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INFLUENCE OF SCHOOL LEVIES ON PUPILS' TRANSITION FROM PRIMARY TO SECONDARY SCHOOLS IN NYANDARUA NORTH SUB-COUNTY, KENYA

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Abstract

Basic education in Kenya is not only free but compulsory as enshrined in the Constitution of Kenya. It transcends primary school to also cover secondary school education. However, in the endeavor to achieve Education for All (EFA), much attention is focused on primary education at the expense of higher levels of education and particularly secondary school education. Transition of pupils from primary to secondary schools has not been addressed with the vigor that it deserves, by the Kenya Government and other relevant stakeholders. One of the factors impinging on transition from primary to secondary schools in Kenya is the exorbitant levies charged in secondary schools. The purpose of this study was to investigate the influence of school levies on the transition of pupils from primary to secondary schools in Nyandarua North Sub-County, Kenya. The study used ex-post-facto research design. Stratified sampling techniques were used to select the study respondents. The sample consisted of 56 public primary school head teachers and 396 Standard Eight pupils who were selected from a target population of 66 primary schools and 2904 pupils in the Sub-County. Data was collected using two questionnaires, one for the head teachers and the other for Standard Eight pupils. The data was analyzed descriptively using percentages, frequencies and means as well as inferentially using linear regression. The hypothesis was tested at an alpha level of .05. The results obtained revealed that school levies have a significant influence on pupils' transition from primary to secondary schools. The study therefore recommends that the Government and well-wishers should bear more of school levies through funding and bursaries support. They should offer tuition support, development funds and building of more schools closer to the learners as a way of improving transition rates of pupils from primary to secondary schools in Kenya.

Key Words: Levies; Primary school; School fees; Secondary School; Transition; Transition rate

I.Introduction

Education is the prime mover of the development process in any nation (Chiuri & Kiumi, 2005). Scholars have established a positive correlation between a country's education and its level of development (Weruga, Musera & Sindabi, 2011). This is the reason why individuals and governments worldwide invest heavily in education. The need for education is, therefore, a derived demand as it is tied to the expected benefits. Olaniyan and Okemakunde (2008) observed that most economists agree that it is the human resources of a nation and not its material resources that ultimately determine the character and pace of economic and social development. According to Olaniyan and Okemakunde, education is seen as an intentional effort to increase the resources needed for creating new ideas. In this regard it can be argued that increase in education provision will translate to accelerated technological progress and hence national development.

The constitution of Kenya recognizes that basic education is a fundamental human right that every child is entitled to (Republic of Kenya, 2010). Similarly, the Basic Education Act of 2013 postulates that the first 14 years of schooling constitute basic education levels (Ministry of Education, 2013). This, in essence, means that both primary and secondary education in Kenya is categorized as a basic education which in effect must be provided to every child who is a Kenyan citizen without discrimination. Other international conventions of which

Kenya is a signatory to also support that basic education is a human right which every child should be entitled to. Notable among these are the EFA initiatives and the MDGs. Kenya's Blue Print of Vision 2030 also recognizes that for the country to attain middle income level status, it must leverage on education (Government of Kenya, 2008). It is for this reason that basic education in Kenya is not only free but also compulsory.

However, it is notable that since the worldwide Education for All (EFA) process was initiated in Jomtien in 1990, significant priority has been given to primary school education but not secondary education. International donors, development partners and lending institutions as well as national policies have tended to focus most heavily on the first years of schooling much to the exclusion of other levels of education and in particular secondary and higher education thus leading to imbalances in achievements between these levels of education (World Bank, 2001). This is despite the fact that investing in secondary and tertiary education is equally paramount. According to the World Bank (2008), secondary education in sub-Saharan Africa provides countries with a critical mass of higher level skills and knowledge required in the world of work. In particular, secondary training provides for advanced learning and training of technicians, scientists, and entrepreneurs hence yielding considerable social and private returns. It is therefore important to pay particular attention to the transition of pupils from primary to secondary schools.

In Sub-Saharan Africa, it is observed that less than two thirds of the primary school leavers take part in secondary education (World Bank, 2008). This observation is also evident in Kenya where according to Chiuri and Kiumi (2005), about one third of primary school graduates do not transit to secondary schools. Transition rate in education is defined as the percentage of learners that advance from one schooling level to the next often higher level and is determined by dividing the percentage of the upcoming year by the population of learners in the senior-most classes of the preceding year (Huoblair, 2011). Attainment of a hundred (100) percent transition rate would likely make Kenya to realize the EFA goal as well as to achieve education-related Millennium Development Goals (MDGs) and Vision 2030 (Glennerster, Kremer, Mbiti & Takavarasha, 2011). Globally, the transition rate from primary to secondary school level stood at eighty-five (85) percent in the year 2010 (UNESCO, 2011). According to the data, Western Europe and America recorded the highest rate at ninety-eight (98) percent. Eastern Europe recorded the second highest with a rate of ninety-six (96) percent. West and Central Africa recorded the lowest rate at only fifty-two (52) percent. In Eastern Africa, Tanzania had the lowest transition rate of forty (40) percent.

The low transition rates in the African continent can be explained by the failure of most countries to fund education programmes beyond primary education. Although a number of the African countries like Kenya have subsidized secondary education, most of these programmes are dependent on foreign donor funding which is not reliable and sustainable (Omuga, 2010). According to Matayos (2010), the burden of financing education programmes for post primary education is therefore left to communities and households. This leaves households in precarious situations where they have to delicately balance between paying for their children's education and meeting their basic needs, taking into account that most of Africa's population lives on less than a dollar per day.

Annual reports over the years after the release of the Kenya Certificate of Primary Education (KCPE) examination results detail alarming numbers of learners missing out in terms of vacancies in secondary schools, a situation attributed to the lack of infrastructural capacity owing to the lower number of secondary schools in comparison to primary schools (Ntarangwi, 2010). However, the Kenyan government has shown commitment to raise the number of learners that are transiting from primary to secondary schools. Currently there is a government policy to extend basic education from eight (8) to twelve(12) years as articulated in Session Paper No. 14 of 2007 (Republic of Kenya, 2008).The policy brought about the introduction of subsidized secondary education (SSE). This was meant to reduce the fees paid by parents and enable majority of pupils in primary schools to transit to secondary schools.

Despite the recent subsidization of secondary school fees (christened as Free Day Secondary Education (FDSE) by the Government of Kenya, a one hundred percent transition rate has not been achieved. According to the Ministry of Education (2012) Economic Survey, approximately 30% of primary school graduates fail to transit to secondary schools. Researchers have pointed out a number of factors contributing to this scenario which include: social, cultural and educational settings (World Bank, 2008) and poor performance in KCPE (Kenya National Examinations Council, 2005). Available data from Nyandarua North Sub-County Education Office indicates that the average transition rate from primary level to the secondary level of education in the Sub-County for the last five years (2013-2017) has been 69%, which is below the national percentage of 72%. The transition rates for the respective years in the Sub-County are illustrated on Table 1:

Table 1 Transition from Primary to Secondary schools in Nyandarua North Sub-County

Year	Total Number of Candidates	Number that Transited	Percentage of Transition
2017	2662	1805	67.81
2016	2781	1934	69.92
2015	2973	2376	79.92
2014	2560	1704	66.56
2013	2425	1550	63.92

Source: Nyandarua North Sub-County Education Office (2018)

One of the factors identified as contributing to low transition rates of pupils from primary to secondary schools in Kenya is the high cost of secondary education (Ntarangwi, 2010). On top of paying school fees, there are other levies charged by schools to cater for infrastructural development and other projects. The School levies are included in education financing where schools by their nature levy monies in addition to their normal tuition charges to cater for additional school expenditures other than those which the tuition fees can finance. These levies are normally an additional cost surcharged on the student in the context of the cost sharing philosophy and which consequently pose a burden on the parent/guardian of the student.

Although the government of Kenya introduced the FDSE in 2008, questions arise as to how Free Secondary Education is considering the other levies charged by schools which keep the fees charged by schools unnecessarily high thus posing a hindrance to transition. KIPPRA (2013) in its report on education financing in Kenya posits that schools in the rural Kenya especially day schools are facing a challenge of transition because parents have relegated the responsibility of paying tuition fees to the government. A research by Asayo (2009) on whether FSE actually enables the poor to access education, delved into the issues of freeness in secondary education in Kenya. The research revealed that secondary school attendance is highly skewed in favor of the rich, and that wealth is a factor that determines school grade advancement, implying that despite free education, access to school is dependent on the payment of the additional levies. Similarly, an evaluative study by Wambugu (2012) on the impact of the policy of cost sharing in education in Kenya established that there was an escalation of school fees at secondary school level as a result of the introduction of cost sharing policy in Kenya. Most parents viewed cost sharing as a burden because not all of them were able to educate their children beyond the primary school level thus affecting transition rates. The study recommended that the government introduces better methods of financing secondary education that would enable poor students to join secondary schools of their choice. The study also recommended that the government establishes better mechanisms of identifying needy students especially when allocating bursaries. Allocation of bursaries has not been without challenges with claims that money meant for helping needy students have ended up in the hands of those who actually do not need any assistance.

Gichere (2010) on the other hand carried out a descriptive study on causes of low transition rates from primary to secondary schools in Dagoretti Constituency, Kenya and found that the main causes of low transition into secondary schools after pupils have completed their primary education was lack of school fees due to low income levels of parents. Werunga, Musera, and Sindabi (2011) in their study on factors affecting transition rates from primary to secondary schools in Taita Taveta County also found that lack of resources to pay school levies were among other factors that affected transition of pupils from primary to secondary schools in the County. The current study focused on establishing the impact of levies charged in schools on pupils' transition from primary to secondary schools in Nyandarua North Sub-County, Kenya.

II. Research Objective

To establish whether levies charged in secondary schools have any significant influence on pupils' transition from primary to secondary schools in Nyandarua North Sub-County, Kenya.

III.Research Hypothesis

H_0: Levies charged in secondary schools have no statistically significant influence on pupils' transition from primary to secondary schools in Nyandarua North Sub-County, Kenya.

IV. Literature Review

The concept of school levies appears in education financing literature in which schools by their nature levy other monies in addition to the normal tuition charges to cater for additional school expenditures other than those which the tuition fees can finance. These levies are normally an additional cost surcharged on the student in the context of the cost sharing philosophy and consequently they pose a burden on the parent/guardian of the student. (Johnstone, 2007) Opines that the cost-sharing philosophy in education advocates that cost of education be shared among government (taxpayers' money), parents and donor institutions/organizations. The government's share of the burden comes through money from people who pay tax directly or indirectly and by reducing the purchasing power (subsidy); parents share by paying the tuition fees, bearing the living costs, and providing out-of-pocket expenditure. Similarly, (Ishengoma, 2004) views cost-sharing in higher education as "a shift in the burden of higher education costs from being borne exclusively or predominantly by government, or taxpayers, to being shared with parents and students". He further identifies various forms of cost sharing adopted in both developed and developing countries which include: (a) the introduction of tuition fees where public higher education was formerly free, (b) sharp increases in tuition fees where public higher education tuition fees has already existed, (c) the imposition of user charges to recover the expenses of formerly subsidized food and accommodation, (d) the diminution of student grants or scholarships, and an increase in the effective recovery of student loans, and (f) official encouragement to the tuition fee-dependent private higher education sector to absorb some of the higher educational demand. It is therefore clear that in any of its forms, payment of levies of whatever kind poses some financial burden which eventually could inform decision on transition to secondary schools.

Cost sharing in education has always been a feature of educational development in Kenya even before independence (Bogonko, 1992). According to (Bogonko, 1992), the practice continued even in the post-independence period through self-help movement (Harambee) system. According to (Kiumi & Chiuri, 2005) cost sharing in formal education was introduced in 1988. The decision to introduce cost sharing was occasioned by the shift in the national economic policy which, up until the change in policy, had seen visible government contribution in the financing of social services (Wambugu & Mokoena, 2013). However as (Wambugu & Mokoena, 2013) observe, the implementation of cost sharing in education, in the context of rising poverty in the country, has led to adverse effects with regard to retention rates, access to and quality of education. This is especially so with pupils who come from poor financial backgrounds as well as those who do not score highly in KCPE to attract sponsorship from donor institutions like banks. The donor institutions only consider candidates who attain a set mark in the KCPE examination. This leaves out many pupils with poor financial background and those whose performance in KCPE is low, majority who schooled in public primary schools.

In 2008, the Government of Kenya in keeping with its promise of providing free and universal basic education to all the children introduced the free secondary tuition programme after the successful launch of the free primary education in 2003 (Ministry of Education, 2008) This saw the government providing free tuition funds to a tune of slightly over Kenyan Shillings 10,000 to every child to cover for the cost of tuition (KIPPRA, 2006). This free tuition was meant to cover the burden of paying tuition fees in lieu of the cost sharing policy in education which was introduced in 1988 (Chiuri & Kiumi, 2005). To this end, therefore, the introduction of FSE has seen access to secondary education expanding rapidly as espoused in the aforementioned literature. However, how free the free secondary education programme is, is an issue that is boggling the minds of educationists in Kenya considering there are other levies charged by schools which keeps the fees charged by schools unnecessarily high thus posing a hindrance to transition. KIPPRA (2013 in its report on education financing in Kenya posits that schools in the rural Kenya especially day schools are facing a challenge of transition because the parents assume and have relegated the responsibility of paying tuition fees to the government. A research by Asayo (2009) on whether free secondary education actually enables the poor access to education, delved into the issues of freeness in secondary education in Kenya. The research revealed that high school attendance is highly skewed in favor of the rich, and wealth becomes the factor that determines the grade advancement, implying that despite free education, access to school dependent on the payment or nonpayment of additional levies thus negating the concept of freeness in education. Similarly, an evaluative study by (Wambugu J. W., 2012) on "the impact of the policy of cost sharing in Kenya" established that there was an escalation of school fees at secondary school level as a result of the introduction of cost sharing policy in Kenya. Most parents viewed cost sharing as a burden because not all of them were able to educate their children beyond the primary school level thus affecting transition rates. The study recommended that the government introduces better methods of financing secondary education that would enable poor students to join secondary schools of their choice. The study also recommended that the government establishes better mechanisms of identifying needy students especially when allocating bursaries. Allocation of bursaries has not been without challenges. Claims have been made that money meant for helping needy students has ended up in the hands of those who actually don't need any assistance.

Gichere (2010) on the other hand did a descriptive study on causes of low transition rates from primary school into secondary school in Dagoretti constituency and found out that the main causes of low transition into secondary school after students have completed their primary education was lack of school fees due to low income levels of parents against the backdrop of free secondary tuition. Werunga, Musera, and Sindabi (2011) in their study on factors affecting transition rates from primary to secondary schools in Taita Taveta Su-County also found that lack of funds to pay school levies were among other factors that affected transition from primary to secondary schools in Taveta Sub-County. This and other studies done on problems affecting transition have revealed that little has been done to arrest problems that hinder attainment of 100 per cent transition to secondary school level of education. This is despite recommendations being provided on how the situation can be overcome.

It is worth noting from the literature that transition rates from primary to secondary school in Kenya remains low despite the government effort to offer free secondary education. This implies that other factors other than the free tuition could be contributing to this scenario. It was in view of this that the study sought to find out the extent to which perceived educational levies in secondary schools could be influencing the levels of primary to secondary school transition. On the same note, the studies reviewed on this parameter have studied prospectively the factors that affect transition rates to secondary schools. In this study however, the focus of the research design was retrospective. The study explored the phenomena of transition using the *ex post facto* design by looking at the extent of influence that school levies have on transition specifically in Nyandarua North Sub County.

V. Research Methodology

The study adopted an *ex-post-facto* research design. According to Kasomo (2006), *ex-post-facto* research design is a systematic empirical inquiry in which the researcher does not have direct control of independent variables because their manifestations have already occurred or because they inherently cannot be manipulated. The study was located in Nyandarua North Sub-County within the wider Nyandarua County, Kenya. The Sub-County is about 240 Kilometers from Nairobi the capital city of Kenya. The main economic activities in the area include small scale farming, employing people either formally or informally. The Sub-County had 66 public primary schools and 25 public secondary schools as by August 2017.

The target population for the study was therefore 66 head teachers and 2904 Standard Eight pupils in the 66 public primary schools in the Sub-County.

To determine the sample size from the 66 public primary schools, the researcher used simple and stratified random sampling techniques. The Sub-County was stratified into the already existing three (3) Educational Zones namely, Ndaragwa East, Ndaragwa West and Shamata. The Krejcie and Morgan (1970) table for establishing sample sizes was used to determine the number of schools to be selected for the study. From the table, 56 schools were selected. The Sub-County has four (4) mixed boarding primary schools which were all included in the sample. The other 52 schools were selected from the day public primary schools where 17 were selected from each zone. The head teachers of the 56 selected primary schools were respondents in the study. The Krejcie and Morgan table recommends a sample size of 396 from a population of 2904. Therefore, six pupils were randomly selected from the Standard Eight pupils from each of the sampled schools. To ensure gender parity, the researcher used simple random sampling to select three boys and three girls as respondents.

Data were collected using two questionnaires; one for primary school head teachers and the other for the Standard Eight pupils. The items in the questionnaires were made simple and free from ambiguity for effectiveness. The pupils' questionnaire sought information on the effect of school levies on transition while that of the head teachers gathered data on the transition rates in their schools in the last five (five) years. The instruments were systematically assessed for validity and reliability through pilot testing in six (6) public primary schools in the neighboring Nyandarua West Sub-County. Cronbach coefficient alpha was used to assess the reliability of the instruments. The values of the coefficient alpha obtained were .697 and .853 for the pupils' and head teachers' questionnaires respectively. The values were above the threshold of .7 recommended for social sciences research (Fraenkel & Wallen 2013), and therefore were deemed suitable for data collection in the study.

Data were analyzed using both descriptive and inferential statistics. Descriptive statistics involved identifying emerging themes in the responses of the respondents and computing the frequencies, means and standard deviations. The hypothesis was tested using simple regression analysis based on the data generated by the Likert scale items in the questionnaires. The hypothesis was tested at the .05 level of significance with the help of the Statistical Package for Social Sciences (SPSS) computer programme version 22.

VI. Research Findings and Discussions

The study sort data from head teachers on the percentage of students who transited to secondary schools in 2017 after 2016 KCPE examination. The findings are shown on Table 2:

Table 2
Percentage of Students who transited to Secondary Schools in 2017 after 2016 KCPE

Responses	Frequency	Percent
0-25%	4	6.90
26-50%	5	8.62
51-75%	31	53.45
75-100%	18	31.03
Total	**58**	**100.0**

The findings on the Table 2 shows that majority (53.45%) of the head teachers reported that between 51-75% of learners transited to secondary school while fewer (31.03%) reported that between 75-100% transited from primary to secondary school. This implies that in most (68.97% cumulatively) of the schools, there was less than 75% transition and that arguably therefore transition is not 100% in the area.

The study sought to find out from head-teachers whether there were any students who were meant to be admitted into National or County schools but ended up schooling in local sub-county schools. The findings are presented on Table 3:

Table 3: Any Student Admitted to National or County Schools but Ended up in Local Sub-County Schools

Responses	Frequency	Percent
Yes	24	41.38
No	34	58.62
Total	**58**	**100.0**

The findings on the Table 3 show that the majority (58.62%) of the head teachers disagreed that any student admitted in national or county schools ended up in local sub-county schools. However, a significant number of the respondents (41.38%) agreed that there were pupils who were admitted in national or county schools but ended up schooling in sub-county schools. This implies that there are underlying concerns that need attention on issues that prevent some pupils from attending schools they are rightfully placed based on their performance. Most times, these issues surround ability of the parents/guardians to pay the exorbitant levies charged in national and county schools.

The study also sought from the head teachers whether there were any pupils who did not join secondary schools at all after completing primary education. Their responses are summarized on Table 4:

Table 4: Pupils who never joined any Secondary School

Responses	Frequency	Percent
Yes	40	68.97
No	18	31.03
Total	**58**	**100.0**

Table 4 shows that majority (68.97%) of the head teachers agreed that there were pupils who never joined secondary school while 31.03% disagreed. This confirms that failure of pupils to transit from primary to secondary schools is a significant matter of grave concern in the study area.

The objective of the study aimed at investigating whether levies paid in secondary schools have any influence on transition of pupils from primary schools to secondary schools in Nyandarua North sub county, Kenya. Emergent themes from the pupils' responses are summarized on Table 5:

Table 5: Influence of Secondary Schools' Levies on Transition

ITEM	N	Mean
Some pupils fail to join secondary school due to lack of school fees	58	1.52
Some pupils fail to join secondary school due to other payments e.g. school bus, development fund, etc.	58	1.21
My parents/guardians will be able to pay for my secondary school fees	319	2.01
Secondary school fees is too high for my parents/guardian to afford	319	1.33
I have relatives who did not join secondary school due to lack of school fees	319	1.71
I will depend on well-wishers to pay for my secondary school education	319	1.90
The amount of money given to students from bursary is too little to keep me in secondary school	319	1.11
There are young people in my neighborhood who did not join secondary school due to lack of school fees	319	1.91
Lack of school fees might make me not to join secondary school	319	2.73

*Means are out of a possible maximum of 5

Table 5 shows that responses from pupils on whether some pupils fail to join secondary school due to lack of school fees gave a mean of 1.42 which shows that majority of the pupils agreed. Similarly, majority (at a mean of 1.33) of the pupils were in agreement with the statement that secondary school fees are too high for my parents/guardian to afford. This corroborates (Katiwa, 2016) in a study on factors influencing pupils' transition rates from primary to secondary schools in Kitui Central Sub-County, Kenya that established that transition from primary schools to secondary schools is highly determined by Parents and Teachers Association (PTA) levies as was indicated at a percentage of 53.1%. A study on the factors influencing transition rates of learners from primary to secondary schools in Rangwe Sub-County of Homa Bay County, Kenya also revealed that education cost highly determines the transition of pupils from primary to secondary schools (Ogolla, 2013). Another study on factors influencing transition rates from public primary schools to Secondary Schools in Murang'a East Sub-County, Kenya revealed that all the respondents perceived secondary school education to be expensive and beyond the reach of many parents/guardians (Gacheru, 2012). This implies that secondary education fees is a factor that influences transition.

Table 5 further shows that majority of pupils (a mean of 1.21) agreed that pupils fail to join secondary school due to other payments such as contribution towards school bus and development funds. However, a survey on the influence of hidden costs in education on students' participation in public secondary schools in Kikuyu Sub-County, Kenya by Kingori(2015) concluded that hidden costs have a negative influence on students' participation in education in public secondary schools in the Sub-County. Such costs included school meals, PTA levies and school uniform. This suggests that apart from school fees, other costs paid by students have an influence on transition from primary to secondary schools.

Results on Table 5 further indicate that majority (mean=1.71) of pupils agreed that they had relatives who did not join secondary school due to lack of school fees. This suggests inability to pay schools as a determinant of transition to secondary education is not widely spread among the families of the pupils. The study further showed that majority (mean=1.90) of the pupils were in agreement with the idea that they will depend on well-wishers to pay for their secondary school education. This implies that the pupils expected some form of support from sources other than their parents. A study on the extended family and children's educational success by Jaeger (2012) concluded that the origins of effect of family background on educational success of children lies in both the immediate family and the extended family, and in interactions between these two family environments. This therefore implies that other members of the same family and even those from the extended families could predicate on the performance of pupils and consequently on their transition especially when it is about financial support.

The results according to Table 5 further revealed that majority (mean =1.11) of the pupils agreed that the amount of money given to students from bursary is too little to keep them in secondary schools. This implies that the pupils expected that when they join secondary school, those in need of school bursary will be allocated a sufficient amount. A paper by Ndiku and Muhavi (2013) shows that due to the government's efforts, transition rate to secondary level of education in Kenya increased from 59.6% in 2007 to 70% in 2010. Nonetheless, against a backdrop of escalating cost of education in Kenya over the years due to the rising cost of living, many people from the low income cadre find it difficult to sustain their children' education in secondary schools hence lowering gains made on transition. A study by Boit (2012) revealed that in Kenya, bursary beneficiaries are not restricted but transcend all socio-economic boundaries. Furthermore, allocation mechanisms do not effectively direct bursary support to learners from needy, poor and vulnerable groups. This means that the fund has little impact on equity in access to secondary education. It further implies that bursary allocation may lack the influence it should have on transition from primary to secondary education. The study recommended restructuring and adjustment of bursary fund management in order to make it more responsive and selective so as to reach deserving the cases only.

The study further revealed that majority (mean= 1.91) of the pupils were in agreement that there are young people in their neighborhood who did not join secondary school due to lack of school fees. This could explain the views that payment of secondary school fees is a major hindrance to transition. The study further revealed that majority (mean =2.73) of pupils did not agree that lack of school fees might make them not to join secondary school. This further asserts the notion that payment of school fees is a major inhibitor to attending secondary education in Kenya. However, a study in Malawi revealed that tuition fees are a significant barrier to enrollment for secondary school education, with an estimated enrollment of about 17.5-20.2 percentage points lower than it would have, had tuition been free (Moussa, 2016). Contrastingly, a study done earlier in Kenya on the main determinants of access to secondary school education at household level failed to mention school fees directly but cited household's income as well as the education level of household head (Ngware, Onsomu , Muthaka , & Manda , 2006). However, within an increasing attention from the Government of Kenya in meeting the burden of school fees for schools, the concern of fees and as a factor that affects transition from primary to secondary education could be lower.

The study used linear regression analysis to test the hypothesis that levies charged in schools has no statistically significant influence on pupils' transition from primary to secondary schools. The study adopted the model of association between secondary school levies as a predictor on transition and the results of the analysis are presented on Table 6:

Table 6: Linear Regression Analysis on the Influence of Levies Charged on Pupils' Transition from Primary to Secondary schools

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	.694[a]	.725	.122	.74701

a: Predictors: (Constant), School Levies

Table 6 shows that R-value is 0.694, which represents the simple correlation and indicates above average strength of correlation. The R^2-value indicates how much of the dependent variable, that is, transition to secondary school, can be explained by the independent variable - secondary school levies. In this case the school levies explained 72.5% of transition from primary to secondary schools. This indicates a strong relationship.

VII. Conclusion

This study established that levies charged in secondary schools have a significant influence on pupils' transition from primary to secondary schools. Based on the findings, the study concluded that the Hypothesis that levies charged in secondary schools have no statistically significant influence on pupils' transition from primary to secondary schools in Nyandarua North Sub-County, Kenya be rejected.

VIII. Recommendations

The study therefore recommends that the Government and well-wishers should bear more of school levies through funding and bursaries support. They should offer tuition support, development funds and building of more schools closer to the learners as a way of improving transition rates of pupils from primary to secondary schools in Kenya.

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