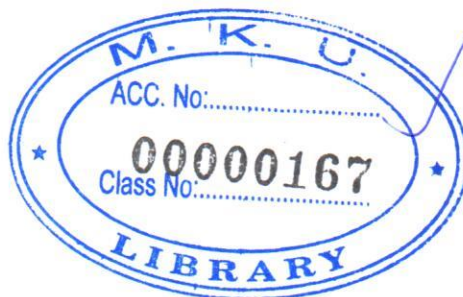


**INVESTIGATION OF LOW TRANSITION OF PUPILS FROM
PUBLIC PRIMARY SCHOOLS TO SECONDARY
SCHOOLS: A CASE OF RUIRU DISTRICT
KIAMBU COUNTY, KENYA**

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ABSTRACT

Basic literacy and numeracy skills are keys to development in most countries. There is conclusive research evidence that the provision of quality basic education to a Country's population is crucial to achievement of rapid and sustained National Development, elimination of poverty, ignorance and diseases. Primary education in Kenya has been free following the government decree of UPE causing high enrolment in primary schools although the transition of pupils to secondary schools remains low in Ruiru District. The purpose of the study, therefore, was to investigate why there has been low transition of pupils from primary to secondary schools in Ruiru District despite the implementation of free primary education in Kenya. The objectives of the study were; to establish why pupils drop out of school before graduating in class eight; to establish how parents' contributions towards FPE programme enhance transition of pupils, to determine the plans laid by the head teachers and the school management committees to facilitate in transition of their pupils, to investigate how problems associated with FPE implementation hinder transition of pupils and to explore the impact of FPE funds in maintaining human resource, physical facilities and teaching/learning resources in enhancing transition. The study was carried out in Ruiru District public primary schools, in Kiambu County. The District has 29 public primary schools and a population of about 16478 pupils, 485 teachers and 29 head teachers. The study adopted a Survey Design, having a total of 145 respondents: 120 pupils, 6 head teachers, 18 teachers, and the DEO. A stratified random sampling procedure was used where lottery technique was done to select the respondents. Two types of research instruments were used to collect data from the respondents. They included questionnaires and interview guide. The data collected was subjected to qualitative and quantitative analysis. Quantitative data was analyzed using descriptive statistics such as frequency counts and percentages. On the other hand, qualitative data was analyzed by putting the responses under themes consistent with the research objectives. The results of the analysis were presented using tables, pie charts and bar charts. The beneficiary of the study were the education stakeholders; government, teachers, parents, learners and sponsors. The study established that fund released by the government was not adequate to cater for human resource, physical facilities and teaching / learning resources. The results of the analysis revealed that there was shortage of, staffs, teaching and learning materials, sanitation facilities and classrooms, meaning that free primary education stretched out school resources. This undermined the quality of education offered in schools therefore negatively influencing learners' academic performance. In addition to this, the study concluded that poverty, lack of parental support and indiscipline were other major factors which influenced pupils' retention in school. However, to ensure learners graduation in class eight and transition in secondary school, the study concluded that some schools introduced school feeding programmes to enhance retention, some offered guidance and counseling to children as a way of curbing indiscipline while others involved parents in children learning progress. The study recommends that; the government should allocate adequate funds to schools to ensure that free primary education programme run smoothly without compromising quality of education which eventually influence learners' transition rate from one level to another; parents and community members should fully support pupils education and school development projects among other recommendations.