



# Secondary School Levies and the Hundred Percent Transition Policy in Busia County, Kenya

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**Abstract:** The objective of this study was to establish the effects of the school levies on pupil transition to secondary schools in Busia County. Ex-post facto research design was adopted. The target population comprised of 1508 respondents. This group included 60 chiefs and 1448 village elders from 60 administrative regions in Busia County. The 290 village elders and the 12 Chiefs were chosen using stratified and simple random sampling techniques. A closed-ended questionnaire with a Likert type scale of 1 to 5 and an interview schedule were used to gather the data. Data was analysed using a linear regression. This study established that cost implication of the requirements and levies charged on pupils seeking admission to secondary school hindered the pupils from taking up admissions.

**Index Terms-** Hundred Percent, Levies, Pupil, Transition Policy

## INTRODUCTION

The cost of secondary school in Sub-Saharan Africa (SSA) is one of the biggest obstacles to enrolment (Mathia, 2015). The idea of school levies is mentioned in literature on education financing. According to this concept, schools naturally levy additional fees on top of the regular tuition charges to cover expenses that the tuition fees cannot cover. The high expense of secondary education has been one of the reasons highlighted as contributing to the low transition rates of students from primary to secondary schools in Kenya (Ntarangwi, 2010). There are other levies that schools impose in addition to tuition to cover infrastructure costs.

development and related initiatives. The school levies are a type of education funding whereby schools naturally levy money in addition to their regular tuition costs to cover additional school expenses that the tuition fees cannot cover. These levies typically come with an additional cost surcharge that is passed along to the student under the cost-sharing concept, which puts a strain on the student's parent or guardian. In the framework of the cost-sharing concept, these levies are typically an additional expense surcharged on the student, which places a strain on the student's parent or guardian.

Johnstone (2007) claims that the cost-sharing philosophy in education encourages the government (taxpayers' money), parents, and donors to share the expense of education. This is due to the fact that secondary education is typically a for-profit industry in most nations. This implies that parents, guardians, and sponsors must cover some operational costs like upkeep and may also be responsible for paying for a variety of other expenses like meals, clothes, educational materials, boarding fees, special equipment, and medical care. As a result, students from low-income families whose parents cannot afford to pay the tuition are less likely to enrol in secondary school. SSA's current rates for teacher wages and other costs show that few people outside the top two quintiles of household income could afford unsubsidized secondary education there (Lewin, 2007).

The expense of secondary education has skyrocketed due to school levies, which has resulted in many disadvantaged kids being excluded (Miako, Ogeta&Nyerere,2012). Parents' worries about some head teachers arbitrarily raising school fees and enacting levies while disregarding the MOE fees rules have grown (Daily Nation, 8th Jan 2009). Regardless of parents' ability to pay, the majority of these levies are implemented and increased (Njeru & Orodho, 2003). According to the Kenya Education Sector Support Programme (KESSP) 2005–2010, additional costs for private tuition, school uniforms, and development levies are some of the factors contributing to the fall in secondary school enrolment. Despite the Kshs.10265 per student annual subsidy in public secondary schools, many households are finding it difficult to cover the additional costs as the economy contracts and inflation hits (Education insight, issue 19: dec 2018/jan 2019). The government has stated once more that no head teacher has the authority to impose levies without first consulting the district education board and board of management. However, (Miako, Ogeta, and Nyerere, 2012) pointed out that there are 'stage managed' yearly public meetings where parents are coerced into making decisions about school levies.

In addition to paying school tuition, students must also pay additional levies that go toward infrastructure improvements and other projects. The School Levies are a part of education financing, where schools by their very nature levy money on top of their regular tuition rates to cover extra expenses that the tuition prices cannot cover. These fees are typically added on top of the tuition as part of the cost-sharing philosophy, which places a financial responsibility on the student's parents or guardians.

The transition rates between elementary and secondary schools have been identified as a significant concern for the education sector in the Education Sector Report (2008). However, this study states that one of the strategic goals of the education sector was to raise the percentage of students transferring from elementary to secondary education to 70% in 2008, 80% in 2012, and 90% in 2015. But cost is highlighted as a key obstacle (RoK, 2008). According to the Kenya Education Sector Support Programme 2005–2010 paper, fewer students are enrolling in secondary schools. The study demonstrates how costs associated with school uniforms,

transportation, development fees, and private tuition, among other things, have contributed to the decline (MOEST, 2005). In affluent economies, transition rates to secondary education are typically above 95%; however, this is not the case in the majority of Sub-Saharan African nations, including Kenya.

According to a UNESCO assessment from 2000, the majority of Sub-Saharan African nations continue to be concerned about the issues associated with the poor transition from primary to secondary education levels. Because secondary education is regarded as a doorway to social and economic growth, the transition rates to secondary education in SSA are really less than 50%. (UNESCO, 2000). There are numerous causes for this low transition. Some families, according to UNESCO (2006), are unable to pay to maintain their children in secondary education. There are not enough secondary school seats in some nations.

The Kenyan government acknowledges education as a fundamental human right and a method of creating human capital for growth and sociocultural transformation (RoK, 2010). Despite the acknowledgement of the right to an education, arid and semi-arid regions of Kenya were most negatively impacted, with secondary enrolment rates falling from 30% in 1990 to 27% in 1994. School enrolment dropped by 9% between 1998 and 1999. (Gogo, Ayodo & Othuon, 2010). According to the 1999 census report, there were 2.8 million boys and girls between the ages of 14 and 17 who weren't enrolled in secondary school.

In Kenya, access and participation at secondary level have remained proportionately low compared to primary despite the advent of FSE and bursary allocation (Orodho & Njeru, 2003). For instance, in 2004, enrolment at the elementary, secondary, and early childhood education levels was 1,627,721, 7,394,763, and 926,149, respectively (MOE, 2005). About 2.2 million (16%) students were enrolled in early childhood education, 9.4 million (70%) were in primary school, and 1.8 million (13%) were in secondary school in 2009. (RoK, 2009). A review of the 2009 census data showed that 6.7 million kids of school age were not enrolled in school. Of these, 2.1 million (58%) were pre-schoolers, 1.9 million (23%) were elementary school age, and 2.7 million (76%) were teenagers (RoK, 2009). In this case, it was crucial to assess critically how much hidden costs influence secondary school transition rates.

In a related study, Tuwei (2013) investigated how grade-to-grade transitions in rural public secondary schools in Nandi County were affected by hidden costs. The study was led by four research questions. The study used a descriptive survey approach. The sample included 510 pupils and 248 teachers. Questionnaires were used to gather the data, which was then evaluated using quantitative methods. The results showed that there was still a low incidence of kids moving from one grade to another, and teachers attributed this to repetition. Teachers also disclosed that additional levies are imposed on students, which result in the payment of an additional school fee. Results showed that students' transition was impacted by costs associated with school uniforms, motivation fees, building fund, examination fees, and remedial teaching fees. The impact of lost wages on pupils' grade-to-grade transitions was discovered. The results also showed that students' transition was impacted by transportation expenditures. The teachers and students both agreed that absenteeism was caused by transportation issues.

In Samburu East Sub-County, Kenya, Kimosop, Ngala, and Tikoko (2020) investigated the connection between user education expenses and secondary school completion rates. Adoption of the descriptive survey research design. Influential theory by Finn served as the study's direction (1993). 254 Form 4 students from 7 secondary schools in Kenya's Samburu East Sub-County were the study's target population. The study used 156 students from form four as its sample size. Based on the presence of student cohorts that took the Kenya Certificate of Secondary Education exam, the seven schools that made up the study were sampled. A questionnaire was used to gather the information. The validity of the instruments was confirmed through expert judgments and content validity. Pearson Product Moment Correlation was used for piloting and reliability testing. The questionnaire was trustworthy because a coefficient value above 0.7 was attained. An easy random sample procedure that was stratified was used to get the response. Both descriptive and inferential statistics were used to analyse the data. The mean, frequencies, percentages, and Pearson Correlation Coefficient were used to analyze quantitative data. Tables were used to present the results. The Pearson Correlation Coefficient was used to test the hypothesis at an alpha level of 0.5. The researcher came to the conclusion that the availability of lunch programs and the providing of personal items by parents promoted secondary school completion rates in the study location. In data analysis where output could be impacted by changes in the environment, However, Kimosop, et al. (2020) employed a t-test. The findings' generalizability was constrained by these. The gap must therefore be filled by the current study.

All Kenyan children would be able to access and afford an education, according to the government (Musangi, et al., 2017). By opening free day secondary schools, it addresses issues including illiteracy, poor education, and low completion rates at the secondary level (Oprong, 2016). The primary goal of the government is to increase completion rates through accessible education (Orodho, 2014 and Mwingirwa, 2016). The researcher stated that the Government is committed to making sure that the aim of a 100% completion rate has been met. To determine the present impact of free day secondary education, constituency development fund bursaries, and teaching and learning resources on graduation rates in public day secondary schools in Kitui County, Kenya, Miako (2012) conducted a study. The study aims to look into school levies and their influence on retention and accessibility since the advent of secondary education that is subsidized. 11 schools participated in the study. Despite receiving educational assistance, only roughly 51% of students who enrol in high school finish their secondary education. The report, however, made no mention of the connection between the cost of schooling and the move to secondary school. The researcher decided to look into the connection between school levies and students' transfer to secondary schools in Kenya's Busia County as a result of a study gap.

Njogu, Maurice, and Kihoro (2012) looked at the causes of the low rate of secondary school enrolment in the Juja division. The study's goals were to determine the number of students registered for the KCPE Exam in Juja division primary schools and to identify actions that could be made to increase standard-eight graduates' access to post-primary education. The study draws the conclusion that the transition rate reduced and that enrolment rates in public primary schools in Juja Division of Thika District declined. Boys are more affected than girls by the issue of low transition ratings. The study came to the conclusion that poverty and covert school levies were the two most significant factors contributing to the decreased transition rates of students in the division's public primary schools. The current study aimed to fill that gap by recommending that a similar study be conducted at the secondary school level in order to draw more thorough conclusions.

In Rangwe Division, Homa Bay District, Ogolla (2013) attempted to identify the variables impacting the transition rates from public primary schools to secondary schools. The goal of the study was to determine how tuition prices affect how many students transfer from public primary schools to secondary institutions. The target population for the descriptive survey research study included all 100 head teachers of the public primary schools in Rangwe Division, Homa Bay District, as well as 2119 students who made up the standard eight classes in those schools. The district education officer for Homa Bay District was also included in the target population. 34 head teachers and 639 students were chosen from 30% of the public primary schools using the stratified random

sampling approach. The examined study came to the conclusion that the expense of education, parents' economic activities, learners' family backgrounds, and social and cultural elements all had a significant role in the transition from primary to secondary education. The sum needed to enrol a pupil in school, such as indirect school levies, indicated the expense of education. This study recommended that the government implement efficient machinery to ensure that no learner is prevented from transitioning to secondary school due to fees and other levies given that the Kenyan education system insists on a free and compulsory primary education as well as a subsidized secondary education.

In Kenya's Nyandarua North Sub-County, Kabiru, Ngugi, and Kaboro (2018) looked into how school levies affected students' transitions from elementary to secondary education. Ex-post facto research design was adopted in the study. The study participants were chosen using stratified sampling methods. From a target population of 66 primary schools and 2904 students in the Sub-County, a sample of 56 public primary school head teachers and 396 Standard Eight students was chosen. Two questionnaires, one for the head teachers and the other for students in Standard Eight, were used to gather data. Inferential analysis was performed on the data using linear regression as well as descriptive analysis utilizing percentages, frequencies, and averages. The alpha level used to test the hypothesis was .05. The findings showed that the transition of students from primary to secondary schools is significantly impacted by school levies. However, since Kabiru, Ngugi, and Kaboro (2018) only utilized one method (questionnaire) to collect data, the findings' generalizability was constrained. The current study employed both a questionnaire and an interview schedule to prevent bias.

Mbalaka, Cheloti, and Maithy's study from two years ago focused on extra fees as a deciding factor in Kenya's implementation of free and mandatory secondary education. The Liberal Educational Theory (LET), which contends that every person should have the freedom and opportunity to access and obtain education without facing any form of discrimination, served as the study's theoretical foundation. Data were gathered for the study from a sample of 164 school principals, 17 PA chairpersons, and the Kitui County Director of Education using a descriptive survey research design (CDE). Principal questionnaires, CDE and PA chairperson interview schedules, and document review and analysis were used to gather data. According to the study's goals, emerging themes were used to examine the qualitative data. Quantitative data were analysed using descriptive statistics. The product moment correlation coefficient was also used to examine the validity of the hypothesis at the .05 level of significance. Tables were used to display the analysis' findings. The findings from the study revealed that there was a negative and significant link between extra levies imposed and transition and completion rates ( $r = -.747$ ;  $p \leq .01$ ). In view of the foretasted data, the study finds that there is a statistically significant association between charging of extra levies and implementation of free and compulsory public day secondary schools' education in Kitui County. This implies that the transition will be lower the higher and more the levies are assessed.

In Matinyani Sub County, Kitui County, Mutemi (2015) conducted research on the assessment of the effects of additional fees on the retention of students in secondary schools. Through the collection and analysis of both qualitative and quantitative data, the study used a mixed methods approach. Seven principals, seven deputy principals, 28 classroom teachers, seven chairs of parents' associations, and one district quality assurance and standards officer made up the study's respondents. According to the study, extra educational expenses, such as those for uniforms and lunches, which put a financial strain on parents, caused some students to skip school and others to eventually drop out.

In Kisii County public boarding secondary schools, Ngwacho, Ayodo, and Chemwei (2016) investigated the effects of additional levies on transition and completion rates. A descriptive survey research design and a sample of 10% of the parents and 10% of the head teachers of the study population were used in the study. The information was gathered using questionnaires and interview schedules. Despite the introduction of free primary education (FPE) in 2003, the study found that parents still spent, on average, Ksh 1674 per kid on supplemental expenses. Reduced completion rates were caused by the majority of parents' inability to cover the additional expenses, which caused their kids to stop attending school. Similar to this, research was conducted in Kwanza sub county on the impact of educational extra levies on students' involvement in public day secondary schools (Shavanga, 2015). The study used a descriptive survey approach with a sample size of 1827 participants, including 966 students, 811 parents, and 50 teachers. The survey discovered that levies were paid for development, co-curricular activities, and remedial instruction. Failure to pay the additional levies resulted in students who were unable to pay being sent home, which increased absenteeism and, in certain circumstances, led to dropout rates, which in turn decreased enrolment and completion rates.

The enrolment of girls in boarding public secondary schools in Kenya's Trans Mara sub-County was the subject of a study conducted by Kiage, Simatwa, and Ayondo (2014). Data were gathered through the use of questionnaires and interview schedules in the study's descriptive survey and correlational approaches. Six principals, one sub-county education officer, and 153 female pupils made up the study sample. The study discovered that the expense of secondary school for Maasai females was unaffordable due to the payment of extra levies intended for development, uniforms, lunch, and teacher motivation. Girls whose parents could not afford the additional levies dropped out of school as a result, which decreased enrolment and completion rates.

In the Taita Taveta district of Kenya, Werunga et al. (2011) reported on factors affecting the rates of transition from elementary to secondary education. 56 district primary school head teachers and 88 parents made up the sample of 144 respondents. An interview schedule and a questionnaire served as the main data collection techniques. Chi-square analysis and percentages were both used while analyzing the data. The findings show that in the district, girls are more likely than boys to drop out of secondary school on average 40% of the time. The primary causes of non-transition are financial difficulties with paying school fees. Werunga, et al. (2011) carried conducted a study in Taita Taveta area, which has different socio-cultural difficulties from Busia County, therefore generalizability of the findings had to be done with great caution. Therefore, the goal of the current study was to close the gap.

Kaguri (2013) conducted a case study on the factors contributing to Form Four dropouts in secondary schools in Tanzania's Mbeya and Kilimanjaro regions. Six community schools and six private schools participated in the descriptive survey; all of the schools were chosen using simple random selection. While data was being gathered via questionnaires, interviews, and observation schedules, a purposeful sample method was employed to choose 18 head teachers, 72 parents, 80 teachers, and 200 children. The study's conclusions showed that pupils left school before completing Form Four because they lacked necessary school supplies such uniforms, books, biro pens, and school bags. According to some school leavers who were interviewed, this was because they couldn't afford uniforms and were embarrassed to wear worn-out ones. As Kaguri (2013) investigated schools in Tanzania, which operates in a different setting from Kenya, the findings were, nevertheless, restricted in their generalizability. The goal of the current investigation was to close the gap.

Kingori (2015) studied the impact of unreported school expenses on students' enrolment in public secondary schools in the Kikuyu Sub-County in central Kenya. The survey found levies for meals, regular school uniform, weekend uniform, infrastructure fund, and opportunity costs to be examples of hidden costs. The study's methodology included a descriptive survey of a sample group that included school principals, teachers, and students. The three types of schools—pure day, pure boarding, and boarding schools with a day component—were used to choose the sample population. Questionnaires and an interviewing guide were the two instruments utilized to gather the data. According to the survey's results, 56% of principals, 86% of teachers, and 60% of students thought that the availability of school uniforms had an impact on students' attendance. Regarding uniforms, the majority of respondents claimed that school involvement was hampered by the high cost above market rates. The study came to the conclusion that school uniforms were an impediment to participation in education and suggested a policy direction on uniform purchase at market pricing without restriction to one supplier (Kingori, 2015). However, because the methodology employed was not, the findings' generalizability was constrained. The goal of the current study was to close the gap by utilizing an ex-facto research.

### NEED OF THE STUDY

Gay (2003) notes that the optimum environment for a research study immediately satisfies the researcher's objectives. Since the County has few resources, it is clear that the inhabitants of Busia County place a high value on education as the only means of achieving socioeconomic mobility. The researcher was interested in evaluating the effectiveness of the execution of the 100% transition strategy. Secondary school is therefore viewed as the cornerstone for subsequent educational options and lifelong skills. Webster, 2000). Young people's transition to secondary school is a key turning point in their life. It also marks a time of adjustment that is accompanied by profound changes in their social, emotional, and physical well-being. The basis for pupils' higher education is crucially laid by their secondary schooling. Students can better manage the demands of life and their job with great ease if a solid foundation is created at the secondary school level (Kpolovie et al., 2014). These abilities allow individuals to actively participate in the social, economic, and political affairs of their communities. It liberates people from ignorance and lessens the harmful effects of poverty, particularly those that relate to health and nutrition. The government established a universal transition program that would guarantee that every student would transfer to secondary school in order to assure a high rate of transition. However, statistics from the Busia County Education Office for 2022 show that the rate of secondary transfer is decreasing, which is a serious worry

### RESEARCH METHODOLOGY

The methodology section outline the plan and method that how the study is conducted. This includes Universe of the study, sample of the study, Data and Sources of Data, study's variables and analytical framework. The details are as follows;

#### 3.1 Research Design

The study employed a mixed-methods approach using a descriptive research survey design. Masood, Kothari, and Regan (2020) contend that as educational activities take place in a social setting, a descriptive research survey approach is an appropriate way to assess educational programs. This design is a fact-finding study that involves collecting information directly from a population at a certain time, according to Orodho in Adeniran, (2020). Because it required direct responses from study participants and allowed for the exploration of current occurrences without altering the variables, this approach is ideal for this study. The study used a variety of methodologies. When two or more techniques are combined, both quantitative and qualitative data are produced (Harrison, Reilly & Creswell, 2020). Combining quantitative and qualitative procedures in this study intended to eliminate bias, converge results, and provide final products that highlight the significant contributions of both methodologies.

#### 3.2. Population and Sample

The target population for the study included 60 local chiefs from Busia County and 1448 village elders. Chiefs and village elders served as important sources of information because it was the responsibility of National Government administrative officers to ensure that all students enrol in secondary schools (Wamaitha, 2022).

Using Yamane Formula, 290 (20%) of the 1448 village elders made up the sample size (n). In addition, 12 local chiefs (20%) were randomly selected as a study sample (Levitt et al., 2018). A sample size of 10 to 50 percent, according to Mugenda (2003), is a solid indicator of the target population. The distribution of respondents is shown in Table 1 as follows.

**Table 1. Sample Size of the Study**

Participants	Target Population (N)	Sample Size (n)	Sample Proportion	Sampling Technique
Village Elders	1448	290	20	Simple Random
Area Chiefs	60	12	20	Simple Random

Source: County Commissioner's Office, 2021

#### 3.3 Theoretical framework

The Classical Liberal Theory was also used in the investigation. According to the hypothesis, equal educational opportunities would foster social mobility. The origins of this notion may be found in the writings of Jean-Jacques Rousseau (1712–1778), who argued that since everyone is created equal, personal characteristics shouldn't stand in the way of social equality as long as society compensates individuals for their achievements. There is a pervasive assumption that ideal conditions may be produced to realize the vision of equal opportunity where everyone has access to a type of education that meets his or her innate capacity by reducing economic barriers, expanding secondary education options, and improving school attendance.

A system of financial aid should be in place that may promote intense social mobility by enabling open competition where the capable would have access to the occupations they deserve. It is hoped that the impoverished will have access to secondary school

through the government's program of subsidizing secondary education. However, given the amount of poverty in the nation and the levies that secondary schools charge, many parents would not be able to enroll their children in secondary schools. This argument was seen to be pertinent to the study since school levies discriminate against low-income families, who cannot afford to keep their children in school and must thus pull them out early. Access and retention to education are significantly impacted by this.

## RESULTS AND DISCUSSION

### 4.1. The Effect of School Levies on Pupil Transition to Secondary School

The aim of the study was to establish the effect of school levies on pupil transition to secondary schools in Busia County. The study considered levies and fees charged on Pupils that are expected to join secondary schools. In order to determine the effects of School levies on transition the study set out to verify the hypothesis stated as below:

**H<sub>0</sub>:** There is no statistically significant effect of school levies on pupil transition to secondary schools in Busia County.

In order to determine the extent to which School Levies affected Pupil Transition to the secondary level in Busia County, village elders were required to rate their opinions against four statements on a five-point likert scale with a score of 1 indicating 'Strongly Disagree' and 5 indicating 'Strongly Agree'. The ratings were analysed as frequencies and weighted averages. The results were presented in Table 2 below.

**Table 2. Village Elders responses on effect of Secondary school levies on Pupil Transition**

Statement	SA	A	NS	D	SD	$\Sigma fi$	$\Sigma fiwi$	$\frac{\Sigma fiwi}{\Sigma fi}$
Many items demanded for admission to form one like ream paper, games kits, hockey sticks discouraged their parents	134	120	24	12	0	290	1246	4.30
Some parents could not afford the fee charged by the secondary schools	96	182	12	0	0	290	1244	4.29
Some were unable to get uniform	60	132	48	38	12	290	1060	3.66
They could not afford the textbooks and exercise books required for admission	60	170	24	36	0	290	1124	3.88

**Source:** Field Data, 2021

The study set out to determine if the requirements expected from pupils expected to join secondary school could account for failure of some pupils to transit. Hence the village elders were required to rate the statement that many items demanded for admission to form one like ream paper, games kits, hockey sticks discouraged their parents. A very larger proportion represented by 254 (87.6%) agreed with the statement while only 12(4.1%) disagreed and 24(19.2%) were Not Sure about the statement. Hence the weighted mean for the statement was high at 4.30 which imply that on average, many pupils failed to transit because of the high cost of requirements needed at secondary level.

The respondents were required to rate the statement that some parents could not afford the fee charged by the secondary schools. A large Majority of the respondents, represented by 278(95.9%) agreed with the statement while 12(28.6%) were Not Sure. There were no respondents who disagreed with the statement hence the weighted average was high at 4.29 implying that most of the pupils failed to transit due to the fee required at the secondary school.

The village elders were also required to rate the statement that some were unable to get school uniform. Majority of the respondents represented by 192(66.2%) agreed with the statement while 50(17.2%) disagreed with the statement and 48(16.6%) were Not Sure about the statement. The weighted average for the statement was 3.66 which imply that affordability of school uniform was an additional levy that could have affected transition of Pupils to secondary school.

The village elders were also required to rate the statement that the pupils who failed to transit could not afford the textbooks and exercise books required for admission. A majority of the respondents represented by 230(79.3%) agreed with the statement while 36(12.4%) disagreed with the statement and 24(8.3%) were Not Sure about the statement. The weighted average was 3.88 which again imply that on average the respondents agree that the cost of textbooks and exercise books demanded at the secondary level deterred the Pupils from advancing to secondary level.

### 4.2. Aggregation of Variables of School Levies

The rating for each item that measured the four variables of school levies were summed up in order to develop an Index that could measure the extent to which school levies affect pupil transition. The Index had values ranging from 4 to 20 where values above 12 imply that the factor was highly rated as important in determining pupil transition to secondary school by the village elders while values lower than 12 imply the factor was rated less important. The descriptive statistics for the variables are presented in Table 3.

**Table 3. Descriptive Statistics for Variables of School Levies**

	N	Minimum	Maximum	Mean	Std. Deviation
Levies Index	290	11.00	20.00	16.1172	2.22133

Source: SPSS Output

Table 3 shows that the mean rating for the variable school levies was above the expected mean rating of 12 ( $m = 16.1172, sd = 3.33690$ ). That means the respondents rated Levies charged at the secondary school level as a key determinant of pupil transition to secondary schools in the County.

#### 4.3. Simple Regression Analysis of the Influence of School Levies on Pupil Transition to Secondary level

A Simple regression was conducted to determine the influence of school levies on pupils' transition to secondary level which was measured by Transition Index ( $T_i$ ). Hence the regression model for this objective can be presented in the form below:

$$T_i = \beta_0 + \beta_1 X + \epsilon$$

Where  $T_i$  - denotes the Pupil Transition which is the dependent variable

While  $X$  represent School Levies which is independent variables (Predictor) and  $\beta_1$  is the coefficient for the predictor variable and  $\beta_0$  and  $\epsilon$  representing the coefficients for the constant and error term respectively.

In interpreting the results of simple regression analysis, the major elements considered were the Coefficient of multiple determinations (R-square), the F-statistic in the ANOVA Table, the regression coefficients and Beta values.

The coefficients of multiple correlations and determination enabled the researcher to assess the proportion of variation in Pupil transition Index that can be attributed to variations in School Levies Index. The results are presented in Table 4.

**Table 4. Model Summary for Regression of School Levies on Pupil Transition**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.539 <sup>a</sup>	.115	.112	2.90033

a. Predictors: (Constant), SchLeviesIndex

Source: SPSS Output

The result in Table 4, reveal a fairly strong correlation between school levies and pupil transition to secondary school ( $R=0.539$ ). The model also had a coefficient of determination,  $R^2 = 0.115$  which indicates that the independent variable (school levies) explains up to 11.5 % of the variations in pupil transition to secondary schools. This implies that the model satisfactorily fits the data.

The study set to determine whether the independent variable can significantly predict variations in Pupil Transition. The One-way ANOVA and F-statistic was used. The results are presented in Table 5 below.

**Table 5. Model ANOVA Test (N=290)**

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	314.107	1	314.107	37.341	.000 <sup>b</sup>
1	Residual	2422.638	288	8.412		
	Total	2736.745	289			

a. Dependent Variable: Trans Index

b. Predictors: (Constant), Levies Index

Source: SPSS Output

Table 5 shows that the independent variable school levies significantly predict the variations in pupil transition to secondary level ( $F_{(1,289)} = 37.341, p < 0.05$ ).

The other part of the regression analysis consisted of coefficients for the constant and the predictor variable. The values are presented in Table 6 below

**Table 6. Regression Coefficients for Independent Variables (N=290)**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.222	1.250		4.179	.000
	Levies Index	.469	.077	-.539	6.111	.000

a. Dependent Variable: Trans Index

Source: SPSS Output

The Table 6, shows the test for significance of the coefficients  $\beta_0$  and  $\beta_1$  using the t-statistic at a significance level of 0.05. The Constant ( $\beta_0$ ) was statistically significant with a  $t_{(1,289)} = 4.179, p < 0.05$ . The coefficient for school levies ( $\beta_1$ ) was also significant with a  $t_{(1,289)} = 6.111, p < 0.05$ .

Based on the findings in Table 6, the study rejected the null hypothesis ( $H_0$ ) that ‘there is no statistically significant effect of school levies on pupil transition to secondary schools in Busia County’ was thus rejected. A Simple linear regression calculated to predict pupil transition to secondary level based on school levies found a significant regression equation ( $F_{(1,289)} = 37.341, p < 0.05$ ) with  $R^2 = 0.115$ . The prediction equation for pupil transition was;

$T_i = 5.222 - 0.539X$ , which imply that other factors held constant, 53.9% of pupil transition can be attributed to school levies. School levies significantly influences pupil transition to secondary schools in Busia County. Implying that payment of school levies has been a challenge for most families who live below the poverty line. Thus, additional costs such as costs of uniforms, textbooks, and school maintenance make it impossible for learners to fully transit to secondary schools.

The majority of Chiefs interviewed expressed concern that the major obstacles to pupils transiting were the requirements for joining form one as well as the fees charged. Some of the responses were as follows:

“..... some children were turned away at the gate for lacking some school items... went back home and gave up”

“...there is an outcry from most parents due to exaggerated bills on uniform...”

The findings in Table 6, supports Kago (2021) who focused on school levies and their effects on access and retention since the introduction of the subsidized secondary education in Nyandarua North District, Kenya. However, generalizability of the findings was to done with a lot of caution since Kago focused on access and retention. To fill the gap, the current study focused on transition from primary to secondary.

## CONCLUSION

The findings of this study have demonstrated that the major factor that leads to pupil’s failure to transit from primary to secondary level are levies imposed on pupils expected to obtain admission to secondary schools such as remedial fees, Cost of school uniforms and cost of textbooks and exercise books.

## RECOMMENDATION

The study recommended that the school levies should be regulated by the Ministry of Education for affordability by parents in order to achieve a hundred percent transition to secondary education.

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