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**FACTORS HINDERING TRANSITION FROM PRIMARY TO SECONDARY SCHOOLS: A
CASE OF KIJABE DIVISION, LARI DISTRICT.**

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CHAPTER ONE

INTRODUCTION

1.1 Back ground of the study

This study sought to identify the factors hindering transition from primary to secondary Schools among pupils from Kijabe division, Lari district, Central province of Kenya. Many studies pertaining to transition from primary to post primary institutions have been conducted by different researchers from different parts of the world. However on thorough study of some of these researchers' reports, the researcher felt there are some questions that have been left unanswered, thus justifying the conducting of this research. Some of these researches include:

International Review of Curriculum and Assessment Framework Archive (INCA): 'Transition from mainstream primary to post primary education'.

This research sought to find out the role which school reports play in choice of and admission to secondary schools. The research was based on the education systems in such countries as Japan, Germany, Spain, Australia, Finland, New Zealand, Sweden and the USA. This research assumed that transition is automatic owing to the fact that these are all developed nations. The only problem it sought to solve was determining what kind of secondary school pupils are made to transit to based on their performance. i.e., according to them all pupils would eventually transit to post primary institutions, the question is just what kind of institution.

African Population and Health Research Centre (APHRC): 'Factors affecting transition to secondary education in Africa'.

The main purpose of this research study was to gain a clearer understanding of the nature, scope and extent of challenges in secondary school transition in sub-Saharan Africa. This research was too broad in its context and could thus not bring out the issues specific to Kenya seeing that the education system in Kenya (though found in sub-Saharan Africa) is different from the other systems in Africa and thus it was not able to capture issues that apply specifically to Kenya and unique to her education system.

Consortium for Research on Educational Access, Transition and Equity (CREATE): Does free secondary education enable the poor to gain access? A study from rural Kenya.