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Factors Contributing to Low Transition Rate from Primary to Secondary Schools in Isinya Sub county, Kajiado County, Kenya

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Abstract

This research paper presents findings of a study on the factors influencing low transition rates of pupils from primary schools in Isinya sub county, Kajiado County. The study was guided by the following objectives: To determine the extent to which provision of teaching and learning resources influence the transition rate from primary schools to secondary schools in Isinya sub county. To determine the extent to which family socio-economic status influences the transition rate from primary schools to secondary schools in Isinya Sub County. To examine the extent to which distance from and to school influences the transition rate from primary schools to secondary schools in Isinya Sub County. To investigate the extent to which cultural practices influences the transition rates from primary to secondary schools in Isinya sub county, Kajiado County. The study was prompted by the fact that transition in Isinya Sub County is low compared to the neighbouring sub counties. There was also no evidence of researchers who had carried out a similar study in Isinya Sub County, Kajiado County. The study employed a mixed methods approach research design since the target population consisted a total sample of 173 respondents was engaged as a drawn sample. These included 28 secondary school principals, 39 head teachers and 106 learners. Stratified random sampling method was used to pick the respondents. Questionnaires were the major tools for data collection. The implications and findings of the study were analysed and formed the basis for the study recommendations and conclusions. From the findings there was a notable gap on the availability of teaching and learning Materials in the schools under study. Poverty was also noted to be a great influence on non-transition among many learners whilst parents and guardians' interest on the education and academic performance of their children was noted to be wanting. Distance to and from school, cultural factors and lack of peer role models were also established to weigh in heavily in inhibiting education transition among learners in the area of study. Key recommendations have been made to the said effect and it is the hope of the researcher that this work will not only serve for the intended academic purpose but largely inform relevant departments on the need to address the burden of transition in the county of study.

Key words: Low Transition, Primary Schools, Secondary Schools, Kenya, Isinya, Kajiado

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1.1 Background of the study

Education is both a private and social investment which is shared by individual students, their families, employers, government and international agencies. Individual students benefit from private returns where they get a source of earning when employed after completing of their studies, (World Bank, 2012). Education can put people on path towards good health, empowerment and employment. Education helps to build more peaceful societies. The government whose citizens are educated will get high quantity and quality labour supply. Sustainable Development Goals (SDGs) evidence shows that, on average, each additional year of education boosts a person's income by 10 percent and increases a country's GDP by 18 percent. Some researchers estimate that if every child learnt to read, around 170 million fewer people would live in poverty. (UNICEF: 2015). Asunda (1997) argues that the hopes of achieving higher standards of living and establishing independence in a viable form seems to depend almost on the ability of each country to train its labour force which starts at basic level of education. Parents and the country as a whole view education as a top development priority which is important for attainment of economic prosperity. In fact, education is well recognized as both an enabler and an equalizer which is critical for attainment of sustainable development goals. Goal number 4 of the 17 sustainable development goals is the new world agenda that was adopted last which is "To ensure inclusive and quality education for all to promote lifelong learning". The goal also recognizes education as essential to building a better labour force, gender equality and poverty eradication. Education is also a catalyst to the achievement of other SDGs such as goals on health, growth and employment, sustainable consumption and productive climate change. To support the achievement of goal 4, the international community has pledged to provide every child with 12 years of education by 2030.

Most developed nations of the world like Europe, Asia and America have continued to invest heavily in education since it's a prerequisite to development. United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2009) report asserts that prolonged compulsory schooling increases access to, and participation in secondary education. It also reports that the transition rate from primary to secondary is above 90 percent in all developed nations of the world except South and West Asian countries such as Bangladesh, India and Pakistan which have Net Enrolment Ratios (NER) ranging from 20% to 24% (ADEA 2004). Studies on transition from primary to secondary education in Ghana show that 44 percent of children from poor households continue to be under represented in enrolments (Akyeampong and Rolleston 2009). The report made it explicit that not only indirect costs hinder access of the poor but also opportunity costs substantially affect the chances of poor children to enrol in and complete basic education. In Africa, Tanzania has the lowest transition rates of 20 percent. The reason behind this is because some families cannot afford school fees and girls are more challenged than boys

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to further their education. In Kenya, the government was committed to increase transition rates between primary and secondary to 70 percent by the year 2015 after implementing the Free Primary Education (FPE) successfully (Republic of Kenya, 2008). The Government policy to extend basic education from 8-12 years as articulated in session paper No. 1 of 2005 has brought about the introduction of Subsidized Secondary Education (SSE), popularly referred to as free day secondary school education. It was meant to reduce the fees paid by parents and enable majority of children in primary schools to transit to secondary schools (Barasa, 2007). Each student in secondary schools was accorded ksh.10, 265 and this amount has since then been increased to ksh.12, 870. Enrolment in secondary schools was expected to shoot up four times due to FPE and Subsidized Secondary Education (SSE).

Kenya's Ministry of Education Management Information Systems (EMIS) (2009) shows that the transition rate between primary and secondary school has increased from 45.8 percent from 2003 to 59.9 percent in 2008 since the introduction of Subsidized Secondary Education Funds (SSEFs). It's estimated that the transition rate stood at 64.1 percent in 2009 (M.O.E, 2009). With the implementation of free secondary tuition (FST), the effect is to attain over 70 percent transition to secondary education. However, this target has not been attained.

According to the Republic of Kenya (2009), the transition rate from primary to secondary is currently at 60 percent. The low access to secondary education, combined with high unemployment rate pose a significant challenge to Kenya's attainment of development goals and vision 2030.

According to World Bank, (2008) Senegal secondary education enrolls only 25 percent of the student who complete primary cycle to lower secondary education due to the limited number of schools; hence about half of the pupils completing primary schools lack opportunities to enrol in secondary education. In addition, secondary schools are unevenly distributed making it more difficult to access secondary education in some areas.

This implies that availability of more secondary schools in a particular area increases the transition rate between primary and secondary school. There are 43 public primary schools and 28 secondary public schools in Isinya sub-county which means there are few secondary school spaces. This may be one of the factors influencing transition rates in Isinya Sub-county, Kajiado County.

1.2 Statement of the Problem

Secondary school enrolments in Sub-Saharan Africa continue to be the lowest in the world. Of approximately 104 million secondary school-age children in the region, only one out of four (25%) were enrolled in secondary school in 2006 according UNESCO, 2008 report on transition. The world average on secondary education shows that slightly more than half (58%) of the secondary school-age children were enrolled in secondary schools in 2006 (ibid, 2008). Statistics provided by UNESCO (2008) show that children, in Sub Saharan Africa have the lowest opportunity to enroll in secondary school at their official age. In Kenya education at primary level, as a result of the introduction of universal primary education net enrolment rates are 81.5%, while net enrolment at secondary school is 69.1% despite the government's efforts of introducing free day secondary schools in 2008, (EFA Global Monitoring, 2010). The transition

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from primary to secondary schools in Isinya sub county has remained low over the years as shown in Table 1.2.

Table 1.2: Comparisons of transition from primary to secondary schools

YEAR	2015	2016	2017	2018	2019
NATIONAL	59.6%	59.9%	66.9%	72.5%	73.3%
ISINYA	42.7%	41.8%	40.9%	46.3%	48.7%

Source: MoE (2019) and SCDE Isinya: 2019.

This trend has persisted and has been raising concern of educationists. For instant in 2016, 41.8% of the pupils who sat KCPE joined secondary schools. This left out over 50% whose continuity in education could not be explained (Isinya Sub County education office, 2019). There could be a host of factors that are responsible for this transition gap. It was therefore in the interest of this study to establish the factors that are contributing to the low transition rate from primary to secondary schools in Isinya Sub County

1.3 Purpose of the study

The purpose of this study was to determine the factors contributing low transition rates from primary schools to secondary schools in Isinya Sub County, Kajiado County.

1.4 Objective of the study

To determine the extent to which cultural practices influences the transition rates from primary to secondary schools in Isinya sub county, Kajiado County.

1.5 Research Question

How do cultural practices influence the transition rates from primary to secondary schools in Isinya Sub County?

1.6 The significance of the study.

Findings of this study are significant to the teachers who will use the data to determine why there is low transition rate from primary to secondary schools. The study is also useful to both county and national governments to review policies on learners' transition rates. Future researchers will find this study critical in advancing their research.

1.7 The limitations of the study

Factors that provided some limitations to this study included following:

Pandemic: During the time of the study there existed a pandemic: covid-19. The researcher had difficulty collecting data as movement was curtailed through restrictions and time limited through curfews.

Vastness of the area of study: The protracted area of study is vast and schools are far apart to a tune of 30 kilometres apart. This required time and money to undertake this study. The researcher used boda boda as the most convenient means of transport to reach the vast areas.

Time limitation - Due to the time constraint, it was not possible to collect information exhaustively.

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1.8 Delimitations of the study

Observation to the current pandemic protocols provided by the ministry of health, the rules by the ministry of education on safety and protection of the respondents and all the people involved in the process of data collection were observed. The researcher kept the questions short and easy to understand to avoid ambiguity. The researcher developed good rapport with the respondents during the process.

1.9 Assumptions of the study

- i. That the learners transiting from primary schools to secondary schools were of ages of between 15-18 years.
- ii. That the learners complete the syllabus in time for preparation for the final examinations.
- iii. That each and every learner was provided with the resources required for syllabus completion.

Review of Related Literature

2.0 Introduction

In this chapter the researcher will present the empirical literature, theoretical literature, conceptual framework and a summary of literature related to the study. The section covers the teaching and learning resources, the student's family socio-economic status, the distance from and to school and the cultural practices.

2.1 Empirical literature.

The empirical literature of the study will be done in order to extend the researchers knowledge on the factors that contribute to low transition rates from primary to secondary schools in Isinya sub county, Kajiado County.

2.1.1 Cultural practices sand the transition rates.

The cultures of the Maasai people who are the indigenous people and majority occupants of Isinya Sub County have the following characteristics that affect their way of life.

a) The Maasai people way of life.

The Maasai people are a semi-nomadic Nilotic ethnic group. Because pastoralism is their way of life, they live mainly in the grasslands of the Great Rift Valley. They have been nomadic for quite a long time but are now semi-nomadic due to modernization coupled with foreign land tenure systems. The community is not afraid of living side by side with wild life even the fiercest among them like lions and cheetahs. The community places a great premium on their old age tradition of having warriors – who were the army. The young people between the ages of 20 and 30 years protect the community from external attacks. They live in small settlements of approximately 10-20 huts per village. A number of households constitute a Manyatta (Kituyi Mukhisa 1990). The kraal (a traditional homestead or group of huts) is surrounded by a thorn bush fence, which acted as the barbed wire, guarding the people and their animals against enemies. In the inside animal skins and cushions of

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dry grasses are used for beddings. The family sleeps on these beds of woven branches cushioned with dry grass and animals' skins.

Their rites of passage and traditional ceremonies are well defined and taken very seriously. Elders play a very important role in the community when it comes to these rites and they were highly respected (Kituyi Mukhisa 1990). Some rites are meant to cleanse young people of their wrongdoing so that they do not move on to adulthood

b) Leadership systems of the Maasai people.

The Maasai community is paternal meaning that most major decisions are made by and in favour of the man. Duties and responsibilities were clearly segregated. The elderly men managed the day-to-day affairs of the community. At the family level, there were minimal consultations. The women took care of children, cooked for the family, fetched water and fire wood, made and maintained the houses. The girls assisted women to perform their roles as the former get mentored to take up those roles in future. The warriors known for their famous name of morans served as the army protecting the community from all intrusions and attacks. The role of herding was primarily theirs and they shared this responsibility with the boys as they mentor them. The others saw leadership qualities in a person and pushed or passed recommendations to have him as their leaders. Leadership involved coordination of community activities, assisting the poor, resolving conflicts and being involved in decision making in times of uncertainty.

2.2 Summary of literature review

The literature review in this section looked at the factors that may contribute to low transition rates primary and secondary schools in Isinya Sub County Kajiado County. Various literatures were reviewed. Studies by World Bank, (2008), found out that there is a significant influence on transitions rates with increased availability of school spaces in a particular area. According to UNESCO (2009), there are marked disparities in transition rates in terms of gender and among African countries which influenced transition from primary to secondary schools, where parents prefer to educate a boy child than a girl child. Parents according to UNESCO feel that the expected future returns from female child are less than for boys as its perceived that female children will be married and therefore join the marital household. The only study that is close to the current study is Gacheru (2013) who did factors affecting transition rates from primary to secondary school in Murang'a East district but no similar study has been done in Isinya sub-county. A gap in literature review has however been noted and it is against this background that this study embarks to establish factors contributing to low transition rates from primary and secondary school in Isinya sub-county, Kajiado county.

2.3 Theoretical Framework

This study will be guided by the functionalist theory brought about by a French sociologist Emile Durkheim {1858-1917}. The theory focuses on the ways that

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universal education serves the needs of society. Durkheim identified the important role of education as one of socializing agent that brings people into society's mainstream. Therefore, children will receive rewards for following schedules, following directions, meeting deadlines, and obeying authority (Miguel, 2003)

The most important value permeating the classroom is individualism.

Going to school in a capitalist nation, students also quickly learn the importance of competition, through both competitive learning games in the classroom, and through activities and athletics outside the classroom. Some kind of prize or reward usually motivates them to play, so students learn early to associate winning.

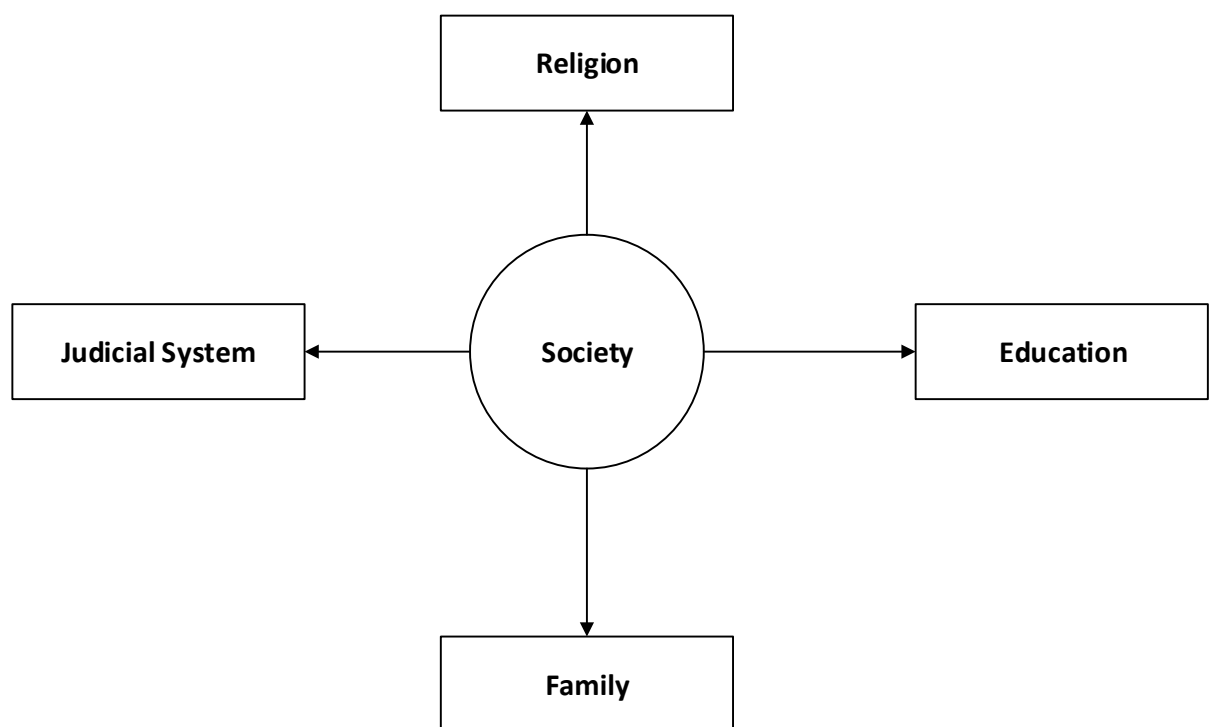


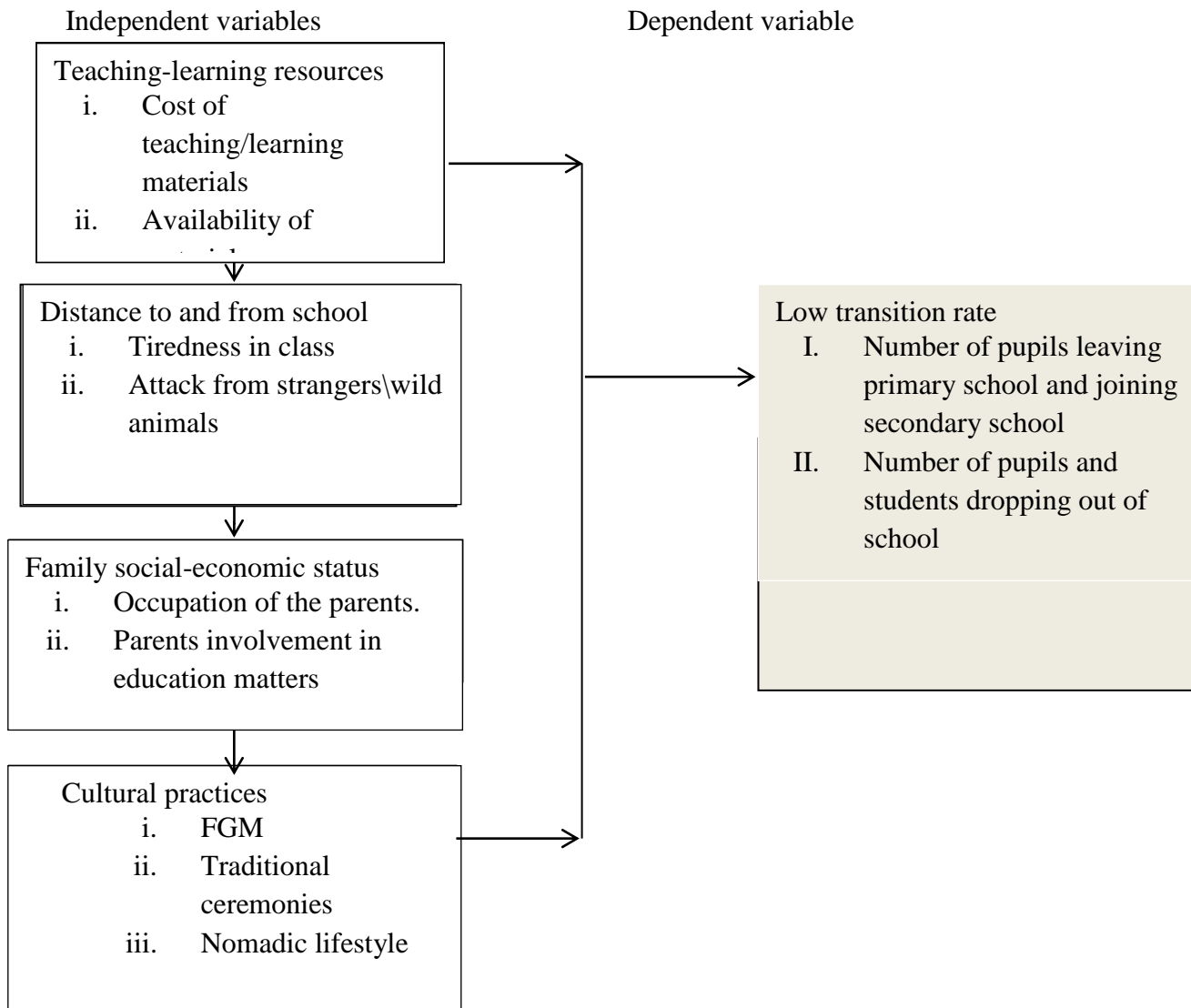
Figure 1 Theoretical Framework

2.4 Conceptual framework

Conceptual framework is a diagrammatic representation of how different variables interrelate and interact to influence the dependent variables. It is assumed that these independent variables interact with each other and in turn bring about certain levels of achievement. From the studies and literature, various factors independently and or interdependently influence the rate of transition of the students from primary schools to secondary schools especially in arid and semi-arid areas. The conceptual framework of this study is based on the inter-relations between rate of transition from primary schools to secondary schools (dependent variables) and provision of teaching

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and learning materials, distance from and to school, family socio-economic status and cultural practices



Data collection and analysis

3.0 Introduction

This chapter gives a detailed outline on the process that was applied to collect and analyze the data from the field.

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3.1 Study Design

This study used the convergent and concurrent research model which is a design used for analysing quantitative and qualitative data. A researcher uses the concurrent research design when the aim is to merge the quantitative and qualitative data to address the study objectives (Creswell, 2009). Qualitative research involves field work, which means that the researcher must go to the settings or institution to observe behaviour, experiences and perspectives in their natural settings (Mirriam, 1998 cited in Buthelezi, 2014). The researcher used the mixed research design to carry out this study. The mixed methods approach involved the use of both quantitative and qualitative approaches in data collection. This helped the researcher to understand better the perceptions of principals, head teachers, teachers and learners regarding transition rates.

3.2 Target Population.

The study involved all the 28 principals, 39 head teachers and 106 form one students.

3.3 Sample Size and sampling procedures.

The researcher opted for stratified sampling technique. The population was grouped into different sub-groups namely head teachers, principals, teachers and students. These four categories of people had different levels of involvement and play different roles in the running of the schools' activities. A sample of 10% is sufficient for a study (Mugenda and Mugenda 2013). Purposive sampling method was used in selecting principals and head teachers because choosing the respondents who are reliable could make the collected data have value and valid results (Tukur & Kiyuba, 2014). The simple random sampling method was used for the learners.

Table 1

Category of population	Total population	Sampled population	Sampling procedure
Principals	28	28	Whole population.
Head teachers	39	39	Whole population
Form one students	1067	106	Simple random
Total	1134	173	

3.4 Research instruments.

In this study, questionnaires were administered to respondents as tool for data collection. The choice of this instrument over others was informed by its practicality and the ministry of health protocols that were in place at the time of the study due to covid-19 pandemic. The tool was strategic for it enabled the researcher to collect information from a large number of people over a relatively short period of time.

3.4.1 Questionnaires

The questionnaires had close-ended, structured and un-structured questions that were employed to elicit specific information from a list of possible alternatives, which the respondents were required to respond to. The questionnaires were constructed using open ended, unstructured questions, which required the respondents to construct responses to express their feelings and

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opinions. The questionnaire consisted of four sections. The first section which contained structured questions that aimed to collect personal information of the participants. The other three sections contained structured and unstructured questions that provided responses based on the objectives of the study. The questionnaires were self-administered.

3.4.2 Instrument Validity

Best and Khan (2016) asserted that validity of an instrument refers to asking the right question formed in the least ambitious way. Validity is concerned with whether the results appear to be what they are. Orodho (2017) says that validity is concerned with establishing whether the tools content is measuring what is supposed to measure. Content validity is ensured through pilot testing. Content validity was achieved through the review of the relevant literature to find out the relevant concepts. External validity was achieved through generalization of the findings of the studies.

3.6.3 Instrument Reliability

Saunders et. Al. (2019) defined reliability as the extent to which your data collection analysis procedure will yield consistent findings. A reliable measureable is one which if it will be repeated for a second time it will give the same results as in the first case. For example, a pupil who scores 90% in an examination will score similar marks in the same examination if it is administered the second time. Hairret. Al. (2016) said that Cronbach's Alpha measures internal consistency of how closely related a set of items are as a group. Items should be closely related to be reliable. A measure of Cronbach Alpha of 0.7 and above means that there is reliability. A measure of 0.7 and below there is no reliability whereas a measure of 1.0 on Cronbach Alpha indicates a perfect reliability 100%.

3.5 Data Collection Procedures

After getting the introduction letter from Lukenya University, the researcher proceeded to apply for a research permit from National Commission for Science, Technology and Innovation (NACOSTI). The researcher then proceeded to the County Commissioners officer in Kajiado County and subsequently to sub county director of education (SDE) Isinya Sub County for authorization to visit schools. The researcher visited the schools and started by briefing the head teachers on the purpose of the visit. With permission granted by the head teacher, he proceeded to interview the head teachers and then did sampling of the teachers before administering the questionnaires. The researcher then collected the questionnaires immediately. This ensured a higher return rate.

3.6 Data Analysis Techniques

Data analysis is the process of organizing the collected data into categories (Kothari, 2008). Data analysis is important for interpreting raw data in order to obtain their meaning and pattern from data (Bell, 2005 cited in Udoba, 2014). The aim of data analysis is to transform information or data into an answer to the original research question. In this study, data analysis was done after completion of the process of data collection. Quantitative data was analysed using descriptive statistics namely: frequencies, percentages and mean. Quantitative data has been presented in

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tables, figures and charts. Qualitative data has been organized in themes and presented in narratives and direct quotations. A thematic analysis has been used to arrange, organize, break the data units, synthesize and search patterns to be learnt as brought out by the respondents. The researcher has categorized the data into themes according to research objectives and uses the thematic analysis through discussion and presented it in form of narratives and direct quotations. According to Orodho (2009), qualitative data analysis will involve coding the data, dividing the text into smaller units (Phrases, sentences or paragraphs), assigning a label to each unit, and then regrouping the codes into themes. Qualitative data sought to understand the experiences and management practices that head teachers face and how to solve the management problems related to transition. The results from the observation schedules has been analysed descriptively along thematic areas and used to provide supporting narratives to the study.

3.7 Logistical and Ethical Considerations

Every data collected from the respondent and their identity was kept in anonymity. The respondents were also not forced to give information against their will. All this was to consider ethical considerations for the information gathered. CHAPTER FOUR

4.0 Presentation of Findings

The researcher made some effort to discuss and compare their views, as appropriate. Findings based on responses from Secondary school principals, primary school head teachers and learners have been qualitatively analysed with similar responses put together. Responses from the principals and the head teachers were quite similar with negligible difference. Views of learners on the study subject also tied with what the teachers pointed out although they did not shed much on aspects related to management. The study incorporated a total 174 out of the expected 182 respondents being 29 secondary school principals, primary school head teachers and 106 learners from secondary school.

4.1 Social Demographic Characteristics of Teachers and learners

Figure 3: Social Demographic Characteristics of Respondents

A total of 28 principals and head teachers took up the survey. Majority of the principals were above 41 years of age while head teachers in the age category 31-40 were the most. There were 10 teachers with a Master's Degree qualification. Bachelor of Education was the most qualification for both the principals and the head teachers. All principals had over 5 years' experience in teaching majority of who have been in service for over 20 years. Most head teachers had served for 10 years, with a few serving between 1-5 years. The teachers have served for their current institutions for an average of 8 years.

A total of 106 learners were engaged in the study. They included 29 female and 77 male. Majority (93%) of them were 16 years.

4.2 Culture and Effect on Learning

The community of study is deeply cultured, traditional ceremonies and festivals are common. These are often matched with practices such as female genital mutilation, early and childhood marriages which further exacerbate the plight of the girl child. These practices largely affect the

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education and transition of children; as children take time away to attend to the cultural activities, among them never return to school. Those who get married or pregnancy are rarely rescued and efforts on school re-entry are minimal in the area of study. From the study the researcher found out that early marriages and teenage pregnancies are the most prevalent. This is a resultant of many cultural ceremonies and the perception created after attendance of these activities. Apathy for education was also very high due the importance the community puts to the cultural activities as the traditions which are highly valued. The male learners were more prone to this problem compared to their female counter-parts. Female genital mutilation though prevalence was also high, the responds feeling was its effects was not very high as compared to teenage pregnancies, early marriages and apathy for education.

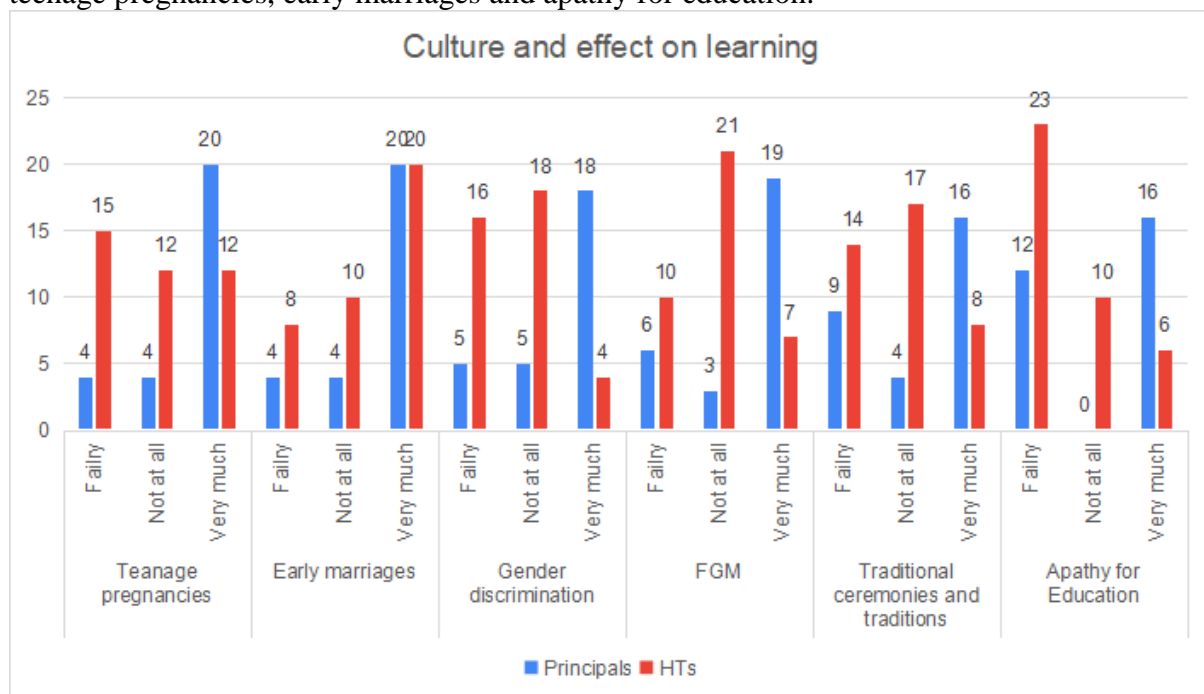


Figure 15: Culture and Effect on Learning

4.9 Use of peer role models

The researcher went further and probed on the impact of the peer role models on education and transition of learners from one level of education to another as this have been proven to be very influential in many other matters and education and transition is indifferent. The community under study needs to invest on role-modelling as a way to encourage other learners to seek education and transcend to higher levels. The head teachers and principals reported that this practice is one the most effective method of motivation to learners but very rare in the area of study. The learners also report that there is minimal encouragement to learn from home. This has a great impart as the learners' lack inspiration to learn.

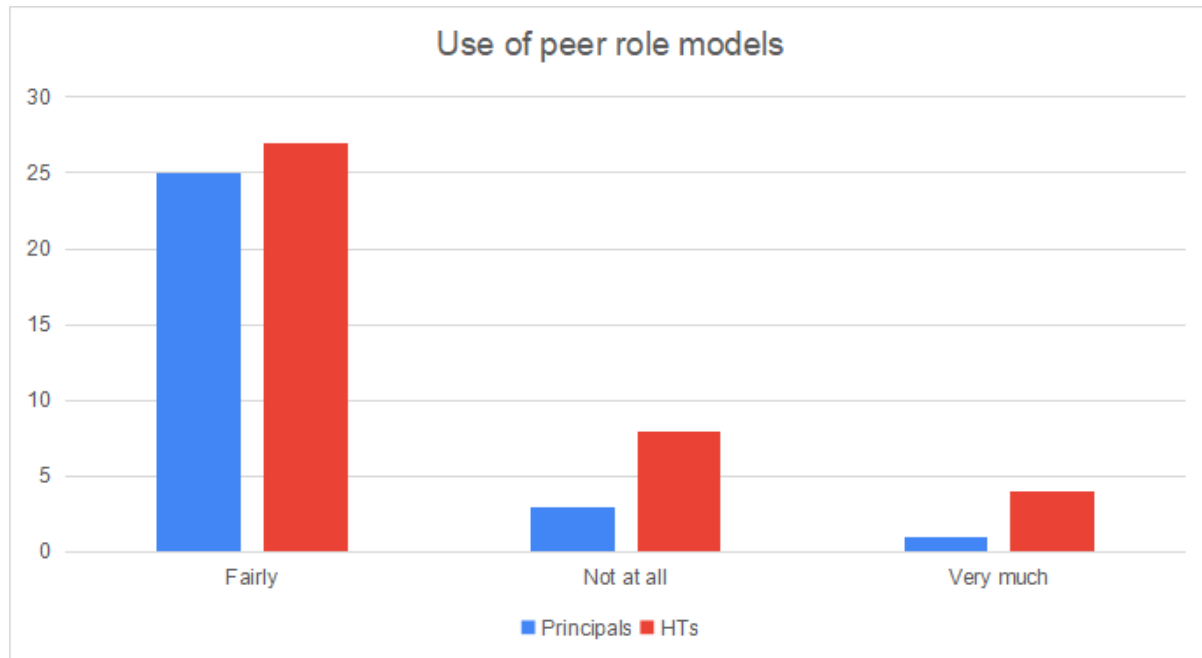


Figure 16: Use of peer role models

Conclusion and Recommendations

5.0 Introduction

This chapter presents a summary of the key findings and conclusion. A set of recommendations are also provided based on the views of the respondents on how to address the gaps identified in the study. The recommendations are also guided by the literature reviewed leveraging authorities on the subject under study. While the researcher has made efforts to as much as possible provide suggestions that may improve on the situation, his views may not be exhaustive and thus public opinions on how best the gaps sighted in the area of study are always encouraged.

5.1 Summary of Findings

In consideration of the literature reviewed on the study subject and findings from the study based on information and comments provided by the respondents as following.

D) Cultural factors and their effect on Education and transition:

Teenage pregnancies, early marriages, gender discrimination, FGM, traditional ceremonies and traditions apathy for education were seen to greatly affect education and transition. The fact that the community of study is deeply rooted in culture further aggravated the situation through numerous traditional ceremonies and activities.

5.2 Conclusion

In conclusion, the study was able to establish the challenges of school transition as set in the sample size and study area. The objectives of the study as well as the questions set therein have been to a large extent been addressed by the study.

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5.3 Recommendations

To address the challenges sighted in the study and in cognizant to the suggestions provided by the respondents, the study recommends the following: Community sensitization on education. There is need for community sensitization on education and specifically the role of parents in educating their children. Whilst the researcher acknowledges the various gaps that may inhibit learning and transition, he feels that community attitude especially that of parents on the education of their children is paramount and comes out as priority one. Provision of Teaching and Learning Materials; as sighted to be one big challenge to teachers as well as learners, the issue around teaching and learning materials cannot be over emphasis. The researcher calls on relevant parties to consider this a clarion call and pay the needed contribution to improve on the situation. Primarily, the researcher calls on the following: Ministry of Education- ensure adequate fund allocation to schools to enable provision of materials especially the day secondary schools and the primary schools. School Management Boards: foster alternative resource mobilization beyond depending on government and parents to enhance teaching/ learning materials provisions i.e. start-up income generating activities for the schools. Parents and General Community; Consider provision of materials to their children as their innate responsibility regardless of whether government or other parties shall or not provide same. Partners and donor community: consider supplementing Government and parents' efforts in provision of learning materials and support transition of learners. Collaboration from relevant sector players; the challenges of transition as sighted in the research are far beyond the capacity of any one party to address single handed. Transition is an influence of many factors including resources, culture and even attitude. These will be addressed well by different sector players in both the public and NGO sector. The researcher thus recommends the need to take a Multi-disciplinary approach to addressing transition. In conclusion, the survey was able to establish the challenges affecting Education transition in the area of study. The lack of materials, parents' aloofness in the education of their children, lack of role models is some of the drawback to transition whose need to address is now rather than later. As a human and constitutional right, every individual (and community by extension) deserves a quality education, which of course incorporates quality transition and the area under study is not an exception.

5.4 Suggestions for Further Research

1. Survey to establish the rate of transition in the study area
2. The role of the study area County Government on Education and Transition
3. Comparative analysis of transition by boys and girls in the study area.
4. Effect Government's CBC funding at expense of 8-4-4 system of Education.

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