was to look at how school management practices influence transition rates of public primary schools.



CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

This chapter presents the research methodology and design which were followed when conducting this study. It also highlights the location of the study, target population, sampling procedures and sample size, research instruments, piloting, data collection techniques, data analysis and ethical considerations.

3.1 Research Methodology

The investigation used use mixed methodology, which blended quantitative and qualitative methodologies to better comprehend the problem at hand. This methodology was suitable as the research encompassed collection and analysis of both types of data in a single investigation. The investigator augmented the advantages of a combination of qualitative and quantitative techniques in this investigation. According to Creswell (2014), the quantitative approach entails posing precise questions and obtaining measurable information from a large number of participants. Questionnaires were utilized in this case to gather information. Simultaneously, participant viewpoints and participant words were the primary means of gathering qualitative data. In this case, data collection was conducted through interviews.

3.2 Research Design

The study used a concurrent triangulation research design since it is a single-phase design in which the researcher implemented quantitative and qualitative methods during the same timeframe and with equal weight. This design was suitable since it resulted in well-validated and substantiated findings since there were no interactions between respondents filling questionnaires and those being interviewed. This design generally involves the concurrent, but separate, collection and analysis of quantitative and qualitative data so

that the researcher may best understand the research problem (Creswell, 2014). The researcher merged the two data sets through triangulation. This design was suitable for this study since it enabled the researcher to collect both quantitative and qualitative data. This design enabled the gathering of data that described events and then organized, tabulated, depicted and described the data collection. This was also followed by in-depth and narrative descriptions of small numbers of cases.

3.3 Location of Study

The investigation was carried out in public primary schools in Tseikuru Sub-county. The site has been chosen because of the positive educational trends that are not being reflected in the primary schools in Tseikuru Sub-county. This is demonstrated by the statistics in Table 1, which highlights the difficulties in achieving a 100% transition, with students finding it difficult to move from one grade to the next. STD 8 and grade seven are currently being tracked for the last six years in public elementary educational institutions in Tseikuru Sub-county, Kitui County. Likewise, there appear to be both external and internal barriers preventing this change from happening.

Several obstacles include cultural conventions around gender and traditions, such as initiation ceremonies, adolescent pregnancies, and early marriages, which cause both boys and girls to marry young and drop out of school, making it difficult for them to transition. Internal issues include poor facilities that lead to classroom congestion, and a considerable increase in student-teacher ratios above the globally advised level of 40:1, even though more students were enrolled in all public primary schools between 2018 and 2022. This informed the choice of Tseikuru Sub-county as the study site.

3.4 Target Population

Tseikuru Sub-county is home to a total of 59 public primary schools. Consequently, the target population for this study consisted of 13,337 respondents. This group will include 59 headteachers, 546 teachers, 12,140 pupils, 59 Chairs of School BoM, 531 parents' representatives, and 2 sub-county directors of education, as indicated in Table 2:

Table 2: Target Population of the Study

| Categories | Target Population |
|-----------------------------------|-------------------|
| Headteachers | 59 |
| Teachers | 546 |
| Pupils | 12140 |
| Chairs of School BoM | 59 |
| Parents' Representatives | 531 |
| Sub-county Directors of Education | 2 |
| Total | 13337 |

Source: Tseikuru Sub-County Education Office (2024)

3.5 Sampling Procedures and Sample Size

To obtain a sample size that has an adequate size relative to the goals of the study, the researcher used Yamane's Formula as follows:

$$N_0 = \frac{N}{1 + N(e^2)}$$

Where, N_0 = desired sample size at 95% confidence interval

N = Target Population

e = Confidence level of 5% (decimal equivalent is 0.05)

Thus, desired sample was:

$$N_0 = \frac{13337}{1 + 13337(0.05)^2}$$

$$N_0 = 506 \text{ respondents}$$

After calculation of the sample size, a sample of 6 headteachers 6 BOM chairs, 53 parent representatives and 2 Sub-county Directors of Education (TSC & MoE) were selected using purposive sampling considering schools which have had cases of high dropout rates

for the last four years (2021-2024). However, 55 teachers and 384 learners were selected using simple random sampling to avoid bias as shown in Table 2;

Table 3: Sample Size Matrix

| Categories | Target Population | Sample Techniques | Sample Size |
|-----------------------------------|--------------------------|--------------------------|--------------------|
| Headteachers | 59 | Purposive | 6 |
| Teachers | 546 | Simple random | 55 |
| Pupils | 12140 | Simple random | 384 |
| Chairs of School BoM | 59 | Purposive | 6 |
| Parents' Representatives | 531 | Purposive | 53 |
| Sub-county Directors of Education | 2 | Purposive | 2 |
| Total | 13337 | | 506 |

Source: Researcher (2024)

3.6 Research Instruments

These are tools which were used to gather information about the specific set themes of research objectives. These included questionnaires, interviews and document analysis guide.

3.6.1 Questionnaire for Teachers

Questionnaires were used to collect data from teachers. This is due to the fact that a questionnaire, as defined by Morse (2000), is an instrument for study that consists of a set of test items jointly with other questions to gather information from people. It is recurrently used to analyze the answers statistically. Furthermore, information on nominal, ordinal, and ratio statistics were acquired from the study area. The questionnaire had six sections. The first section contained information on each participant's unique profile, and the other sections had Likert scale questions that are based on the study's objectives.

3.6.2 Interview Guides for Headteachers, Pupils, Parents' Representatives, BoM Chairs and Sub-County Directors of Education

Interviews were applied to gather information from headteachers, pupils, parents' representatives, BoM Chairs and sub-county directors of education (TSC & MoE). To get consistent and effective methods in the way they take the shape of spoken responses from any or all of those involved, the investigator conducted structured interviews. This allowed the investigator to pose further, curious questions, build a positive rapport with the interviewee, and ask pointed questions. Furthermore, since structured interviews allowed the researcher to ask follow-up and in-depth questions, they were crucial to this study.

3.6.3 Document Analysis Guide for the Researcher

The researcher also undertook an analysis of records to gather secondary data about learner transition rates, teacher requisitions (CBE), stakeholder partnerships, and resources for support services. As the researcher extracts the data, the instrument presented blank boxes next to relevant data that matches the objectives of the investigation, all of which were.

3.7 Piloting Research Instruments

Piloting of research instruments was conducted among 51 respondents from a sample of public primary schools in Nzanzane Sub-county since according to Kothari (2005), the pilot sample constitutes 10% of the study sample (10.0% of 506). The purpose of piloting was to check on suitability and the clarity of the questions on the instruments designed, the relevance of the information being sought and the appropriateness of the language used. The results of the piloting were also used to pretest the research instruments to validate and ascertain their reliability. It also anticipated the problems or challenges the respondents encounter such as interpretation while filling the questionnaires and time

management for the data collection. In addition, the interview schedules were given trial runs to ensure that questions are worded and draw an appropriate range of responses which assisted the researcher to identify areas of revision. The respondents in the piloting were not included in the main study to avoid bias.

3.7.1 Validity

To ensure the validity of the research instruments, triangulation of data collected through multiple methods was conducted. This strategy was used to improve the internal validity of the instruments. In this study, therefore, soon after interviewing, the researcher transcribed the interview data and sent them back for member checking. Peer debriefing method was also applied to ensure the accuracy of the results. This involved a review of the data by experts in the area of research being explored. The experts reviewed and asked questions about methods and interpretations. In this study, the researcher involved experts in the area of educational administration, leadership and management. Their comments, views and suggestions were used to revise the instruments. This was done by ensuring that the questions are directly related to the objectives and variables of the study.

3.7.2 Reliability

The researcher employed the test-retest technique. This involved administering the test items twice to a group of respondents. The reliability coefficient (r) was calculated using the Cronbach Alpha Method, which measured the consistency between the two sets of scores. In this study, a reliability coefficient, $r = 0.725$, was obtained, which indicated a high level of internal reliability. This aligns with Kothari's (2005) assertion that any Cronbach Alpha value between 0 and 1 signifies high internal consistency.

3.7.3 Credibility

The only people who fairly assessed the validity of the results were readers and participants, hence the collection of information through multiple analysis was used to determine the tools' credibility. According to Kothari (2005), credibility is the process of proving that the research's conclusions are reliable by emphasizing the quality of the work above its quantity. Credibility, in the words of Creswell (2014), is demonstrating the validity of study findings by relying primarily on the quality than the quantity of data collected.

3.7.4 Dependability

To ensure reliability, every step of the qualitative data collecting method in this investigation was documented in full, allowing the investigator to repeat the investigation and get comparable outcomes. Dependability, in the words of Kothari (2005), ensures that the study findings are reliable and repeatable. The standard at which the study was carried out, examined, and reported served as a gauge for this. Every step of the investigation was documented in detail so that another researcher could carry out a similar investigation and provide comparable findings. Examiners were therefore able to comprehend the techniques and their efficacy.

3.8 Data Collection Procedures

The researcher obtained an introductory letter from The School of Postgraduate Studies of Mount Kenya University and an Authorization Letter and Research Permit from the National Commission for Science, Technology and Innovation. The researcher will also seek an authorization letter from The County Director of Education, Kitui and Teachers Service Commission. After obtaining licenses and letters of authority, the researcher arranged meetings with participants for conducting questionnaires and carry out assessments to collect initial data for the study, after completing a form of explicit consent. Questionnaires were distributed to the teachers, who filled them out to collect

quantitative data and examine documentation. The duly filled questionnaires were collected and safely stored for data analysis. At the same time, the interviews were conducted to collect qualitative data from the respondents. The researcher also undertook document analysis.

3.9 Data Analysis Procedures

Data analysis started by identifying common themes for qualitative and quantitative data. The relevant information was broken into phrases or sentences, which reflected a single, specific thought. The responses to the close-ended items were assigned codes and labels. Frequency counts and percentages of the responses were then obtained to generate descriptive statistics about the respondents and to illustrate the general trend of findings on the various variables that were under investigation. Qualitative data were analyzed thematically along the study objectives and presented in narrative forms while quantitative data were analyzed descriptively using frequencies and percentages and inferentially using Pearson's Product Moment Correlation Analysis with the help of Statistical Packages for Social Science (SPSS 23) and presented using tables.

3.10 Ethical Considerations

Ethical considerations involved highlighting what the research entailed and what was required of the respondents.

3.10.1 Confidentiality and Privacy

The researcher maintained the privacy of the respondents by assuring them that no private information would be divulged to a third party. Concerning confidentiality, the respondents were assured that the information provided would only be used for the stated purpose and that the information would not be passed to a third party.

3.10.2 Anonymity

In this case, the researcher ensured and assured the respondents that their identities would not be revealed whatsoever. Besides, no identifying information about the individual or the institution would be revealed in written or other collaboration.

3.10.3 Informed Consent

The nature and the purpose of the research were explained to the respondents by the researcher. The researcher explained to the respondents the procedure to be followed during the data collection so that they could participate willingly. To achieve this, the respondents were required to sign informed consent form (Appendix II). For the minors, in this case, pupils, assent to involve them in the study was obtained from their parents or guardians and were thus, required to fill consent form in Appendix III.

3.10.4 Storage of Data Collected

The raw data collected were filed for easy reference. Once the data were analyzed, computer print-outs were filed while soft copies were stored in storage devices such as CDs and flash discs.

3.10.5 Guarding against Plagiarism

The investigator is going to upload the paper to Turnitin, an anti-plagiarism program, to check the degree of similarity, which was 20% or less, in an effort to stop the practice of copying and pasting and counterfeiting.

3.10.6 Storage of Data Collected

For convenience, the obtained unprocessed information was filed. After data analysis, computer printouts were filed and soft copies kept on CDs and flash drives, among other storage methods.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents the findings of the study. For clarity and chronology, it is arranged according to the four research questions that the study sought to answer. In the first section, however, demographic information about the respondents is presented, because it might be pertinent in interpreting the data that they provided.

4.1 Response Rate

In this study, 55 questionnaires were administered to teachers and, in return, 52 of them were filled and returned. The researcher also interviewed 6 headteachers, 288 pupils, 5 chairs of school BoM, 42 parents' representatives and 2 Sub-county Directors of Education (TSC & MoE). This yielded response rates shown in Table 4;

Table 4: Response Rates

| Respondents | Sampled Respondents | Those Who Participated | Achieved Return Rate (%) |
|---|----------------------------|-------------------------------|---------------------------------|
| Headteachers | 6 | 6 | 100.0 |
| Teachers | 55 | 52 | 94.5 |
| Pupils | 384 | 288 | 75.0 |
| Chairs of School BoM | 6 | 5 | 83.3 |
| Parents' Representatives | 53 | 42 | 79.2 |
| Sub-county Directors of Education (TSC & MoE) | 2 | 2 | 100.0 |
| Total | 506 | 395 | 78.1 |

Source: Field Data (2024)

Table 4 shows that headteachers registered a response rate of 100.0%, teachers registered 94.5%, pupils registered 75.0%, chairs of school BoM registered 83.3%, parents' representatives registered 79.2% whereas Sub-county Directors of Education (TSC & MoE) registered a response rate of 100.0%. This yielded an average response rate of 78.1%, which is consistent with the assertions of Creswell (2014) that a response rate

above 75.0% is adequate. This information was important since it allowed the researcher to generalize the study outcomes to the target population.

4.2 Respondents' Demographic Information

The research instruments solicited demographic information of the respondents. These included gender and level of education. This was necessary because this variable could influence their ability to supply credible information about the research objectives.

4.2.1 Gender of the Respondents

Information about the distribution of the respondents by gender was collected and the results are shown in Table 5:

Table 5: Distribution of Principals and Teachers by Gender

| Gender | HTs | | TRs | | CBoM | | PRs | | SCDEs | | PLs | |
|--------------|----------|------------|-----------|------------|----------|------------|-----------|------------|----------|------------|------------|------------|
| | f | % | f | % | f | % | f | % | f | % | f | % |
| Male | 4 | 66.7 | 34 | 65.4 | 4 | 80.0 | 29 | 69.0 | 1 | 50.0 | 173 | 60.1 |
| Female | 2 | 33.3 | 18 | 34.6 | 1 | 20.0 | 13 | 31.0 | 1 | 50.0 | 115 | 39.9 |
| Total | 6 | 100 | 52 | 100 | 5 | 100 | 42 | 100 | 2 | 100 | 288 | 100 |

Key: **HTs**-Headteachers; **TRs**-Teachers; **CBoM**-Chairs of BoM; **PRs**-Parents' Representatives; **SCDEs**-Sub-County Directors of Education; **PLs**-Pupils

Table 5 shows that two-thirds, 4(66.7%), of the headteachers were male whereas a third, 2(33.3%) were female. In the same token, most of the teachers, 34(65.4%), were male with 18(34.6%) being female. Similarly, majority, 4(80.0%), of the chairs of school BoM were male whereas their female counterparts were 1(20.0%). Most of the parents' representatives, 29(69.0%) were male whereas female parents' representatives constituted 13(31.0%) of the proportion. Half, 1(50.0%) of the Sub-County Directors of Education were male as did the female counterpart. Most of the pupils, 173(60.1%) were male whereas female learners were 115(39.9%). These data reveal that there was adequate gender parity at all levels of the study and that the extent to which school management

practices influence transition rates in primary schools is of great concern to male and female stakeholders. This indicates that gender can influence behaviors, preferences, and outcomes, providing valuable insights into how different groups experience and react to phenomena. Understanding these differences ensures more inclusive and accurate study findings.

4.2.2 Level of Education of Respondents

The research tools also elicited information on level of education of headteachers, teachers, chairs of school BoM, parents' representatives as well as the Sub-County Directors of Education. Results are shown in Table 6;

Table 6: Respondents' Level of Education

| Gender | HTs | | TRs | | CBoM | | PRs | | SCDEs | |
|---------------------|----------|--------------|-----------|--------------|----------|--------------|-----------|--------------|----------|--------------|
| | f | % | f | % | f | % | f | % | f | % |
| Primary Education | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 6 | 14.3 | 0 | 0.0 |
| Secondary Education | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 15 | 35.7 | 0 | 0.0 |
| Certificate | 0 | 0.0 | 0 | 0.0 | 1 | 20.0 | 14 | 33.3 | 0 | 0.0 |
| Diplomas | 0 | 0.0 | 28 | 53.8 | 2 | 40.0 | 4 | 9.5 | 0 | 0.0 |
| Bachelors' Degrees | 3 | 50.0 | 16 | 30.8 | 1 | 20.0 | 2 | 4.8 | 2 | 0.0 |
| Postgraduate | 3 | 50.0 | 8 | 15.4 | 1 | 20.0 | 1 | 2.4 | 1 | 100.0 |
| Total | 6 | 100.0 | 52 | 100.0 | 5 | 100.0 | 42 | 100.0 | 2 | 100.0 |

Key: **HTs**-Headteachers; **TRs**-Teachers; **CBoM**-Chairs of BoM; **PRs**-Parents' Representatives; **SCDEs**-Sub-County Directors of Education

Table 6 shows that half, 3(50.0%), of the headteachers had Bachelors' Degrees as did those who had postgraduate qualifications. However, slightly more than half, 28(53.8%), of the teachers had Diplomas, 16(30.8%) had Bachelors' Degrees whereas 8(15.4%) had postgraduate qualifications.

In the same token, 2(40.0%) of chairs of school BoM had Diplomas, whereas 1(20.0%) had certificate qualifications, Bachelors' Degrees and postgraduate qualifications respectively. Slightly more than a third, 15(35.7%), of the parents' representatives had secondary education, a third, 14(33.3%), had certificate qualifications, 6(14.3% had primary education, 4(9.5%) had Diplomas, 2(4.8%) had Bachelors' Degrees whereas a paltry 1(2.4%) had postgraduate qualifications. However, all the Sub-County Directors of Education had postgraduate qualifications. This information reveals that the respondents had basic education which reinforced the expectations that they were competent to respond to questions on the extent to which school management practices influence transition rates in primary schools.

This implies that respondents' educational levels are crucial in research as they influence data reliability and validity. Higher education often correlates with more informed and articulate responses, while varying educational levels can affect comprehension and opinions. Understanding demographics helps researchers tailor surveys, ensuring accurate, representative findings and enhancing study quality.

4.3 Status of Transition Rates in Public Primary Schools

The study sought to assess the status of transition rates in public primary schools in Tseikuru Sub-county. This was measured by taking stock of the number of pupils who were enrolled, those who completed their primary education and those who dropped out.

The findings are presented in Table 7;

Table 7: Status of Transition Rates in Public Primary Schools

| Academic Year | Status of Transition Rates | | |
|---------------|--------------------------------------|--|--|
| | Number of Pupils Admitted in Grade I | Number of Pupils who Complete Class VIII | Number of Pupils who Dropped Out of School |
| 2021 | 2199 | 1642 | 557 (25.3%) |
| 2022 | 2303 | 1612 | 691 (30.0%) |
| 2023 | 2511 | 1834 | 677 (27.0%) |
| 2024 | 3009 | 2306 | 703 (23.4%) |
| Totals | 10022 | 7394 | 2628 (26.2%) |

Source: Field Data (2024)

Table 7 shows that the number of pupils admitted in grade I in public primary schools has been on the increase since 2021 to 2024 due to the 100.0% transition policy by the government. However, the number of pupils who complete their primary education is low. These findings corroborate the findings of a study conducted in Tseikuru Sub-county by Onyango (2017) which revealed that, of all the pupils enrolled in primary schools, only 16.9% complete their primary school education with high cases of school dropouts at 48.1%. A report by the Ministry of Education (2020) also shows that public primary schools in Tseikuru Sub-county have registered a decreasing trend in transition rates with regard to eventual completion of their primary education. These findings underscore the fact that pupils are enrolled into primary schools, however, not all transit and completion of their primary education.

Despite the concerted efforts by the government and other stakeholders in primary education, the number of pupils who drop out has been consistently between 20.0-30.0%. This affirms the fact that the noble expectations of education have not been achieved in situations where the transition rates have been low and thus, leads to wastage.

In other words, transition rates in primary schools have been and continues to be a critical issue confronting education system in most developing countries. This brought into question the effectiveness of school management practices, which influence transition rates in primary schools.

4.4 Requisition of Teachers and Transition Rates in Public Primary Schools

The study sought to examine how requisition of teachers influences transition rates in public primary schools. Descriptive data were collected from teachers and results are shown in Table 8;

Table 8: Teachers' Views on the Influence of Requisition of Teachers on Transition Rates in Public Primary Schools

| Test Items | Ratings | | | | |
|--|---------|--------|--------|--------|---------|
| | SA % | A % | U % | D % | SD % |
| In public primary schools, headteachers always establish teacher-learner gap which has improved transition rates | 51.9 | 11.3 | 5.4 | 5.4 | 26.0 |
| Public primary school headteachers often report on their desire to recruit more teachers which has improved transition rates | 54.6 | 13.6 | 5.4 | 11.3 | 15.4 |
| In public primary schools, regular hiring of BoM teachers has improved transition rates | 57.3 | 9.2 | 7.5 | 9.2 | 16.8 |
| The number of learners who transition from primary to secondary schools is not impacted by the employment of TSC teachers | 25.1 | 8.4 | 5.4 | 44.4 | 16.7 |

Source: Field Data (2024)

Table 8 shows that 27(51.9%) of teachers strongly agreed with the view that, in public primary schools, headteachers always establish teacher-learner gap which has improved transition rates as did 6(11.3%) who agreed.

However, 3(5.4%) were undecided, 3(5.4%) disagreed whereas 13(26.0%) strongly disagreed. The study also found out that slightly more than half, 28(54.6%) of the teachers strongly agreed with the view that public primary school headteachers often report on their desire to recruit more teachers which has improved transition rates while 7(13.6%) agreed. However, 3(5.4%) were undecided, 6(11.3%) disagreed whereas 8(15.4%) strongly disagreed. The study also revealed that 30(57.3%) of the teachers strongly agreed with the view that, in public primary schools, regular hiring of BoM teachers has improved transition rates. On the same breath, 5(9.2%) agreed. However, 4(7.5%) were undecided, 5(9.2%) disagreed whereas 8(16.8%) strongly disagreed.

The study further revealed that 13(25.1%) of the teachers strongly agreed with the view that the number of learners who transition from primary to secondary schools is not impacted by the employment of TSC teachers whereas 4(8.4%) agreed. At the same time, 3(5.4%) were undecided, 23(44.4%) disagreed whereas 9(16.8%) strongly disagreed. These findings support the findings of a study carried out by Institute of Education Sciences (2019) which revealed that students in smaller classes exhibited higher levels of engagement and achievement compared to their peers in larger classes. According to Institute of Education Sciences (2019), this heightened engagement is particularly important during transitional phases in education, such as moving from primary to secondary school, where students may experience increased academic and social pressures.

These findings further support the findings of a study carried out by Blatchford, Bassett, Brown and Martin (2016) which indicated that smaller class sizes lead to more meaningful interactions between teachers and students, which are essential for fostering a positive learning environment.

These findings affirm the fact that headteachers who prioritize manageable class sizes enable teachers to monitor student performance closely, facilitating timely interventions for those who may be falling behind. In other words, by maintaining manageable class sizes, headteachers ensure that teachers can provide more personalized attention, fostering better academic engagement and performance. This further implies that lower teacher-learner ratios improve learner retention, bridge learning gaps, and enhance classroom interactions. Furthermore, these ratios support the identification of struggling learners, facilitating timely interventions. Overall, the proactive efforts of headteachers in managing class sizes have been instrumental in promoting smoother transitions across educational stages.

4.4.1 Inferential Analysis

To verify the influence of requisition of teachers on transition rates in public primary schools, data were collected on the learner-teacher ratio and the number of learners in the 6 sampled public primary schools. Results are shown in Table 9:

Table 9: Number of Learners Per Teacher and the Number of Pupils in Public Primary Schools

| Number of Pupils Per Teacher | Number of Pupils in Public Primary Schools |
|------------------------------|--|
| 7 | 1042 |
| 5 | 1212 |
| 4 | 1534 |
| 4 | 1706 |
| 3 | 1601 |
| 2 | 2005 |

Source: Field Data (2024)

Table 9 shows that, in public primary schools where teacher requisition is high, transition rates are also since there is low teacher-pupil ratio. This has had an influence on the number of pupils who enroll into such schools and complete their primary education.

This indicates that a low teacher-learner ratio enhances retention during grade transitions by enabling personalized attention, fostering stronger teacher-student relationships, and identifying individual learning needs. With fewer pupils, teachers can offer tailored support, address academic or emotional challenges, and keep students engaged, leading to improved confidence and smoother academic progression. Data in Table 9 were run in Pearson's Product Moment Correlation Analysis. Results are shown in Table 10:

Table 10: Relationship between Requisition of Teachers and Transition Rates in Public Primary Schools

| | | Requisition of Teachers | Transition Rates |
|-------------------------|---------------------|-------------------------|------------------|
| Requisition of Teachers | Pearson Correlation | 1 | .734* |
| | Sig. (2-tailed) | | .038 |
| | N | 6 | 6 |
| Transition Rates | Pearson Correlation | .734* | 1 |
| | Sig. (2-tailed) | .038 | |
| | N | 6 | 6 |

*. Correlation is significant at the 0.05 level (2-tailed).

Table 10 shows a Pearson Product Moment Correlation Test Analysis which generated a correlation coefficient of $r = 0.734$ with corresponding significant level (p-value) of 0.038 which was less than the predetermined level of significance, 0.05, that is, $p\text{-value} = 0.038 < 0.05$. This indicates that there is a significant influence of requisition of teachers on transition rates in public primary schools. In other words, this test helps analyze how closely related teacher requisition (the number of teachers requested or available) is to the transition rates (the percentage or number of pupils moving from one educational level to another). This further implies that a significant positive correlation would imply that higher teacher requisition correlates with higher transition rates, suggesting that better staffing may improve the likelihood of students advancing to the next grade level.

4.4.2 Thematic Analysis

During the interviews, the headteachers, chairs of school BoM and parents' representatives also echoed similar sentiments as majority of the teachers that

headteachers always establish teacher-learner gap which has improved transition rates. They also noted that headteachers often report on their desire to recruit more teachers which has improved transition rates. On further probing, headteacher, H1, stated;

In my primary school, I always ensure that, despite the challenges, teachers are provided to bridge the pupil-teacher ratio needed for quality education. To achieve this, we have often resorted to bridging the gap by employing more teachers through BoM to supplement the number of teachers provided by TSC. This has ensured that many pupils enroll into my school with few cases of dropout.

On their part, pupils noted that their school often ensures they have teachers for all subjects. This was supported by the Sub-County Directors of Education who also noted that headteachers always put effort to bridge the teacher gaps in their respective schools. Just like quantitative findings, these views further corroborate the assertions of Institute of Education Sciences (2019) which revealed that students in smaller classes exhibited higher levels of engagement and achievement compared to their peers in larger classes.

These mixed findings are indicative of the fact that, despite numerous challenges, school heads play a crucial role in ensuring the availability of teachers to support smooth learner transitions. They navigate budget constraints, teacher shortages, and administrative hurdles by prioritizing staffing, collaborating with education authorities, and implementing strategic recruitment and retention initiatives. In other words, by maintaining an adequate teaching workforce, they help create stable learning environments that promote effective learner progression, enhancing both academic achievement and overall learner well-being.

4.4.3 Triangulation of Research Findings

From the quantitative and qualitative findings, the number of learners to teachers is still low and has had negative effect on learner transitions in public primary schools. To achieve this, there have been concerted efforts to recruit more teachers through school

Board of Management besides those employed by TSC. These mixed findings affirm the fact that, despite facing significant obstacles, teachers are useful in realizing educational aims and enhance transition rates. This implies that, by ensuring a sufficient number of teachers, they contribute to the establishment of stable learning environments that foster effective student development, thereby improving academic performance and overall student well-being.

4.5 Provision of Infrastructure and Transition Rates in Public Primary Schools

The study sought to assess how provision of infrastructure influence transition rates in public primary schools. Results are shown in Table 11;

Table 11: Teachers' Views on the Influence of Provision of Infrastructure on Transition Rates in Public Primary Schools

| Test Items | Ratings | | | | |
|--|---------|--------|--------|--------|---------|
| | SA % | A % | U % | D % | SD % |
| Provision of conducive classrooms has not improved transition of learners in public primary schools | 29.3 | 13.5 | 7.5 | 38.4 | 11.3 |
| In public primary schools, there are no well-stocked laboratories which has slowed transition of learners | 50.6 | 15.3 | 5.4 | 20.1 | 9.2 |
| In public primary schools, there is inadequate ICT infrastructure which has not enhanced learners' transition | 48.1 | 5.9 | 4.6 | 15.3 | 26.8 |
| Despite provision of resource centers with scholastic materials, learner transition in public primary schools is still low | 63.6 | 12.6 | 7.5 | 18.4 | 2.5 |

Source: Field Data (2024)

Table 11 shows that 15(29.3%) of the teachers strongly agreed with the view that provision of conducive classrooms has not improved transition of learners in public primary schools while 7(13.5%) agreed. However, 4(7.5%) were undecided, 20(38.4%) disagreed whereas 6(11.3%) strongly disagreed. The study found out that 26(50.6%) of

the teachers strongly agreed with the view that, in public primary schools, there are no well-stocked laboratories which has slowed transition of learners while 8(15.3%) agreed. However, 3(5.4%) were undecided, 10(20.1%) disagreed whereas 5(9.2%) strongly disagreed.

These findings are consistent with the findings of a study carried out by Brown and Clarke (2021) which found that while infrastructure and resources such as desks, learning materials, and ventilation have improved, these changes have not translated into higher transition rates. Despite these findings, these findings underscore the vitality of infrastructure and resources in supporting learner transition. In other words, having infrastructure and resources helps learners build resilience and gain the skills necessary to overcome barriers, fostering smoother transitions and better educational outcomes.

The study revealed that 25(48.1%) of the teachers strongly agreed with the view that, in public primary schools, there is inadequate ICT infrastructure which has not enhanced learners' transition. On the same breath, 3(5.9%) agreed. However, 2(4.6%) were undecided, 8(15.3%) disagreed whereas 14(26.8%) strongly disagreed. These findings support the findings of a study carried out by Gulati (2021) that limited access to reliable technology hampers effective teaching and learning, especially in regions where digital resources are scarce. James and Gough (202) also found that inadequate infrastructure, such as insufficient devices and poor internet connectivity, widens the digital divide, making it challenging for students to adapt to modern, tech-driven curricula. This implies that lack of proper ICT infrastructure hinders the implementation of blended learning models, leaving learners unprepared for the demands of higher education or the workforce, thus impacting overall academic progression and skill development. From Table 11, majority, 33(63.6%), of the teachers strongly agreed with the view that, despite

provision of resource centers with scholastic materials, learner transition in public primary schools is still low whereas 7(12.6%) agreed. At the same time, 4(7.5%) were undecided, 7(13.8%) disagreed whereas 1(2.5%) strongly disagreed. These findings lend credence to the assertions of Smith (2020) that provision of resource centers with scholastic materials plays a critical role in supporting learner transitions in public primary schools.

Johnson and Lee (2019) also undertook a study which found that resource centers offer learners access to essential learning materials such as textbooks, workbooks, and educational tools, which enhance their academic preparedness and comprehension. These findings point to the fact that, by fostering a stimulating learning environment, resource centers help bridge educational gaps, support knowledge retention, and facilitate smooth transitions from one academic level to the next. This implies that, despite their noble role in improving academic activities, lack of adequate infrastructure in schools significantly impacts the educational experience and students' transition from one educational phase to another.

Poor infrastructure, such as insufficient classrooms, inadequate learning materials, and a lack of modern technology, hinders effective teaching and learning processes. Learners may face overcrowded classrooms, limited access to resources, and unsafe learning environments, which can result in disengagement and lower academic performance. This further indicates that, without access to well-equipped facilities and resources, pupils struggle to adapt to the increased academic demands. Addressing these infrastructure gaps is crucial for ensuring smooth transitions between educational stages, improving student performance, and fostering a more inclusive and supportive learning environment for all pupils.

4.5.1 Inferential Analysis

To verify the influence of provision of infrastructure on transition rates in public primary schools, data were collected on levels of adequacy (Adequate = 3, Not Adequate = 2 and Not Sure = 1) and the number of learners in the 6 sampled public primary schools. Results are shown in Table 12:

Table 12: Levels of Adequacy of Infrastructure and the Number of Pupils in Public Primary Schools

| Levels of Adequacy of Infrastructure | No. of Pupils in Public Primary Schools |
|--------------------------------------|---|
| 1 | 1042 |
| 1 | 1212 |
| 2 | 1534 |
| 2 | 1706 |
| 3 | 1601 |
| 3 | 2005 |

Source: Field Data (2024)

Table 12 shows that, in public primary schools where provision of infrastructure is adequate, transition rates are relatively high. In other words, adequate infrastructure in public primary schools fosters a conducive learning environment, providing necessary resources and facilities. This stability enhances learner engagement and academic performance, leading to higher transition rates. Well-maintained classrooms, libraries, and safe environments support continuous education, ensuring more pupils advance to subsequent educational levels successfully. Results in Table 12 were subjected to Pearson's Product Moment Correlation Analysis and the results are shown in Table 13:

Table 13: Relationship between Provision of Infrastructure and Transition Rates in Public Primary Schools

| | | Levels of Adequacy of Infrastructure | Transition Rates |
|--------------------------------------|---------------------|--------------------------------------|------------------|
| Levels of Adequacy of Infrastructure | Pearson Correlation | 1 | .709* |
| | Sig. (2-tailed) | | .049 |
| | N | 6 | 6 |
| Transition Rates | Pearson Correlation | .709* | 1 |
| | Sig. (2-tailed) | .049 | |
| | N | 6 | 6 |

*. Correlation is significant at the 0.05 level (2-tailed).

Table 13 shows a Pearson Product Moment Correlation Test Analysis which generated a correlation coefficient of $r = 0.709$ with corresponding significant level (p-value) of 0.049 which was less than the predetermined level of significance, 0.05, that is, $p\text{-value} = 0.049 < 0.05$. This indicates that there is a significant influence of provision of infrastructure on transition rates in public primary schools. These results further indicate that the moderately strong positive correlation implies that as the provision of infrastructure improves, the transition rates in these schools tend to increase. In other words, when public primary schools are well-equipped with such infrastructure, it enhances the learning environment, reduces dropout rates, and improves student retention, thereby increasing transition rates from one level to the next.

4.5.2 Thematic Analysis

The researcher also interviewed the headteachers, BoM chairs and parents' representatives who also supported the view that provision of conducive classrooms has improved transition of learners in public primary schools. However, they noted that there are no well-stocked laboratories which has slowed transition of learners. Head teacher, H2, noted;

In my school, we have ensured that, despite all challenges, classrooms which are a bit conducive for learning are provided.

Similar views were expressed by the pupils stated that classrooms are not conducive for learning since classrooms are congested with poor ventilation. They noted that their primary schools lack clean toilets, no safe playgrounds for outdoor activities nor do they have fences to guarantee for safety. The Sub-County Directors of Education also stated that despite the concerted efforts, many public primary schools still lack conducive classrooms nor do they have well-stocked laboratories for science activities. This is

further consistent with the assertions of Brown and Clarke (2021) that many schools lack conducive infrastructure with net negative effect on transition rates. On the question of ICT, the interviewees also noted that many public primary schools still do not have adequate ICT infrastructure to enhance transition rates. Headteacher, H3, noted;

Despite the efforts put in place to roll out digital infrastructure, much is yet to be realized. In my school, we still do not have internet connectivity, basic ICT accessories to enhance teaching and learning activities. This has often made some pupils to move to other schools or dropout totally.

Just like quantitative findings are indicative of the fact that lack of proper ICT infrastructure has had negative effect on learner transition rates. These mixed findings point to the fact that lack of adequate infrastructure in schools significantly impacts the educational experience and students' transition from one educational phase to another. From these findings, it is evident that poor infrastructure, such as insufficient classrooms, inadequate learning materials, and a lack of modern technology, hinders effective teaching and learning processes. In any public primary schools, classrooms are overcrowded, limited access to resources, and unsafe learning environments, which have occasioned low learner transition from one level to another.

4.5.3 Triangulation of Research Findings

From the mixed findings, it is evident that infrastructure is key to success of education and academic activities in public primary schools. These include conducive classrooms, well-stocked laboratories, clean toilets and safe playgrounds as well as fences. However, the mixed findings revealed that many public primary schools still do not have adequate conducive classrooms, resource centers not well-resourced nor are toilets clean for learners' use. The study also found that many public primary schools do not have adequate ICT infrastructure to enhance transition rates. These mixed findings point to the

fact that poor state of infrastructure, such as insufficient classrooms, inadequate learning materials as well as lack of ICT accessories has negatively affected learner transition.

4.6 Stakeholders' Collaboration and Transition Rates in Public Primary Schools

The study sought to determine how stakeholders' collaboration influences transition rates in public primary schools. Results are shown in Table 14.

Table 14: Teachers' Views on the Influence of Stakeholders' Collaboration on Transition Rates in Public Primary Schools

| Test Items | Ratings | | | | |
|--|---------|--------|--------|--------|---------|
| | SA % | A % | U % | D % | SD % |
| In public primary schools, the headteachers design ways of communication with stakeholders which has improved learner transition | 60.7 | 15.4 | 6.8 | 11.7 | 5.4 |
| In public primary schools, the headteachers often plan how frequent BoM and PA needs to participate in school activities which has improved transition rates of learners | 79.9 | 5.0 | 3.8 | 6.7 | 4.6 |
| Public primary school headteachers rarely set up parents' participation forums as a way of improving learner transition | 78.2 | 8.8 | 4.2 | 6.3 | 2.5 |
| In public primary schools, the headteachers rarely organize community participation awareness to enhance learner transition | 68.6 | 13.8 | 3.8 | 10.5 | 3.3 |

Source: Field Data (2024)

Table 14 shows that 31(60.7%) of the teachers strongly agreed with the view that, in public primary schools, the headteachers design ways of communication with stakeholders which has improved learner transition whereas 8(15.4%) agreed. However, only a paltry 4(6.8%) were undecided, 6(11.7%) disagreed whereas 3(5.4%) strongly disagreed. These findings corroborate the assertions of Anderson and Smith (2022) that headteachers are increasingly designing innovative communication strategies, such as regular newsletters, community forums, and digital platforms.

These initiatives foster collaboration among parents, teachers, and local organizations, creating a supportive environment for learners. According to Anderson and Smith (2022), transparent communication builds trust and engagement, leading to smoother transitions for learners, particularly during key stages such as moving from early childhood education to primary schooling. This implies that schools implementing varied communication designs and strategies report improved academic outcomes and overall learner's well-being, emphasizing the importance of stakeholder involvement. Table 14 shows that 42(79.9%) of the teachers strongly agreed with the view that, in public primary schools, the headteachers often plan how frequent BoM and PA needs to participate in school activities which has improved transition rates of learners while 3(5.0%) agreed. However, 2(3.8%) were undecided, 4(6.7%) disagreed whereas 2(4.6%) strongly disagreed.

The study revealed that 41(78.2%) of the teachers strongly agreed with the view that public primary school headteachers rarely set up parents' participation forums as a way of improving learner transition while 5(8.8%) agreed. However, 2(4.2%) were undecided, 3(6.3%) disagreed whereas 1(2.5%) strongly disagreed. Majority, 36(68.6%), of the teachers strongly agreed with the view that, in public primary schools, the headteachers rarely organize community participation awareness to enhance learner transition whereas 7(13.8%) agreed. On the same breath, 2(3.8%) were undecided, 5(10.5%) disagreed whereas 2(3.3%) strongly disagreed.

These findings lend credence to the findings of a study carried out by Davis (2020) that effective planning by headteachers fosters regular engagement from BoM and PA as well as other stakeholders, resulting in enhanced support for learners. However, the data also suggest that insufficient participation can contribute to lower transition rates among

learners. This further indicates that, when headteachers prioritize collaboration with different stakeholders, they create an environment that promotes student retention and successful transitions.

These findings affirm the fact that effective planning by headteachers regarding the frequency of stakeholder participation in school activities has been shown to foster a collaborative environment that supports learners' needs. When headteachers strategically involve these groups, they enhance communication and create a shared vision for student success. This further indicates that lack of engagement hinders the development of strong support networks essential for fostering successful transitions to subsequent educational levels. Consequently, when headteachers prioritize collaboration and establish clear expectations for stakeholder involvement, they not only promote active participation but also contribute to improved educational outcomes. In other words, strategic engagement of stakeholders is vital in shaping a supportive school environment, enhancing student retention, and ultimately lowering transition rates in primary education.

4.6.1 Inferential Analysis

To ascertain the influence of stakeholders' collaboration on transition rates in public primary schools, data were collected on how often schools collaborate with different stakeholders (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) and the number of learners in the 6 sampled public primary schools. Results are shown in Table 15:

Table 15: How Often Schools Collaborate with Stakeholders and the Number of Pupils in Public Primary Schools

| How Often Schools Collaborate with Stakeholders | Number of Pupils in Public Primary Schools |
|--|---|
| 2 | 1042 |
| 2 | 1212 |

| | |
|---|------|
| 4 | 1534 |
| 2 | 1706 |
| 3 | 1601 |
| 5 | 2005 |

Source: Field Data (2024)

Table 15 shows that, in public primary schools where there is regular collaboration with key stakeholders, rates at which learners move from one grade to another is high. This implies that regular collaboration with stakeholders, including teachers, parents, and community members, plays a crucial role in improving transition rates among learners. This further indicates that, by engaging these groups, schools can address student needs more holistically, providing academic, emotional, and social support. Effective communication ensures that challenges are identified early and resources are allocated appropriately. Moreover, stakeholder collaboration fosters a sense of shared responsibility, promoting positive learning environments and personalized interventions, which ultimately leads to smoother transitions and higher success rates for learners. Results in table 15 were subjected to Pearson's Product Moment Correlation Analysis and the results are shown in Table 16:

Table 16: Relationship between Stakeholders' Collaboration and Transition Rates in Public Primary Schools

| | | Frequency of Stakeholders' Collaboration | Transition Rates |
|--|---------------------|--|------------------|
| Frequency of Stakeholders' Collaboration | Pearson Correlation | 1 | .750* |
| | Sig. (2-tailed) | | .032 |
| | N | 6 | 6 |
| Transition Rates | Pearson Correlation | .750* | 1 |
| | Sig. (2-tailed) | .032 | |
| | N | 6 | 6 |

*. Correlation is significant at the 0.05 level (2-tailed).

Table 16 shows a Pearson Product Moment Correlation Test Analysis which generated a correlation coefficient of $r = 0.750$ with corresponding significant level (p-value) of 0.032 which was less than the predetermined level of significance, 0.05, that is, p-value =

0.032<0.05. This indicates that there is a significant influence of stakeholders' collaboration on transition rates in public primary schools. This test further indicates that stakeholders' collaboration has a meaningful and significant influence on the transition rates in public primary schools. Therefore, fostering stronger partnerships between stakeholders, such as teachers, parents, and community members, could lead to better educational outcomes, improving the rates at which pupils successfully transition through grade levels in public primary schools.

4.6.2 Thematic Analysis

The headteachers, BoM chairs as well as parents' representatives responded in favour of the view that headteachers design often ways of communication with stakeholders which has improved learner transition. Parents' representative, PR1, noted;

In my school, the headteacher often adopt a multiplicity of ways to reach different stakeholders and share information on daily operations within the school. These include SMS, direct calling, newsletters and regular meetings. This has helped create an environment which promote learning and minimize dropout among learners.

These views were supported by the pupils and Sub-County Directors of Education who noted that headteachers apply different methods to communicate and share information on school activities with stakeholders. Just like quantitative findings, these views further affirm the fact that communication is key and approaches adopted by school heads to share information foster collaboration among parents, teachers, and local organizations, creating a supportive environment for learners. The interviewees also noted that headteachers often plan how frequent BoM and PA needs to participate in school activities which has improved transition rates of learners. On participation forums for parents, headteachers, BoM chairs and parents' representatives, however, disagreed with the teachers and noted that they always create forums where parents take part in school activities as a way of improving learner transition. Headteacher, H4, stated;

In my school, I always created forums such as WhatsApp groups where parents can share their views on management and also get information on how school operations are being undertaken with an aim of improving learner participation in academic activities.

On their part, pupils and Sub-County Directors of Education appreciated the fact that headteachers have adopted different approaches and forums to share information with parents and members of community. Despite these contradictions, these mixed findings affirm the fact that, when headteachers prioritize collaboration with different stakeholders, they create an environment that promotes student retention and successful transitions. In other words, effective planning by headteachers regarding the frequency of stakeholder participation in school activities has been shown to foster a collaborative environment that supports learners' needs. This indicates that involvement of stakeholders plays a key role in shaping a supportive school environment, enhancing retention of learners as well as lowering transition rates in primary schools.

4.6.3 Triangulation of Research Findings

Both quantitative and qualitative findings found that primary school headteachers adopt a multiplicity of communication approaches to share information with stakeholders about academic activities. These approaches include use of SMS, direct calling, newsletters and regular meetings. This has helped create an environment which promote learning and minimize dropout among learners. The study also established that headteachers often plan how frequent BoM and PA needs to participate in school activities as a strategy for improving transition rates of learners. However, respondents disagreed on setting up of participation forums where parents take part in school activities as a way of improving learner transition.

These mixed findings affirm the fact that, when headteachers emphasize collaboration with various stakeholders, they establish an environment that encourages student

retention and smooth transitions. In other words, thoughtful planning by headteachers concerning the level of stakeholder involvement in school activities has proven to cultivate a collaborative atmosphere that meets learners' needs. This demonstrates that stakeholder participation is crucial in creating a supportive school setting, improving learner retention, and reducing transition rates in primary schools.

4.7 Provision of Support Services and Transition Rates in Public Primary Schools

The study sought to examine the influence of provision of support services on transition rates in public primary schools. The findings are shown in Table 17;

Table 17: Teachers' Views on the Influence of Provision of Support Services on Transition Rates in Public Primary Schools

| Test Items | Ratings | | | | |
|---|---------|--------|--------|--------|---------|
| | SA % | A % | U % | D % | SD % |
| In public primary schools, the headteachers undertakes academic mentorship which has improved transition of learners | 49.4 | 5.0 | 4.6 | 33.9 | 7.1 |
| In public primary schools, there is provision of guidance/counselling activities which has enhanced learner transition | 52.7 | 12.1 | 2.9 | 26.4 | 5.9 |
| Public primary school headteachers often interpret MoE policies which has promoted transition of learners | 44.4 | 15.9 | 4.2 | 28.9 | 6.7 |
| In public primary schools, there is provision of financial support in form of bursaries which has enhanced learner transition | 59.8 | 7.9 | 5.4 | 21.3 | 5.4 |
| In public primary schools, headteachers have engaged in QASO and MoE transition activities to improve learner transition | 54.8 | 8.8 | 3.8 | 26.8 | 5.9 |

Source: Field Data (2024)

Table 17 shows that 26(49.4%) of the teachers strongly agreed with the view that, in public primary schools, the headteachers undertakes academic mentorship which has

improved transition of learners whereas 3(5.0%) agreed. However, only a paltry 2(4.6%) were undecided, 18(33.9%) disagreed whereas 3(7.1%) strongly disagreed. These findings support the findings of a study conducted by Smith and Johnson (2021) that, when headteachers actively engage in mentorship, they foster a supportive environment that addresses academic and emotional needs, leading to smoother transitions for learners. A study undertaken by Jones (2023) also revealed that headteachers, through academic mentorship, provide leadership that not only improves academic outcomes but also enhances students' confidence and preparedness for subsequent educational stages. These findings are indicative of the fact that mentorship helps learners develop skills such as problem-solving, time management, and resilience, which are crucial for navigating transitions in school.

The study revealed that 27(52.7%) of the teachers strongly agreed with the view that, in public primary schools, there is provision of guidance/counselling activities which has enhanced learner transition whereas 6(12.1%) agreed. However, 1(2.9%) were undecided, 14(26.4%) of the teachers disagreed whereas 4(5.9%) strongly disagreed. These findings lend credence to the findings of a study carried out by Wilson and Cooper (2021) who also found that headteachers' involvement in guidance and counseling has been shown to significantly contribute to the overall well-being of learners.

In the same token, a study carried out by Harris, Smith and Brown (2022) also revealed that counseling programmes led or facilitated by headteachers address issues such as stress, anxiety, peer pressure, and personal challenges, equipping learners with the emotional tools to handle change and academic pressures. These findings point to the fact that the availability of structured guidance helps students feel supported, enhancing their ability to adapt to new academic environments. These findings further affirm the fact that

schools where headteachers actively participate in both academic mentorship and counseling activities report higher transition rates, with learners demonstrating improved academic and social outcomes as they move through different educational levels. The study also revealed that 23(44.4%) of the teachers strongly agreed with the view that public primary school headteachers often interpret MoE policies which has promoted transition of learners while 8(15.9%) were in agreement. However, 2(4.2%) were undecided, 15(28.9%) disagreed whereas 4(6.7%) strongly disagreed. These findings are consistent with the assertions of Ochieng and Kamau (2022) that headteachers play a pivotal role as key policy interpreters, adapting government guidelines to fit local contexts, particularly in facilitating the transition in primary schools.

According to Ochieng and Kamau (2022), while Ministry of Education (MoE) policies are designed to promote learner progression, the success of these policies largely depends on headteachers' leadership practices, their understanding of policy intent, and their ability to manage resources effectively. These findings affirm the fact that headteachers' interpretations of MoE policies have a direct impact on school culture, teacher motivation, and parental involvement, which are crucial in reducing dropout rates and promoting inclusive learning environments.

More than half, 31(59.8%) of the teachers strongly agreed with the view that, in public primary schools, there is provision of financial support in form of bursaries which has enhanced learner transition while 4(7.9%) agreed. On the same breath, 3(5.4%) were undecided, 11(21.3%) disagreed whereas 3(5.4%) strongly disagreed. These findings are consistent with the findings of a study carried out by Taylor and Rouse (2020) which revealed that bursaries, typically provided by governments or charitable organizations, help cover educational expenses for learners from economically disadvantaged

backgrounds. Taylor and Rouse (2020) further found that, in public primary schools, these funds have played a crucial role in bridging financial gaps, ensuring that children who might otherwise drop out can continue their education. A study conducted by Martinez and Green (2018) also found that financial support in the form of bursaries not only relieve the financial burden on families but also enhance students' motivation and academic performance. With reduced absenteeism and a stronger sense of inclusion, students receiving bursaries are more likely to transition smoothly from primary to secondary education. This support mechanism addresses key barriers, such as the cost of uniforms, books, and exam fees, which often hinder students from low-income families.

These findings affirm the fact that financial support reduces inequality in education by promoting equal access to learning opportunities. In particular, learners from low-income areas have significantly benefited, ensuring their continuous education and progression. The study also established that 28(54.8%) of the teachers strongly agreed with the view that, in public primary schools, headteachers have engaged in QASO and MoE transition activities to improve learner transition while 5(8.8%) of the teachers agreed. On the same breath, 2(3.8%) of the teachers were undecided, 14(26.8%) of the teachers disagreed whereas 3(5.9%) of the teachers strongly disagreed.

These findings support the assertions of Koech (2019) that, in public primary schools, headteachers play a crucial role in facilitating Quality Assurance and Standards Office (QASO) and Ministry of Education (MoE) transition activities to enhance learner transitions. According to Koech (2019), these initiatives are designed to ensure that students smoothly progress from primary to secondary education, thereby promoting academic success and reducing dropout rates.

This implies that headteachers collaborate with QASO to implement monitoring and evaluation frameworks that assess school performance and learning outcomes. This engagement helps identify areas needing improvement and fosters a culture of accountability within schools. Moreover, headteachers coordinate workshops and training sessions for teachers, equipping them with effective pedagogical strategies and support systems tailored for transitioning students. They also engage parents and communities, emphasizing the importance of education continuity. Through these collaborative efforts, headteachers not only enhance the quality of education but also create a supportive environment that encourages learner motivation and engagement, ultimately leading to improved educational outcomes for learners and progression.

4.7.1 Inferential Analysis

To verify the influence of provision of support services on transition rates in schools, data were collected on how often schools provide financial support for learners (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) and the number of learners in the 6 sampled public primary schools. Results are shown in Table 18:

Table 18: How Often Schools Provide Financial Support to Learners and the Number of Pupils in Public Primary Schools

| How Often Schools Provide Financial Support to Learners | Number of Pupils in Public Primary Schools |
|---|--|
| 1 | 1042 |
| 2 | 1212 |
| 3 | 1534 |
| 2 | 1706 |
| 3 | 1601 |
| 3 | 2005 |

Source: Field Data (2024)

Table 18 shows that, in public primary schools where there is regular provision of financial support services for learners, the number of pupils who transit from one grade to another is high.

This financial assistance often helps to alleviate the barriers to education, such as the cost of school supplies, uniforms, or transport. When learners' basic needs are met, their ability to focus on learning improves, reducing dropout rates and encouraging consistent academic progression. The results in table 18 were subjected to Pearson's Product Moment Correlation Analysis and the results are shown in Table 19:

Table 19: Relationship between Provision of Support Services and Transition Rates in Public Primary Schools

| | | Frequency of Provision of Support Services | Transition Rates |
|--|---------------------|--|------------------|
| Frequency of Provision of Support Services | Pearson Correlation | 1 | .698* |
| | Sig. (2-tailed) | | .029 |
| | N | 6 | 6 |
| Transition Rates | Pearson Correlation | .698* | 1 |
| | Sig. (2-tailed) | .029 | |
| | N | 6 | 6 |

*. Correlation is significant at the 0.05 level (2-tailed).

Table 19 shows a Pearson Product Moment Correlation Test Analysis which generated a correlation coefficient of $r = 0.698$ with corresponding significant level (p-value) of 0.029 which was less than the predetermined level of significance, 0.05, that is, $p\text{-value} = 0.029 < 0.05$. This indicates that there is a significant influence of provision of support services on transition rates in public primary schools. The positive correlation ($r = 0.698$) suggests a strong, direct relationship, meaning that as the provision of support services increases, transition rates are likely to improve.

The significant p-value (0.029) confirms that this result is not due to chance, supporting the hypothesis that support services positively influence transition rates. This indicates that provision of support services creates a conducive learning environment, reducing dropout rates and enhancing retention. By offering additional assistance to vulnerable learners, including those from low-income backgrounds or with special needs, schools

can ensure equitable access to education. This, in turn, improves the transition rates in public primary schools.

4.7.2 Thematic Analysis

During the interviews, headteachers, chairs of school BoM and parents' representatives also stated that headteachers undertake academic mentorship and counselling which has improved transition of learners. Headteacher, H5, noted;

In my primary school, I always organize mentorship and counselling programmes for learners which sensitize them on the essence of attending school activities and the benefit of education. This has helped improve transition rates.

Pupils also stated that their schools always organize mentorship activities on a weekly basis to encourage them to take their academic activities seriously. On further probing, pupil, P1, stated;

In my school, we often attend mentorship and counselling programmes organized by the school.

Sub-county Directors of Education also noted that school heads are required to plan mentorship activities and set up guidance and counselling departments within their primary schools. Just like quantitative findings, these views further support those expressed by Smith and Johnson (2021) that, when headteachers actively engage in mentorship, they foster a supportive environment that addresses academic and emotional needs, leading to smoother transitions for learners.

In other words, in schools where headteachers actively participate in both academic mentorship and counseling activities report higher transition rates, with learners demonstrating improved academic and social outcomes as they move through different educational levels. The interviewees also noted that headteachers often interpret MoE policies which has promoted transition of learners in public primary schools.

This implies that headteachers' interpretations of MoE policies have a direct impact on school culture, teacher motivation, and parental involvement, which are crucial in reducing dropout rates and promoting inclusive learning environments. They also noted that, in public primary schools, there is provision of financial support in form of bursaries which has enhanced learner transition. Headteacher, H6, stated;

In my primary school, many pupils are beneficiaries of financial support and incentives provided by the school and other government agencies. This move has often ensured that pupils are retained in school and thus, transit from one grade to another.

On their part, many learners also indicated that they have been beneficiaries of financial support which has kept them in school. These views further corroborate the assertions of Taylor and Rouse (2020) which revealed that bursaries, typically provided by governments or charitable organizations, help cover educational expenses for learners from economically disadvantaged backgrounds. Taylor and Rouse (2020) further found that, in public primary schools, these funds have played a crucial role in bridging financial gaps, ensuring that children who might otherwise drop out can continue their education.

On involvement of QASOs and MoE officials, the interviewees also noted that headteachers have often engaged in QASO and MoE to improve learner transition in public primary schools. This also supported the viewpoints held by the Ministry of Education (MoE) that academic activities undertaken by QASOs and MoE enhance learner transitions. This implies that headteachers collaborate with QASO to implement monitoring and evaluation frameworks that assess school performance and learning outcomes. In summary, these findings attest to the fact that support accorded to learners, though not all the time, play a key role in creating a supportive environment that

encourages learner motivation and engagement, ultimately leading to improved educational outcomes for learners and progression.

4.7.3 Triangulation of Research Findings

From the mixed findings, academic mentorship and counselling impact transition rates among learners in public primary schools. The study emphasized the importance of mentorship programmes, which help pupils understand the value of education and school participation, thus improving transition rates. This indicates that support services play a crucial role in enhancing transition rates in public primary schools. These services, which include counseling, academic assistance, and social-emotional support, address various barriers that pupils face during transitions, such as moving from one grade to another.

By providing tailored interventions, schools can help learners build the necessary skills and confidence to navigate these changes successfully. The study found that counselling services assist learners in developing coping strategies for anxiety associated with transitions, while academic support can bridge gaps in knowledge and skills that may hinder progression. Research found that schools with robust support services see lower dropout rates and higher academic achievement, as pupils are better equipped to face the challenges of transitioning between educational levels. Ultimately, though not fully realized, these services contribute to creating a positive school climate that encourages continuous learning and personal growth.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the main research findings, conclusions, recommendations and suggestions for further research as discussed under the research objectives.

5.1 Summary of Research Findings

This section provides a summary of the findings of the research objectives which included; assessing the status of transition rates in public primary schools and the influence of requisition of teachers, provision of infrastructure, stakeholders' collaboration and provision of support services on transition rates in public primary schools.

5.1.1 Status of Transition Rates in Public Primary Schools

The study established that the number of pupils admitted in grade I in public primary schools has continued to rise since 2021 to 2024 with the introduction of the 100.0% transition policy by the government. However, the number of pupils who complete their primary education is low. This affirms the fact that, though the government and other stakeholders have initiated strategies to enhance transition rates in public primary schools, the number of pupils who drop out has been consistently high.

5.1.2 Requisition of Teachers and Transition Rates in Public Primary Schools

The research indicated that the ratio of students to teachers remains inadequate, adversely impacting student transitions in public primary schools. In response, there have been coordinated initiatives to increase teacher recruitment through the School Board of Management, in addition to those hired by the Teachers Service Commission (TSC).

These varied results highlight that, despite encountering considerable challenges, teachers play a crucial role in achieving educational objectives and improving transition rates. This suggests that maintaining an adequate number of teachers is essential for creating stable learning environments that promote effective student growth, ultimately enhancing academic success and overall student welfare.

5.1.3 Provision of Infrastructure and Transition Rates in Primary Schools

The study established that infrastructure plays a crucial role in the effectiveness of education and academic activities within public primary schools. Essential components include well-designed classrooms, adequately equipped laboratories, hygienic restrooms, safe play areas, and secure fencing. Nevertheless, the findings also highlight that numerous public primary schools continue to lack sufficient conducive classrooms, properly resourced resource centers, and clean facilities for students. Additionally, the research revealed that many public primary schools are deficient in ICT infrastructure, which is vital for improving transition rates. These mixed results underscore that inadequate infrastructure, including insufficient classroom space, limited learning resources, and a lack of ICT tools, adversely impacts student transitions.

5.1.4 Stakeholders' Collaboration and Transition Rates in Public Primary Schools

The research indicated that primary school headteachers utilize a variety of communication methods to disseminate information regarding academic activities to stakeholders. These methods encompass SMS, direct phone calls, newsletters, and regular meetings. Such practices have fostered an environment conducive to learning and have contributed to reducing dropout rates among pupils. Additionally, the study found that headteachers frequently strategize the frequency of Board of Management (BoM) and Parent Association (PA) involvement in school activities to enhance student transition rates.

However, there was a lack of consensus among respondents regarding the establishment of participation forums for parents to engage in school activities as a means to improve student transitions. These findings affirm the fact that, when headteachers prioritize collaboration with different stakeholders, they create an environment that supports student retention and facilitates smooth transitions. In essence, deliberate planning by headteachers regarding stakeholder engagement in school activities has been shown to foster a collaborative environment that addresses the needs of learners. This underscores the importance of stakeholder participation in developing a supportive school environment, enhancing student retention, and lowering transition rates in primary education.

5.1.5 Provision of Support Services and Transition Rates in Public Primary Schools

The research indicated that academic mentorship and counseling significantly influence transition rates among students in public primary schools. It highlighted the critical role of mentorship programs in helping students appreciate the importance of education and active participation in school, thereby enhancing transition rates. This underscores the vital function of support services in improving transition outcomes in public primary education. These services, which encompass counseling, academic support, and social-emotional assistance, tackle various challenges that students encounter during transitions, such as progressing from one grade to the next.

By offering customized interventions, schools can empower students to develop the essential skills and confidence needed to manage these changes effectively. The findings revealed that counseling services aid students in formulating coping strategies for anxiety related to transitions, while academic support helps close knowledge and skill gaps that could impede advancement. Research shows that schools with comprehensive support

services experience lower dropout rates and improved academic performance, as students are better prepared to confront the challenges associated with moving between educational stages. Ultimately, while not fully realized, these services foster a positive school environment that promotes ongoing learning and personal development.

5.2 Conclusions of the study

Drawing from the above findings, it is evident that transition rates in many public primary schools in Tseikuru Sub-county has been on a downward trend with cases of dropouts being on the rise. The study found that the ratio of learners to teachers remains inadequate, adversely impacting transition rates in public primary schools. The study further revealed infrastructure plays a crucial role in the effectiveness of education and academic activities within public primary schools. However, the findings also highlight that many public primary schools continue to lack sufficient conducive classrooms, properly resourced resource centers, and clean facilities for students. Additionally, the research revealed that many public primary schools are deficient in ICT infrastructure, which is vital for improving transition rates.

The study found that headteachers adopt different communication methods to disseminate information regarding academic activities to stakeholders. These methods encompass SMS, direct phone calls, newsletters, and regular meetings. Such practices have fostered an environment conducive to learning and have contributed to reducing dropout rates among students. From the study findings, it is evident that academic mentorship and counselling significantly influence transition rates among students in public primary schools.

It highlighted the critical role of mentorship programmes in helping students appreciate the importance of education and active participation in school, thereby enhancing

transition rates. This underscores the vital function of support services in improving transition outcomes in public primary education.

5.3 Recommendations of the Study

This section outlines the study recommendations in terms of practice, policy and further research.

5.3.1 Recommendations for Practice

The study makes the following recommendations;

- i. On requisition of teachers and transition rates in public primary schools, the study recommends that the Ministry of Education should continue to recruit teachers in areas where they are most needed, focusing on subjects with high demand and targeting schools with lower performance metrics.
- ii. On provision of infrastructure and transition rates in public primary schools, the study recommends that school managers and the Ministry of Education should ensure that public primary schools have adequate facilities, such as classrooms, playgrounds, libraries and safe playgrounds.
- iii. On stakeholders' collaboration and transition rates in public primary schools, the study recommends that headteachers should establish a structured stakeholder engagement framework to create a shared vision for improving pupils' learning outcomes.
- iv. On provision of support services and transition rates in public primary schools, the study recommends that headteachers together with stakeholders should continue providing key support such as mentorship, counselling and financial services to learners to enhance their transition from one grade to another.

5.3.2 Recommendations for Policy

The Ministry should enforce the implementation of data-driven decision-making frameworks. This policy would involve establishing a centralized system that tracks learner progress and key transition points through regular data collection, analysis and reporting.

5.3.3 Recommendations for Further Research

- i. A study should be carried out to assess the extent to which headteachers' management strategies influence transition rates in public primary schools.
- ii. A study could be conducted to examine the influence of counselling practices on transition rates in public primary schools.
- iii. A study should be undertaken to assess how teachers' characteristics influence transition rates in public primary schools.



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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am a learner undertaking a master's degree in educational administration leadership and management of Mount Kenya University. The subject of the inquiry is **Influence of School Management Practices on Learners' Transition Rates in Public Primary Schools in Tseikuru Sub-county, Kitui County, Kenya**. You were among those selected to participate in the research project so as to do this, I respectfully ask that all respondents to fully take in the research. The evaluation will not reveal your identity, and this information will solely be utilized for academic research. You will get access to the investigation's results upon request.

We will be very grateful for your help and cooperation.

Thank you in advance.

Yours faithfully,

Tabitha Kambura

APPENDIX II: INFORMED CONSENT

| | |
|--------------------------------------|---------|
| Researcher's Name: Kambura | Tabitha |
|--------------------------------------|---------|

| |
|--|
| Title of Study: influence of school management practices on transition rates in public primary schools Tseikuru Sub County, Kitui County Kenya. |
|--|

Please fill out this form after carefully reading everything. Mark the relevant answers and date and sign the acknowledgment at the end if you are prepared to take part in this study. Please inquire if there is whatsoever that is unclear or if you would like further details.

- The investigator has provided me with either written or spoken explanations of the study's findings.

YES/NO

- I am conscious that I can exit the examination at any moment without needing to give an explanation.

YES/NO

- I am mindful that any private data regarding me will be kept completely confidential and that personal information won't be mentioned in any publications that result from this investigation.

YES/NO

- ✓ I am mindful that any answers and confidentiality

- ✓ The material I provide will only be used for investigation, and after your study is over, it will be deleted. YES/NO

I have been provided a duplicate of this questionnaire for my personal records, and I willingly approve to taking an active role in this investigation project.

Signature:

.....**Date**.....

**The Chairman
MKU Ethical Review Committee
P.O. Box 342 – 01000
Thika**

APPENDIX III: INFORMED CONSENT FOR PARENTS/GUARDIANS FOR INVOLVEMENT OF MINORS

Dear Parent / Guardian,

RE: PERMISSION TO CARRY OUT RESEARCH USING YOUR CHILD

The investigator is a master's degree scholar in educational administration, leadership and management in Mount Kenya University carrying out an investigation on **Influence of School Management Practices on Learners' Transition Rates in Public Primary Schools in Tseikuru Sub-county, Kitui County, Kenya**. To do this, I humbly ask for your permission to include your kid or children who are students as a major participant in our study. No minor's identity will be revealed in the proposal; the data collected from the minors (Junior Secondary School students) will only be applied in an academic setting.

Thanks in advance,

Signature:

.....**Date**.....

**The Chairman
MKU Ethical Review Committee
P.O. Box 342 – 01000
Thika**



APPENDIX IV: QUESTIONNAIRE FOR TEACHERS

My name is Tabitha Kambura a Masters student in Mount Kenya University. I'm doing a field project right now to finish my master's degree. My study area is **Influence of School Management Practices on Transition Rates in Public Primary Schools in Tseikuru Sub-county, Kitui County, Kenya**. It has been determined that you are a contributor in the inquiry, and I would appreciate your help in answering the questions posed in this survey. Kindly respond honestly. Your shared information will be handled with extreme secrecy as it will only be used for research purposes.

Section A: Demographic Information

Instruction: Please tick against your most appropriate answer and fill the spaces provided.

1. Gender: Male Female
2. Level of education:
Certificate Diplomas Bachelors' Degrees
Postgraduate

Section B: Requisition of Teachers and Transition Rates in Public Primary Schools

1. On a scale of 1-3, rate how often you headteacher undertakes the following activities during teacher requisition

| Requisition of Teachers | Very Often (3) | Rarely (2) | Never (1) |
|----------------------------|----------------|------------|-----------|
| Establishment of staff gap | | | |
| Requisition reporting | | | |
| Hiring of BoM teachers | | | |
| Employment of TSC teachers | | | |

2. Please select if you support each of the aforementioned assertions on the impact of teacher requisition procedures on transition rates in your primary school

| Test Items | SA | A | U | D | SD |
|---|----|---|---|---|----|
| | 5 | 4 | 3 | 2 | 1 |
| In my school, the headteacher always establish teacher-learner gap which has improved transition rates | | | | | |
| My headteacher often reports on their desire to recruit more teachers which has improved transition rates | | | | | |
| In my school, regular hiring of BoM teachers has improved transition rates | | | | | |
| The number of learners who transition from primary to secondary schools is not impacted by the employment of TSC teachers | | | | | |

3. How may the procedures of teacher requisition in your school be improved?

.....

Section D: Provision of Infrastructure and Transition Rates in Public Primary Schools

1. On a scale of 1-3, how often does your school provide the following infrastructure?

| Infrastructure | Very Often (3) | Rarely (2) | Never (1) |
|-------------------------------|----------------|------------|-----------|
| Provision of laboratories | | | |
| Provision ICT infrastructure | | | |
| Provision of classrooms | | | |
| Provision of resource centers | | | |

2. Rate the extent to which you agree with the following statements on the influence of provision of infrastructure on transition of learners in your school

| Test Items | SA | A | U | D | SD |
|---|----|---|---|---|----|
| | 5 | 4 | 3 | 2 | 1 |
| Provision of conducive classrooms has improved transition of learners in my school | | | | | |
| In my school, there are no well-stocked laboratories which has slowed learner transition | | | | | |
| In my school, there is adequate ICT infrastructure which has enhanced learners' transition | | | | | |
| Despite provision of resource centers with scholastic materials, learner transition in my school is still low | | | | | |

3. What infrastructural improvements can be made to enhance learner transition in your school?

.....

Section E: Stakeholders' Collaboration and Transition Rates in Public Primary Schools

1. On a scale of 1-3, rate how often does your school undertakes the following stakeholders' collaboration activities

| Stakeholders' Collaboration Practices | Very Often (3) | Rarely (2) | Never (1) |
|---|-----------------------|-------------------|------------------|
| Designing ways of communication with stakeholders | | | |
| Planning how frequent to BoM/PA needs to participate in school activities | | | |
| Setting up parents' participation forums | | | |
| Organizing community participation awareness | | | |

2. Rate your level of agreement with the following statements on the influence of stakeholders' collaboration practices on learner transition rates in your school

| Test Items | SA | A | U | D | SD |
|---|-----------|----------|----------|----------|-----------|
| | 5 | 4 | 3 | 2 | 1 |
| In my school, headteacher designs ways of communication with stakeholders which has improved learner transition | | | | | |
| In my school, the headteacher rarely plans how frequent BoM and PA needs to participate in school activities which has lowered transition rates of learners | | | | | |
| My headteacher always sets up parents' participation forums as a way of improving learner transition | | | | | |
| In my school, the headteacher has often organized community participation awareness to enhance learner transition | | | | | |

3. In what ways can stakeholders' collaboration practices be improved to enhance learner transition in your primary school?

.....

Section F: Provision of Support Services and Transition Rates in Primary Schools

1. On a scale of 1-3, rate how often your school provides the following support

| Support Services | Very Often (3) | Rarely (2) | Never (1) |
|--|----------------|------------|-----------|
| Academic mentorship | | | |
| Guidance and counselling | | | |
| Interpreting MoE policies | | | |
| Financial support in form of bursaries | | | |
| QASO/MoE transition activities | | | |

2. Please indicate how much you agree with the following statements on the influence of provision of support services on learner transition in your school

| Test Items | SA | A | U | D | SD |
|---|----|---|---|---|----|
| | 5 | 4 | 3 | 2 | 1 |
| In my school, the headteacher undertakes academic mentorship which has improve transition of learners | | | | | |
| In my school, there is provision of guidance/counselling activities which has enhanced learner transition | | | | | |
| My headteacher often interprets MoE policies which has promoted transition of learners | | | | | |
| There is provision of financial support in form of bursaries which has enhanced learner transition | | | | | |
| We have engaged in QASO and MoE transition activities to improve learner transition | | | | | |

3. How do think support services on transition in your school can be improved?

.....

Section G: Learners' Transition Rates in Public Primary Schools

1. Please, state the rates of transition of learners in your primary school for the last four years (2021-2024)

| Academic Year | Very Often (3) | Rarely (2) | Never (1) |
|---------------|----------------|------------|-----------|
| 2021 | | | |
| 2022 | | | |
| 2023 | | | |
| 2024 | | | |

Thanks, Tabitha Kambura

APPENDIX V: INTERVIEW GUIDE FOR HEADTEACHERS

My name is Tabitha Kambura a Masters student in Mount Kenya University. I'm doing a field project right now to finish my master's degree. My study area is **Influence of School Management Practices on Transition Rates in Public Primary Schools in Tseikuru Sub-county, Kitui County, Kenya**. It has been determined that you are a contributor in the inquiry, and I would appreciate your help in answering the questions posed in this survey. Kindly respond honestly. Your shared information will be handled with extreme secrecy as it will only be used for research purposes.

Section A: Demographic Information

1. Gender:.....
2. What is your level of education?.....

Section B: Requisition of Teachers and Transition Rates in Public Primary Schools

1. How often do you undertake teacher requisition activities in your school?
2. To what extent does teacher requisition practices you adopt influence learner transition in your primary school?
3. How can the procedures of teacher requisition in your school be improved?

Section D: Provision of Infrastructure and Transition Rates in Public Primary Schools

1. How often do you provide different types of infrastructure at school?
2. What is the influence of provision of infrastructure on transition of learners in your school?
3. What infrastructural improvements can be made to enhance learner transition in your school?

Section E: Stakeholders' Collaboration and Transition Rates in Public Primary

Schools

1. How often do you undertake stakeholders' collaboration activities?
2. How do your stakeholders' collaboration practices influence learner transition rates in your school?
3. In what ways can stakeholders' collaboration practices be improved to enhance learner transition in your primary school?

Section F: Provision of Support Services and Transition Rates in Primary Schools

1. How often do you provide support services to learners in your school?
2. What is the influence of provision of support services on learner transition rate in your school?
3. How do think support services practices on transition rate in your primary school can be improved?

Section G: Learners' Transition Rates in Public Primary Schools

1. What are the rates of transition of learners in your primary school for the last four years (2021-2024)?

Thanks,

Tabitha Kambura

APPENDIX VI: INTERVIEW GUIDE FOR PUPILS, PARENTS' REPRESENTATIVES AND BoM CHAIRS

Dear Respondent,

My name is Tabitha Kambura a Masters student in Mount Kenya University. I'm doing a field project right now to finish my master's degree. My study area is **Influence of School Management Practices on Transition Rates in Public Primary Schools in Tseikuru Sub County, Kitui County, Kenya**. It has been determined that you are a contributor in the inquiry, and I would appreciate your help in answering the questions posed in this survey. Kindly respond honestly. Your shared information will be handled with extreme secrecy as it will only be used for research purposes.

Section A: Demographic Information

1. Gender:.....
2. What is your level of education?.....
3. Designation?.....

Section B: Requisition of Teachers and Transition Rates in Public Primary Schools

1. How often do headteachers undertake teacher requisition activities in your school?
2. To what extent do teacher requisition practices adopted by headteachers influence learner transition in your primary school?
3. How can the procedures of teacher requisition adopted by headteachers in your school be improved?

Section D: Provision of Infrastructure and Transition Rates in Public Primary

Schools

1. How often do headteachers provide different types of infrastructure at school?
2. What is the influence of headteachers' provision of infrastructure on transition of learners in your school?

3. What infrastructural improvements can be made to enhance learner transition in your school?

Section E: Stakeholders' Collaboration and Transition Rates in Public Primary

Schools

1. How often do headteachers undertake stakeholders' collaboration activities?
2. How do headteachers' stakeholders' collaboration practices influence learner transition rates in your school?
3. In what ways can stakeholders' collaboration practices be improved to enhance learner transition in your primary school?

Section F: Provision of Support Services and Transition Rates in Primary Schools

1. How often do headteachers provide support services to learners in your school?
2. What is the influence of headteachers' provision of support services on learner transition rate in your school?
3. How do think headteachers' support services practices on transition rate in your primary school can be improved?

Section G: Learners' Transition Rates in Public Primary Schools

1. What are the rates of transition of learners in your primary school for the last four years (2021-2024)?

.....
.....

Thanks,

Tabitha Kambura

APPENDIX VII: INTERVIEW GUIDE FOR SUB-COUNTY DIRECTORS OF EDUCATION (TSC & MoE)

Dear Respondent,

My name is Tabitha Kambura a Masters student in Mount Kenya University. I'm doing a field project right now to finish my master's degree. My study area is **Influence of School Management Practices on Transition Rates in Public Primary Schools in Tseikuru Sub County, Kitui County, Kenya**. It has been determined that you are a contributor in the inquiry, and I would appreciate your help in answering the questions posed in this survey. Kindly respond honestly. Your shared information will be handled with extreme secrecy as it will only be used for research purposes.

Section A: Demographic Information

1. Gender:.....
2. What is your level of education?.....
3. Designation?.....

Section B: Requisition of Teachers and Transition Rates in Public Primary Schools

1. How often do headteachers undertake teacher requisition activities in public primary schools in your sub-county?
2. To what extent do teacher requisition practices adopted by headteachers influence learner transition in public primary schools in your sub-county?
3. How can the procedures of teacher requisition adopted by headteachers in your sub-county be improved?

Section D: Provision of Infrastructure and Transition Rates in Public Primary

Schools

1. How often do headteachers provide different types of infrastructure in public primary schools in your sub-county?

2. What is the influence of headteachers' provision of infrastructure on transition of learners in public primary schools in your sub-county?
3. What infrastructural improvements can be made to enhance learner transition in public primary schools in your sub-county?

Section E: Stakeholders' Collaboration and Transition Rates in Public Primary

Schools

1. How often do headteachers undertake stakeholders' collaboration activities in public primary schools in your sub-county?
2. How do headteachers' stakeholders' collaboration practices influence learner transition rates in public primary schools in your sub-county?
3. In what ways can stakeholders' collaboration practices be improved to enhance learner transition in public primary schools in your sub-county?

Section F: Provision of Support Services and Transition Rates in Primary Schools

1. How often do headteachers provide support services to learners in public primary schools in your sub-county?
2. What is the influence of headteachers' provision of support services on learner transition rate in public primary schools in your sub-county?
3. How do think headteachers' support services practices on transition rate in public primary schools in your sub-county can be improved?

Section G: Learners' Transition Rates in Public Primary Schools

1. What are the rates of transition of learners in public primary schools in your sub-county for the last four years (2021-2024)?

.....

Thanks,

Tabitha Kambura

APPENDIX VIII: DOCUMENT ANALYSIS GUIDE FOR THE RESEARCHER

| INFLUENCE OF SCHOOL MANAGEMENT PRACTICES ON LEARNERS' TRANSITION RATES IN PUBLIC PRIMARY SCHOOLS IN TSEIKURU SUB-COUNTY, KITUI COUNTY, KENYA | | | | | | |
|---|--|--------------------|---------------------|------------------------|--------------------|---------------------|
| S/N | ITEM | Never 1 | Rarely 2 | Sometimes 3 | Often 4 | Always 5 |
| REQUISITION OF TEACHERS | | | | | | |
| | • Establishment of staff gap | | | | | |
| | • Requisition reporting | | | | | |
| | • BoM Hired teachers | | | | | |
| | • Employment of TSC teachers | | | | | |
| PROVISION OF INFRASTRUCTURE | | | | | | |
| | • Provision of classrooms | | | | | |
| | • Provision ICT infrastructure | | | | | |
| | • Provision of laboratories | | | | | |
| | • Provision of resource centers | | | | | |
| STAKEHOLDERS' COLLABORATION PRACTICES | | | | | | |
| | • Stakeholders' communication ways/frequency | | | | | |
| | • Community participation awareness | | | | | |
| | • Parents' participation forums | | | | | |
| | • BoM/PA participation frequency | | | | | |
| SUPPORT SERVICES | | | | | | |
| | • Academic mentorship | | | | | |
| | • Guidance and counselling | | | | | |
| | • MoE support and policies/re-entry policy | | | | | |
| | • Financial support in form of bursaries | | | | | |
| | • QASO and M&E transition activities | | | | | |

Thank you,

Tabitha Kambura

APPENDIX IX: ETHICAL CLEARANCE FROM MOUNT KENYA UNIVERSITY

Mount Kenya University



REF: MKU/ISERC/3910
TO: TABITHA KAMBURA

Date: 15 July 2024

REG: MED/2021/83761

Dear Sir/Madam,

RE: INFLUENCE OF SCHOOL MANAGEMENT PRACTICES ON LEARNERS' TRANSITION RATES IN PUBLIC PRIMARY SCHOOLS IN TSEIKURU SUBCOUNTY KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2908**. The approval period is **15/07/2024 - 14/07/2025**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC



**APPENDIX X: INTRODUCTION LETTER FROM THE SCHOOL OF
POSTGRADUATE STUDIES OF MOUNT KENYA UNIVERSITY**



DIRECTORATE OF GRADUATE STUDIES

MED/2021/83761

15th July, 2024

*National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA*

Dear Sir/Madam,


RE: TABITHA KAMBURA- REGISTRATION NO. MED/2021/83761

The purpose of this letter is to introduce the above named student who is pursuing Master of Education in the Department of Educational Management and Curriculum Studies in the School of Education.

The title of the research is "Influence of School Management Practices on Learner's Transition Rates in Public Primary Schools in Tseikuru Sub County, Kenya." It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between July, 2024 and September, 2024.

Any assistance accorded to the student will be highly appreciated.

Thank you.


Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies

Enc.

APPENDIX XI: AUTHORIZATION LETTER FROM NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

| | |
|---|---|
|  <p align="center">REPUBLIC OF KENYA</p> |  <p align="center">NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p> |
| <p>Ref No: 616346</p> | <p>Date of Issue: 30/July/2024</p> |
| <p align="center">RESEARCH LICENSE</p> | |
|  | |
| <p>This is to Certify that Miss.. TABITHA KAMBURA of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kitui on the topic: INFLUENCE OF SCHOOL MANAGEMENT PRACTICES ON LEARNERS' TRANSITION RATES IN PUBLIC PRIMARY SCHOOLS IN TSEIKURU SUB-COUNTY, KITUI COUNTY, KENYA for the period ending : 30/July/2025.</p> | |
| <p align="center">License No: NACOSTI/P/24/38357</p> | |
| <p align="center">Applicant Identification Number 616346</p> | <p align="center">Director General Walter Wambui</p> |
| <p align="center">NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p> | |
| <p align="center">Verification QR Code</p> | |
|  | |
| <p align="center">NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p> | |
| <p align="center">See overleaf for conditions</p> | |

**APPENDIX XII: RESEARCH AUTHORIZATION FROM COUNTY DIRECTOR
OF EDUCATION, KITUI**

**MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND EDUCATION**



**SUB COUNTY DIRECTOR OF EDUCATION
TSEIKURU SUB COUNTY
P.O BOX 352 – 90400
MWINGI.
27/8/2024.**

RE: TABITHA KAMBURA REG: MED/2021/83761

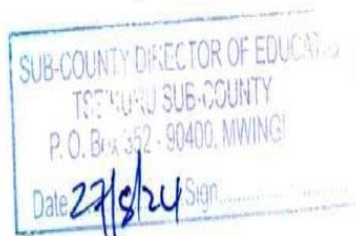
The above named is a student in Mount Kenya University pursuing a masters in Educational Administration Leadership and Management. She is in the process of conducting research on the **“influence of school management practices on learner’s transition rates in public primary schools in Tseikuru Subcounty”** as part of her thesis.

Kindly accord her all the necessary support to enable her attain her goals.

Yours Faithfully

for 
MR. PETER KAVURIA

SCDE- TSEIKURU



APPENDIX XIII: RESEARCH AUTHORIZATION FROM TEACHERS
SERVICE COMMISSION

TEACHERS SERVICE COMMISSION

Email
tstseikuru@gmail.com

quote
Ref: TSC/670134/7



TSC SUB-COUNTY
DIRECTOR TSEIKURU
P.O BOX 464-90400
MWINGI

27th August, 2024

Tabitha Kambura
TSC/ 670134

RE: TABITHA KAMBURA – PERMISSION TO COLLECT DATA

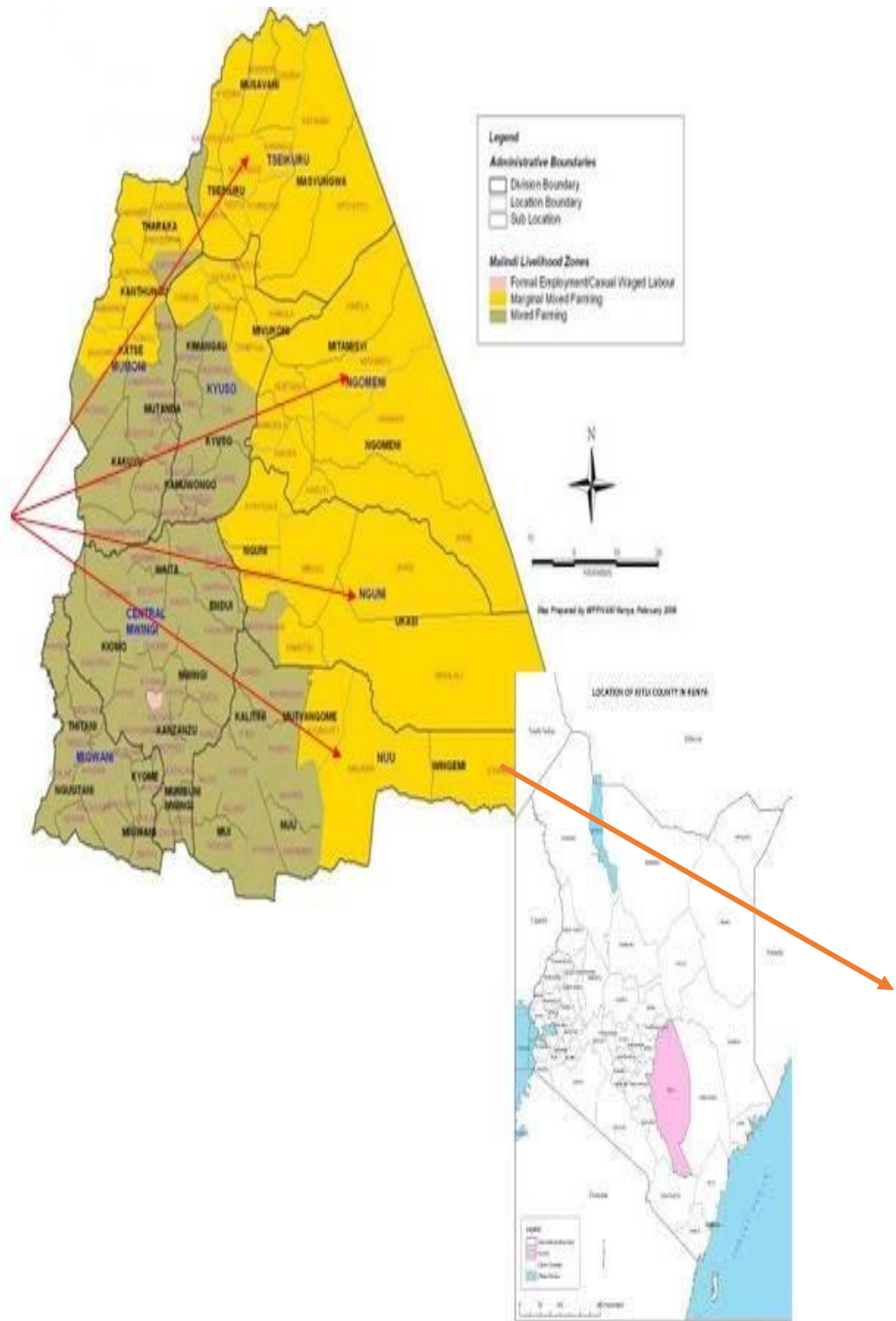
The above named person being a teacher at Kyamalutu Junior Secondary; Tseikuru Sub county TSC NO 670134 and a student at Mt Kenya University hereby has my permission to carry out a research data collection in the Sub county as a requirement for her m.e.d program.

Any assistance accorded to her will be highly appreciated.



LEONARD MUZUNGU
TSC SUB COUNTY DIRECTOR
TSEIKURU SUB COUNTY

APPENDIX XIV: THE MAP OF TSEIKURU SUB-COUNTY



Source: IEBC (2012)