

**FACTORS AFFECTING TRANSITION RATES OF BOYS FROM PRIMARY TO
SECONDARY: A CASE OF SECONDARY SCHOOLS IN KEIYO SOUTH DISTRICT,
ELGEYO-MARAKWET COUNTY, KENYA**

MANANA W. MAURICE

**A Thesis Submitted in Partial Fulfilment for Degree of Master of Education in Educational
Planning, Management and Administration of**

MOUNT KENYA UNIVERSITY

MARCH, 2013

ABSTRACT

The purpose of this study was to examine the factors affecting transition rate of boys from primary schools to secondary schools in Keiyo South district. The study sought to: establish the socio cultural factors influencing boys' transition from primary to secondary schools in Keiyo South, assess how economic factors influence transition rates to secondary education among boys in Keiyo South and finally determine school-related factors that influence transition rates to secondary education among boys in Keiyo South. The study employed a descriptive survey research design. It used transition theory that was developed and used first by Schlossberg in 1995. The pilot study was conducted in keiyo north district, a neighbouring district to Keiyo south. Data was collected from school head teachers, teachers and students. The head teachers were purposively sampled while teachers and students were selected through simple random sampling for inclusion in the study. This study sample constituted 30% of the target population which is the minimum representative sample (Kerlinger, 1986). Data was collected using questionnaires and an interview guide. The reliability of the research tools was determined through test retest method while the content validity of the tools was validated by supervisors. Data was analyzed using descriptive statistical techniques which included the mean which is the most efficient measure of central tendency and the standard deviation as a measure of variability while percentages were also used to determine the proportions of respondents responding to the research items. The study findings showed that socio-cultural, economic and school-related factors influence the transition of boys from primary school to secondary level. The negative cultural practices and lack of adequate guidance and counselling services in schools limit the chances of learners transiting to secondary level. It is thus expected that the findings of this study will benefit schools, the Ministry of Education, Ministry of Higher Education Science and Technology as well as the entire public, to shed light on matters addressing the plight of the boy-child. Policy makers will also benefit from this in formulating policies regarding the boy-child. The findings will also form part of the knowledge pool from which future research can borrow.