

**STRATEGIES EMPLOYED BY SCHOOL MANAGERS IN ENHANCING  
LEARNERS' TRANSITION FROM PRIMARY TO SECONDARY  
EDUCATION IN MAKINDU SUB-COUNTY, MAKUENI COUNTY,  
KENYA**

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT FOR  
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## ABSTRACT

The central problem of this study is that despite the efforts by the government of Kenya and other stakeholders to accelerate access and quality of education at all levels, many learners do not get access to Secondary Education in Makindu Sub- County, Makueni County. Factors that hinder learners' access to Secondary Schools have not been adequately investigated and well understood, hence many learners dropout of school after the completion of primary education or within the first two years in secondary school. Thus, the study intended to examine the strategies employed by school managers in enhancing transition of learners from primary to secondary education in Makindu Sub-county, Makueni, Kenya. The review was based on the concept of school management and transition, motivation strategies, supervision strategies, instructional resources and school facilities with an aim of identifying research gaps. The study applied mixed methods, that is, quantitative and qualitative methods. The study applied concurrent triangulation research design which enabled the researcher to use the quantitative and qualitative methods during the same timeframe and with equal weight. Questionnaires, interviews and observation checklists were used to collect data from preschool managers and teachers, parents' representatives and preschool children respectively. Pilot survey was conducted twice amongst 1 secondary school principal, 2 primary school head teachers and 17 form I students to establish validity and reliability as determined using test retest method. The reliability coefficient,  $r = 0.908$ , was determined using Pearson's Correlation Method. Makindu Sub-county has 73 primary schools, 21 secondary and thus; the target population of this study was 73 primary school head teachers, 21 secondary school principals and 1012 form I students. The researcher sampled 8 primary school head teachers, 3 secondary school principals and 84 form I students. The researcher applied purposive sampling to select the primary school head teachers and secondary school principals whereas simple random sampling was applied to select form I students. The collected data was analyzed inferentially using quantitatively and qualitatively and then merged into one overall interpretation in which the researcher related the quantitative results to the descriptive statistics and thematic analysis. Frequency counts of the responses were obtained to generate information about the respondents and to illustrate the general trend of findings on the various variables that were under investigation. Quantitative data was analyzed using Chi-square in Statistical Packages for Social Science (SPSS Version 21). The findings of the study were presented using percentages and tables. The study established that there is significant relationship between management strategies adopted by school managers and transition of learners from primary to secondary education. The study has established that school managers play critical role in the transition of learners from primary to secondary schools and thus recommends school management should devise ways of motivating both teachers and learners by providing conducive teaching and learning. The government should formulate a policy to ensure adherence to policies on strategies of school management and requirements of Basic Education Act, 2013.