Rampant StudentsTransfers: WhatAre the Explanatory Variables in Public Secondary Schools in Bureti Sub- County, Kericho County, Kenya?

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Abstract

The central purpose of this study was to analyze the plausible causes of rampant student transfers within public secondary schools in Bureti Sub-County, Kericho County, Kenya. The study was premised on Abraham Maslow's Hierarchy of Needs Motivation theory that posits that while people aim to meet basic needs, they seek to meet successively higher needs of hierarchy. A descriptive survey research design was employed .Combinations of purposive and simple random sampling were used to select 15 principals, 60 teachers and 112 students yielding a total sample size of 187. Questionnaires and interview schedules were used to collect data. The study revealed that there were a myriad of reasons responsible for rampant student transfers that included parental influence, movement to schools of choice, dissatisfaction with teaching methods, indiscipline amongst students a, huge school fee balances, amongst others. It was recommended that the Ministry of Education as well as schools should closely monitor students who transfer to avoid negative influence as well as assist them to settle in their new school environments.[170 words]

Key words: Students Transfers, Explanatory Variables, Public Secondary Schools, Bureti Sub- County, Kericho County, Kenya.

I. Introduction

1.1. Background to the Study

Education is widely acknowledged to play critical role in both individual and societal development. It is considered as an investment that accrues both private and social returns and hence, functional for both individual and national progress (Asafo –Adjaye, 2012; United Nations, 2013). Having recognized the value of education, in December 10, 1948, the General Assembly of the United Nations adopted and proclaimed The Universal Declaration of Human Rights (UDHR). Article 26 of the declaration states that 'everyone has a right to education and it shall be free at least at elementary and fundamental stages. Higher education shall be equally accessible to all on the basis of merit.' The document binds countries to create enabling environment for and observe basic human rights which includes food, safety, education and shelter. That declaration was born as a result of a realization that there was mass illiteracy due to exclusion of many people from opportunities world over caused by World War Two. Most of them were the poor and the vulnerable. Kenya subscribes and is a signatory to this declaration as well as to the international protocol that established Education For All agenda in Jomtien, Thailand, 1990 and the World Education Forum (WEF) in Dakar, Senegal, 2000. Education then is internationally recognized as a birthright of every child (Republic of Kenya, 2012).

Convinced of the importance of education which in a broader sense serves both individual and national development , the   mission of the Government of Kenya was geared to the creation of an education and trainingenvironment that equip learners with desired values, attitudes, knowledge, skills and competencies, particularly in technology, innovation and entrepreneurship, whilst also enabling all citizens to develop to their full capacity, live and work in dignity, enhance thequality of their lives, and make informed personal, social and political decisions as citizens ofthe Republic of Kenya (Republic of Kenya,2012).The provision of quality education and training to all Kenyans is fundamental to the success

of the Government's overall development strategy. Kenya Vision 2030 articulatesthe development of a middle income country in which all citizens will have embracedentrepreneurship, be able to engage in lifelong learning, learn new things quickly, performmore non-routine tasks, be capable of more complex problem-solving, willing and able totake more decisions, understand more about what they are working on, require lesssupervision, assume more responsibility, and as vital tools towards these ends, have betterreading, quantitative, reasoning and expository skills(Republic of Kenya,2012,2013).

The introduction of subsidized secondary education in 2008 was to ease the burden of fee payment and supply schools with basic requirements. Each student in secondary is allocated Kenya shillings 10,265. In the East Africa Standard Newspaper dated 22nd of November, 2011, the writer reports that the free learning program faces uncertainty after booksellers withdrew their credit facilities over a Kenya Shilling 2 billion debt. This could be attributed to corruption in the sector and the cost of living that has gone up which may require the ministry of education to revise the allocation upwards. This shows that despite increased enrolment; the sector is still faced with issues of access, equity, completion, and quality (Orodho, 2014).

The primary-secondary transition rate which stood at 64.2% in 2008 is still low for a nation that is set to achieve industrialized status by 2020. At the same time Njeru andOrodho (2003)   on Access and Participation in Secondary School Education in Kenya, contend that there is need to put in place clear and strict mechanisms to ensure 100% retention of the few pupils who enroll in secondary school level of education. They further argued that low completion rates constitute a serious drain and wastage of national resources since education alone consumes an average 40% budgetary allocation in Kenya. Is student transfer phenomenon among the factors to blame for low completion rates, poor performance and inequity in secondary school education in Kenya today?

Student transfer phenomenon is the practice by some students to move from one school to the other for reasons other than being promoted from one school level to the next (Ejieh,1987). Promotional school changes that occur, say from primary school to secondary school, are part of the academic program and are planned. The school student transfers who are non-promotional in nature are often disruptive to the learning process. This practice of changing schools, which can take place in between school years or during the school year, usually result in inconsistency or interruption in the educational experience of the students involved. A study of Californian elementary children who transferred by Rumberger et al (1999) found that students can suffer psychologically, socially and academically due to such movements. Transferred students must adjust to new academic standards and expected classroom behavior. Transferred students sometimes get placed in wrong classes in their new schools .But why do some students seem to be adversely affected by changing schools and others do not? Do the reasons and timing determine how well students adjust in their new schools?

The reasons for student transfers are many and varied. Discipline problems, socio-economic factors, academic-related problems and open-enrolments are some of the factors that have been identified. In addition, more often than not most students do not join secondary schools of their choice. The reasons could be rooted in their academic performance or their parents' economic abilities. During the course of the secondary school education, some students may decide to go back to their schools of choice if space and financial ability could allow. This involves changing schools to fulfill their goals. Whatever the reasons though, Donelly (2002) argued that the issue of frequent student transfers has been recognized as a serious problem in Education.

The issue of student transfers as an educational problem from the foregoing cannot be overemphasized. Stability, which is the opposite of student transfers, refers to the continuous enrolment of students in a particular school. Stability of staff and students is an essential ingredient in building a positive learning environment in which curriculum delivery and child development can proceed uninterrupted. The context in which learning occurs is central to learning itself as is posited by the social constructivist theorists (Vgotsky, 1978). While not every stable school is a good school, it may be difficult to find a school with frequent transfers of students that is effective. The issue of inter-school student transfers undercuts school-improvement efforts by taking away the continuity of instruction and human relationships. Not only does it affect transferred students but also the classrooms and schools they attend. It is therefore imperative to find out the impact of student transfers on academic performance in Kenya in order to enhance educational outcomes.

The Education Act in the laws of Kenya (1968) and revised in 1980 states that admission and dismissal of students from one school to another has to be approved by the District Education Officer (DEO) and the Board of Governors (ROK, 1980). This law is reiterated in the Secondary School Heads Manual (1987) which states that the principals of public secondary schools have the power to fill vacancies in their schools only by approval of the Provincial Director of Education (PDE) through the DEO. This concerns fresh form one admissions and transfers from one school to another. Despite the existence of this law, it is usual for secondary school head teachers especially to entertain a large number of requests from parents to transfer their children from one school to another especially at the beginning of each school year. The search for new schools may involve movement from one district to another, one division to another in the same district or even between schools within the same zone. Is the law on transfer of students strictly followed by the head teachers of public secondary schools in admitting transfer students in Kenya?

Examinations and credentials are the main criteria of determining success or failure in education. In Kenya, and indeed in many other countries, an examination has a selective function. It is a yardstick in determining the students who could proceed to the next level.

The search for the factors that contribute to poor performance of students at national examinations in Kenya is far from over. In the East Africa Standard Newspaper dated 18th of July, 2009, the poor performance is an indicator that syllabi are not adequately covered. In the article 'Blame Game over Poor Performance Continues' the writer further argues that the teachers do not allocate enough time to implement the curriculum and develop continuous assessment tests. If this is true, do student transfers affect in any way the pace of curriculum delivery? The issue of student transfers which affects the key policy areas in a school, such as, school funding, learning resource materials, staff rationalization and the general functioning of a school cannot be ignored. It can have detrimental effects on student achievement, schools, teachers and other students. A number of factors have been studied namely: socio-economic background of students, lack of enough facilities in school, poor leadership, inadequate human resources and attitudinal problems yet the issue of student transfers as a factor in academic performance has not been studied singly in Kenya.

Bureti District in Kericho County like in many parts of Kenya as statistic from KNEC indicated, the students' performance is not impressive as confirmed in Table 1.1. Bureti district has 48 secondary schools. Out of 48 schools, 45 are public schools and 3 are private. In the search for causes of poor academic performance in Bureti district which is endowed with enough learning and good infrastructure, the researcher sought to find out whether student transfers could have any effect on learning and eventually academic performance. Based on professional experience in teaching in Bureti District secondary schools, the researcher witnessed a number of non-promotional transfers of students taking place. At the final year, only a few students who were admitted into the school at first year

complete secondary school education in the same school. The foregoing scenario points to the   fact that the issue of student transfers needs to be addressed in our quest to improve educational outcomes. It is against this background that this study on explanatory variables for rampant students' transfers in Bureti Sub-County, Kericho County, Kenya waspremised.

1.2 State of the Art Review

Student transfer phenomenon is the practice by some students to move from one school to the other for reasons other than being promoted from one school level to the next (Waweru& Orodho,2013). Promotional school changes that occur, say from primary school to secondary school, are part of the academic program and are planned. The school student transfers who are non-promotional in nature are often disruptive to the learning process. This practice of changing schools, which can take place in between school years or during the school year, usually result in inconsistency or interruption in the educational experience of the students involved(Orodho,2014).

Student transfers in this study are the practice by some students of moving from one school to another, for non-promotional reasons, at least once during their years of study in this case during their secondary school education. Student transfers can be categorized into intra-district, inter-district, intra-year, summer, voluntary, involuntary, reactive and strategic transfers depending on where, when and why it occurs (Orodho, Waweru, Getange & Miriti, 2013).

Students should experience classroom as a caring, supportive place where there is a sense of belonging and everyone is valued and respected. Teachers who are in direct contact with students on almost daily basis are expected to assist in integrating transferred students into their classes. In this way, the negative effects of transfer will be reduced and the transferred students will settle down faster. Without motivation to learn, it is unlikely for education to succeed to the extent intended. In order to maximize this motivational desire to learn, educators need to attend to needs of individual students (Orodho,2013).

Eshiwani (1993) in his book 'Education in Kenya Since Independence' states that determinants of a school achievement are desks, instructional materials, text books, school library, teacher quality and length of instructional programs, school administration, laboratory, class sizes and individual teacher salary levels. The shortage of the mentioned factors may directly prompt students to transfer. Availability of good infrastructure, adequate human and physical facilities attracts students to a school. These physical and human resources are fundamental to learning especially at secondary school level. This creates an environment that increases student engagement in learning, hence, reduces student transfers.

Schools can also contribute to student transfers through their common policies and practices that are intended to promote the general school operations. They may affect the conditions that keep students engage in a school. In their studies on Educational Consequences of Students on the Move in American Schools, Swanson & Schneider (1999) noted that students change schools often both for voluntary and involuntary reasons. Voluntary reasons may include parent's wish to get children to better performing schools. This is a strategic move which may yield better educational outcomes. Involuntary reasons may occur through explicit policies and conscious decisions that cause students to withdraw from school. The rules may concern low grades, poor attendance or misbehavior and can lead to suspensions, expulsions and forced transfers. Open enrolments allow students to readily change schools if they can find one with sufficient space. Other school policies are repetition of the same class by students with low grades (Njeru& Orodho, 2003).

Many educators believe that student transfers are an inevitable result of students changing residences. Indeed, 2000 U.S. census data show that 15% to 18% of school-age children moved in the previous year. There have also been indicators that welfare reform may affect moving, with parents moving to accept jobs. However, research has also found that between 30-40% of school changes are not associated with residential changes (Kerbow, 1996; Rumberger et al 1999). School factors e.g. overcrowding, class size reduction, suspension and expulsion policies and the general academic and social climate also contribute to student transfers.

According to Waweru andOrodho (2013) the choice of a school for a student depends on what that school offers. School boarding status may influence some students to either transfer out or into a school. Some students prefer day schools to boarding schools and vice versa. Nearness to loved ones for others is a need that needs to be satisfied. Others may find out that they do not get enough time to study in their day schools and hence may opt to transfer to boarding schools. At form three classes in Kenya where students choose subjects from optional groups, some students may make some school changes to be able to do their preferences in the school curriculum (Orodho, 2014).

Location of a school especially for the day school students is a prerequisite before learning can take place uninterrupted. If the school is located far away from home, it may affect one's comfort and this is one of the needs that is basic.Age of a student matters a lot in some cases. In Henderschott's (1989) study, responses were measured to questions in a survey format for junior-high aged students who moved and had to change schools as a result. He found that for adolescents, moving is related to a sense of mastery over their environment, that depression can follow a recent move and social support from meaningful quarters can mitigate a negative effect on self-concept. The researcher also documented issues of school adjustment, adolescent depression and social support.

Gibbons and Machin (2003, 2006) in their study of 'The Mobility of English School Children' came up with the following findings. Some children change schools because their parents change jobs, divorce, or because they migrated from other regions of the country or other countries. Others may switch schools because parents change neighborhood to be closer to a 'better' school for their children, often paying significant house premium to do so. Several student-related factors also predict student mobility :schools with high concentration of at-risk and minority students have lower mobility rates even after controlling for differences in student factors, while schools with higher teacher salaries and better teachers have lower mobility than other schools(Orodho, Waweru, Getange & Miriti,2013).

School administrators should create positive, friendly and non-threatening environment that motivates students to learn. It is logical to assume that students will not have a desire to transfer and hence improved performance will eventually follow. If students believe that learning activities provided with will enable them to meet some of their basic needs, they are more motivated to learn. Needs assessment involves needs analysis, diagnosis and prioritization. It is important to identify the needs of students who transfer from one school to another and whether those needs are achieved in the alternative schools. Usually there is a discrepancy between what should be and what is. This difference between the ideal and the practice brings about the motivation to transfer (Orodho, 2014; Waweru & Orodho, 2013).

1.3 StatementoftheProblem
Despite vast literature on educational issues, research documenting the extent of student transfers, or its links to student academic performance is thin on the ground in Africa and indeed in Kenya. Based on past researches from other parts of the world, student transfers could have profound influence on learning and academic performance. Renowned researchers including McKenna& Goddard (2002) and

Rumberger et al (1999) who studied student transfers in relation to academic performance found out that student transfers often contributed to lower attendance and achievement. Though the issue of student transfers has not received any attention as a factor in academic performance in Kenya, there are a number of transfers that take place. With some students desiring to transfer or parents desiring to transfer their children from one school to another, significant need for information regarding transferring and its effects need to be sought. Every individual child's educational performance and progression through the school years is important. Most of the existing researches on student transfers have been done at elementary level of education.

1.3 Purpose and Objectives of the study

 The purpose of this study to examine the effects to which student transfers differ for different ages of children and analyze the main   reasons that prompt students to transfer into or out of a school at the secondary school level in Bureti District. Invariably, the objective of the study was to solicit for the explanatory variables explaining rampant student transfers in secondary schools in Bureti Sub-County, Kericho County, Kenya.

1.4 Theoretical Framework

This study was based on *Abraham Maslow's Hierarchy of Needs Motivational Theory* **(**often presented as a pyramid with eight levels of needs). It is a motivational theory in psychology that argues that while people aim to meet basic needs they seek to meet successively higher needs in form of hierarchy. Abraham Maslow's book *Motivation and Personality*, published in 1954 (2nd edition 1970) introduced the hierarchy of human needs. This theory posits that human beings are motivated to act by needs. It is a guide that is useful and applicable for understanding, explaining and handling many human behavior situations.

The order and direction in the hierarchy of needs would be reversed in the case of student transfers, with students expected to perform higher-order thinking skills before their basic security and sense of belonging is addressed. Educators usually work on the premise that achievement and mastery rather than belonging are primary to self-esteem. A transferred student can be expected to be distracted by safety, security and belonging issues before s/he may be ready to tackle curricular tasks. These students are routinely asked to ignore their previous experiences, exhibit problem-solving skills and perform academically before being assured of their survival needs (food and shelter) or personal safety. Maslow's Motivational Theory explains why student transfers can be so disruptive to the learning process if adjusting process is not well-conceived. This in turn translates in poor academic outcomes.

This study was also based on*Social Constructivism Theory pioneered by Vgotsky (1978).* It argued that culture and context are important in forming understanding. Social constructivism theory posited that learning requires a functional social environment. Learning is neither a purely internal process nor is it a passive shaping of behaviors. Vygotsky favored a concept of learning as a social construct which is mediated by language via social discourse. In contrast to the individual-cognitive constructivist, the socio-cultural constructivist locates the mind in the individual –in-social action. According to this theory, learning is a process of enculturation into a community of practice.

 Social constructivism views the context in which learning occurs as central to learning itself. Learning results from social processes in which the learner associates experience with language and thought. Social Constructivism requires one primary element, two or more participants. These participants must be involved in some form of interaction for knowledge to be constructed. Vygotsky is given credit for creating the underlying concepts that give rise to understanding constructivist thought. Constructivists believe that knowledge does not exist in isolation, but is the result of the learner's interaction with the environment.

II. Research Design and Methodology

2.1 Research Design

This study used descriptive survey design to establish the effects of student transfers in learning and academic performance in selected public secondary schools in Bureti District. Borg& Gall, 1989; Creswell, (2009) ; Orodho (2012) as well as Orodho, Khatete and Mugiraneza (2016) define survey design as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables.A survey design was appropriate in this study since the researcher wished to obtain information that described existing status of a phenomenon in this case: reasons for student transfers in the study locale (Orodho, Khatete & Mugiraneza, 2016). The study was carried out in Bureti District, one of the districts in Kericho County of Kenya. Bureti district is located to the south of Rift Valley Province. The neighboring districts to the area of study include Kericho District to the North, Konoin District to the East, Sotik District to the South and Nyamira District to the North West.

2.2. Target Population and Sampling

The sample was drawn from a population of 10,653 students, 305 teachers and 45 principals in Bureti district secondary schools. From the 15 selected schools, all transferred students who were present during the study participated. Out of a total of 305teachers in the district, 60(20%) class teachers who had transferred students in their classes were selected. As for the head teachers, a sample 15(33% of the total)from the selected schools participated in the study. The percentage was considered adequate as recommended by Brooks (2013) and Orodho (2009a, 2012).

2.3. Research Instruments

The students', class teachers' and head teachers' questionnaires were used to collect data in this study. According to Orodho (2009b, 20012) and Creswell, Virki and Clark (2011) a questionnaire is an instrument used to gather data, which allows measurement for or against a particular viewpoint. The advantage of the questionnaire is that it allows uniformity for all respondents. It is also less expensive and less time-consuming.Validity is the degree to which empirical measure or several measures of the concept, accurately measure the concept (Creswell, 2009; Creswell, Vicki& Clark, 2011; Orodho 2009a; Orodho, Wenceslas, Odundo, Waweru & Ndayambaje, 2016).The researcher found out that the instruments that were used in the actual study measured what they were intended to measure. Reliability of measurement refers to the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho, 2009b).To determine the reliability of the instruments, a test- retest technique was used. The researcher administered the questionnaires to four class teachers, ten transferred students and two head teachers in the selected pilot schools. The scores were done manually on the answered questionnaires. The same questionnaires were administered to the same subjects after a period of two weeks. The responses were scored manually again. A comparison between the first and the second test was drawn (Orodho, 2009b; Orodho, Wenceslas, Odundo, Waweru, & Ndayambaje, 2016). A Spearman Rank Order Correlation Coefficient (Spearman rho) was employed to compute correlation co-efficient in order to establish the extent to which the contents of the questionnaires were consistent in eliciting the same responses every time the instrument was administered. Correlation co-efficient of 0.81 for students' questionnaires, 0.85 for class teachers' questionnaires and 0.91 for head teachers' questionnaires respectively were produced, indicating that the instruments were reliable for the study as suggested by Brooks (2013) and Orodho , Ampofo, Bizimana, & Ndayambaje (2016).

2..4. Data Collection and Analysis Procedure

With the research permit from the National Council for Science, Technology and Innovation (NACOSTI), the researcher sought permission from the County Director of Education in Kericho. Once in the schools, permission was sought from the respective head teachers before talking to the teachers and students. The purpose of the research study was explained and necessary arrangements for actual administration of the instruments and data collection were made. The comments of the teachers were sought and assurance that the information would be treated with confidentiality was given. Repeated familiarization visits before the actual study with the intention to chat and have informal contact with the teachers was done. Before the actual issuance of questionnaires, the request for participation from respondents had been sought.

Finally, the researcher issued the research instruments to selected teachers, transferred students and principals when they were relaxed enough to provide reliable information. The researcher provided information about the purpose of the study and gave clear instructions on how to complete. A sufficient amount of time to complete was allowed.

The data was organized into different categories on the basis of the responses given by the respondents. For open-ended questions the researcher tried to categorize the responses by establishing themes from common responses. For close-ended responses, numbers or symbols were assigned to simplify data before entering them in a computer for analysis. This was done manually using a code book. Data were then entered in the Statistical Package of Social Sciences (SPSS) program in the computer for analysis. Descriptive statistics was used to analyze quantitative data which included frequency distributions, mean scores, measures of central tendencies and variability. The data were presented with the aid of tables, graphs and charts.

III. Results and Discussion

3.1. Students Perceptions Regarding Transfers

The main objective of the study was to identify the reasons for student transfers. The students were requested to indicate reasons for transfer as portrayed in Figure 1.The results carried in Figure 1 indicate that the most highly ranked cause of student transfers in Bureti sub-County was parental influence as cited by 20.7 percent of the total. The second highly ranked reason, cited by 19.14 percent of the total was lack of school of choice. It is arguable that   students are not always selected according to their choices while joining Form one in their secondary school education. The reason usually is based on their academic performance and the high population of students, especially after the introduction of free primary education, who fight for the few available form one places. Results of the reason- inability to secure admission to school of their first choice- is in agreement with results of a similar study in Anambra, Nigeria which was cited by over 50% of the students (Ejieh,1987).
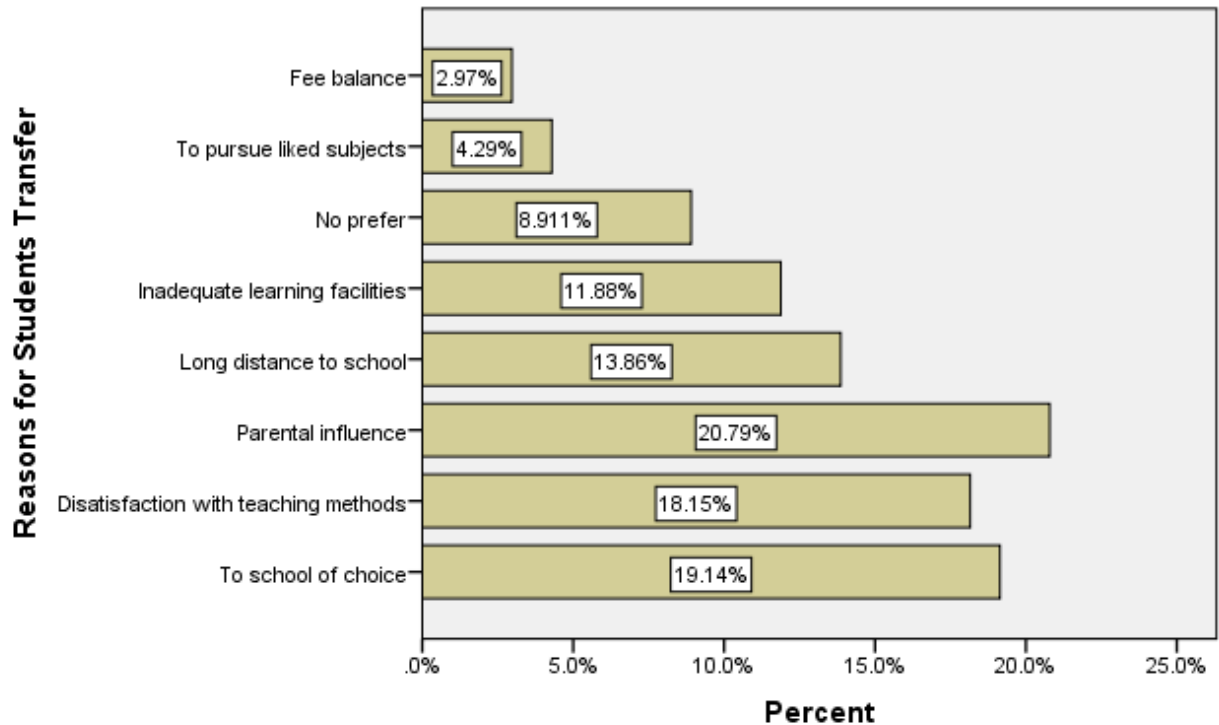
This was followed by the reason that they were not satisfied with the quality of teaching in the former school, as reported by 18.15 percent of the total number of students reached. The two other significant reasons cited by students are the former school were long distance from home to school especially for the day scholars and did not have enough facilities and as cited by 13.86 % and11.88 %, respectively . The findings are consistent with Eshiwani (1993) findings that shortage of the determinants of school achievement (desks, instructional materials, text books, teacher quality, school library among others) may prompt students to change schools. It would be prudent for the government and school managers to equip schools with both physical and human resources. The findings also explain why there are more transferred students in boarding schools than in day schools.

The least ranked causes included no preferred subjects and parental change of residence. Students' or parents' changes of residence did not appear to be an important factor in this district unlike in the schools in the U.S. (Swanson & Schneider, 1999). This indicates that most parents in the district are relatively non-mobile. Indiscipline case as a reason for transfer, as indicated by suspension or expulsion, was rejected by 111(99%) of the student respondents. All the respondents stated that their reason for transfer was not due to pregnancies. This is a sensitive issue and it is possible female student respondents were ashamed to mention it as a reason for transferring.

Spaces were provided for the students to specify other reasons (not included in the table) why they had transferred. Tight school rules and regulations with little recreation, cancelling or with holding of national examination results in their former schools, their natural interest in the schools in which they transferred into and too much workload were cited by many students.

3.2. Head Teachers Perceptions Regarding Reasons for Students Transfers

The perceptions of principals was sought since they are in charge of admitting students, they are in a position to give reliable data on the reasons why the students transfer to their schools. In the secondary schools heads manual (1987), head teachers of public secondary schools have power to fill vacancies in their schools.

Results exhibited in Figure 2 indicate that the most highly ranked cause of students' transfers was indiscipline which was hardly disclosed by the school releasing the student. This factor was cited by nearly one third of all school principals. The second highly ranked cause, cited by slightly over one quarter of all principals was parental influence. The third cause, cited by on out of every five principals was huge fee balances by needy students from poor backgrounds.   Delays in reimbursement of government bursaries and grants to schools and poor way of identifying students in need do not help matters. This is in tandem with other studies that students from lower economic background are more likely to switch schools than other students. These students have a tendency of leaving accumulated fee arrears in their former school especially where there are open enrolments into some schools. This affects key policy areas such as school funding, learning resource materials and staff rationalization.
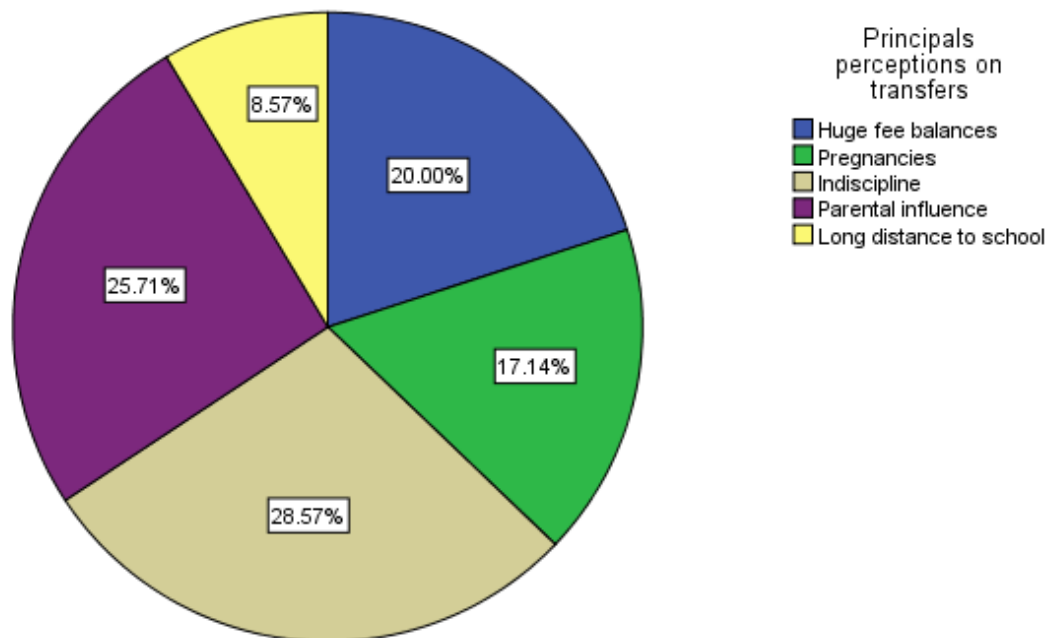

Figure 2: Principals perceptions regarding reasons for students' transfers

Pregnancies, contrary to the fact that students did not cite it as a reason for their transfers, were cited by 17.14 percent of the principals. Girls in most cases did not cite such a reason because it is embarrassing. Mostly the head teachers cited the reasons that prompt students to transfer out of their schools rather than what prompt them to transfer into their schools. It is common knowledge that some students who had to repeat a class often moved to another school to enroll even in the next higher class by giving false information or presenting falsified documents. Across all groups of students, evidence strongly suggests that repetition policies rarely produce improved learning and often have negative effects on learning as well as attitude towards school and learning (McCoy &Reynolds, 1999).

In the behavioral model of learning, events that follow behavior are essential in determining whether the behavior will be strengthened, maintained or weakened. A teacher who is in constant contact with the learner is in a position to reinforce such a behavior. Bull and Solity (1989) on in their book 'Classroom Management Principle in Practice' argue that teachers make learning possible through their interaction with students. It is for these behavioral reasons that transfer of students should be sparingly done to facilitate learning. The students with the reason associated with indiscipline cases should not be readily accepted in an alternative school if such negative behaviors are to be weakened. It is therefore

recommended that thorough vetting to find out the reason for transfer should be done before students are accepted into the new school.

IV. Conclusion and Recommendations

The thrust of this study to examine the effects to which student transfers differ for different ages of children and analyze the main reasons that prompt students to transfer into or out of a school at the secondary school level in Bureti District. Based on the findings of the study, the following conclusions were be drawn:

i. Student transfers from one secondary school to an alternative school takes place in Kenya. The number of boys and girls who transfer are the same. This implies that both sexes from the different school categories in the district are affected in the same way. Most of these students fall between the age of 13 -19 years. This age group is significant since it is at an adolescence stage.

ii. The school characteristics such as quality of teaching and inadequacy of physical facilities in previous schools are the main reasons that prompted students to transfer.

iii. Parents have been cited to be influencing the urge for students to transfer from one school to the other, sometimes due to personal persuasions.

The study therefore made the several recommendations, including the following:

1. A number of students transfer to other schools at least once in their secondary school education. Both sexes are affected alike. Data on students who have transferred should be collected on yearly basis nationally and made available in educational offices for easy monitoring. In the same vein, student transfers that take place within an academic year should be discouraged.

2. That before a student is transferred; the underlying reasons for transfer should first be addressed. This recommendation applies to both parents and the school administrators.

3. School administrators should put in place support mechanisms to enable transferred students to effectively fit into the new environment and easily overcome the challenges that they may experience in the new school.

4. The government should recognize student transfers as a factor in academic performance and initiate mechanisms that track students from one school to another. In this way, teachers would be issued with progress records of transferred students within two weeks of admission to ensure continuity. They should also strive to ensure guidelines on admission of transfer students are followed to the letter so as to curb open enrolments.

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