

**EVALUATION OF THE EFFECTIVENESS OF  
INDUCTION PROGRAMS ON STUDENTS'  
TRANSITION TO PUBLIC SECONDARY  
SCHOOLS IN NANDI EAST  
SUB-COUNTY, KENYA**

A Thesis Submitted to the Department of Education  
of the School of Education, Humanities and Social Sciences  
University of Eastern Africa, Baraton

In Partial Fulfillment of the Requirements for the Degree of  
Master of Education in Educational Administration

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June 2017

## APPROVAL SHEET

This thesis entitled *Evaluation of the effectiveness of induction programs on students' transition to public secondary schools in Nandi East sub-county, Kenya*, written and submitted by **Keter Mary Chepkurui**, in partial fulfillment of the requirements for the degree of Master of Education in Educational Administration, is hereby accepted and approved.

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## **ABSTRACT**

The purpose of this study was to investigate the effectiveness of implementation of induction programs on transition of students to secondary school in terms of social life adjustment, degree of attachment to school and academic performance in Nandi-East Sub-county, Kenya. Twelve public secondary schools were randomly selected for the study which comprised of four schools from each of the categories of Boys boarding, Girls boarding and Mixed Day schools. There were 456 form two students to who participated in the study by responding to the questionnaires. Descriptive research design was used as it depicts people, and Correlational research design was also used because relationships were studied. Comparative design was used to compare different school types in implementation of induction programs. Face to face interviews were carried out for teachers and principals of the sampled schools, who were purposively selected. After collection of data from various selected schools had been completed, analysis was done by use of descriptive statistics, Analysis of Variance, and Pearson product-moment correlation coefficient to address the research questions. The results of the findings were that induction programs were averagely implemented in secondary schools in Nandi-East Sub County and that there was a significant relationship between the implementation and academic performance of students. In conclusion therefore, effective implementation of induction programs in public secondary schools is a necessity for proper development of students who aspire to attain positive outcomes from education in their social, spiritual and academic achievements. Recommendation of this study is that implementation of induction programs which includes academic performance, social life adjustment and attachment of students to their schools, need to be strengthened.

## **DEDICATION**

This Thesis is dedicated to my loving children:

Eunice, Amos and grand children:

Ivy and Lorenza

## **ACKNOWLEDGEMENT**

This study would not have been successful without knowledge, protection and insight from our Almighty God who sustained my health throughout the study. I greatly appreciate and thank the Director of Graduate Studies, Professor Elizabeth M. Role who was also my supervisor, for her tireless support and guidance in my study and in the analysis of collected data. Professor Lazarus Ndiku was of great help as my supervisor in the study. The lecturers, Dr. Fanta, Dr. Amimo, Dr. Ojwang', Dr. Rabach and Dr. Allida inspired me in various ways especially in academics and deserve sincere appreciation for helping me to attain success. I thank my entire family for their moral, spiritual and financial assistance to the completion and success of this study. I thank my husband Benjamin and children, Eunice and Amos for their affection, encouragement and patience in this work. My appreciation is also extended to my workmates, classmates, respondents and friends who supported me in this study.

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## **ABBREVIATIONS AND ACRONYMS**

AFS	Africa Federal Society
ANOVA	Analysis of Variance
BOM	Board of Management
ECSWD	European Commission Staff Working Document
MOE	Ministry of Education
NACOSTI	National Commission, Science Technology Innovation
NCCA	National Council for Curriculum and Assessment
SAinfo	South Africa information
UEAB	University of Eastern Africa, Baraton

# **CHAPTER ONE**

## **INTRODUCTION**

### **Background of the Study**

Expectations of stakeholders in education is that as learners transit from the primary level of education to secondary school level, adequate preparations are made so that the transition is smooth and learners can be able to adapt to the new environment with ease. Education is concerned with the development of an individual as a whole (Republic of Kenya, 2005). Hence, the need to have induction programs before students can begin their activities at various levels of study.

Induction is defined by the Pearson Education Limited (2003), as the introduction of someone into a new job, company or official position. In the context of this study therefore, induction is a program that is mounted by an institution to welcome and prepare new learners for activities of learning in their new environment and the induction is expected to continue for the period that the students will stay in the learning institution. Newly admitted students are formally introduced into various programs of the school, which include curricular and co-curricular activities (Ogoemeka, 2007).

Induction is of great importance because secondary school student are given information about the kind of subjects offered in the school, and expectations of the students. They are also introduced to the available facilities to be used by the students within the institution (Kelley, 2004).

Induction has been practiced in various countries in the world, to ascertain that new secondary school students are knowledgeable of what is expected of them in the learning institution. In America, induction is done as stated in The

SchoolRun(2016),that summer term induction helps children from primary school to secondary in preparing them for their new milestone. This is because there are sets of skills which learners need to master in secondary school, like, negotiating the timetable, meeting and learning people, lunch programs and the environment as a whole. Induction aims at removing anxiety in new students and having them settle more quickly. The exact format of induction in America varies from one school to another, for example in the school of Blue Eagle Academy, induction program was created to provide a chance for students to familiarize with staff during their first days in the school. This helps them to gain knowledge on how each individual fits into the plan of the school. The program helps the students to realize upfront the expectations of the school and how to be successful while in the institution (The SchoolRun, 2016).

In Asia, induction programs are done but they vary in duration depending on the needs of each state. Goldrick, Osta, Barlin, and Burn, (2012) reported that 13 states required induction programs to be done within one year, while 11 of the states required it done in two or more years. They continue to explain that some districts provide formal induction programs for schools (e.g. Flowing Wells Unified School District, School District of Philadelphia). The induction programs involve an overview of policies of the particular School District and the general guidance on management in the education sector.

Africa Federal Society inter-cultural programs (2003) indicate that orientation is a compulsory activity for new students especially those who attend schools in Australia from South Africa and other foreign countries. The required inductions are aimed at helping the new students to maximize their experiences, reduce culture shock and gain knowledge and skills for global understand.

National Council for Curriculum Assessment (NCCA), (2014) reports show that in Ireland, it is mandatory for all schools to have induction at the start of the school year. The new students are guided by the class tutors who play an important role in helping them to settle down into school life. There is also a school mentor system where the older students help the incoming ones. Induction programs in Ireland have the advantage of creating a positive climate within the school especially when teacher-student interactions are enhanced to ease transition challenges.

In South Africa, the central government provides a national framework for school policy, but each province has power which is devolved from the central government for administration of duties within the province. The elected school governing bodies have significant say in how schools within the province are run (SAinfo Material, 2015). The implication is that each province makes decisions on whether induction programs are practiced in schools or not. Information given further shows that South Africa values education as it allocates funds worth R203468 billion towards its expenditure.

In Kenya, induction is done for secondary school students and especially for those students who have just completed their secondary school level to join Primary Teacher Colleges, as studied by Simatwa (2010), that there normally is not enough time and resources to organize for induction in schools, but the government of Kenya recognizes the importance of the induction programs for new students ( Republic of Kenya, 2006). Induction programs are organized by various schools which practice it to enlighten students on the programs of the school and make them aware of their expectations as they join secondary schools.

In Nandi East Sub-County, there are 30 Secondary schools, out of which only 8 are boarding schools and the remaining 22 are day schools (Nandi-East Sub-County

report, 2016). The boarding schools try to do induction on the first day of arrival to the school for form one students, then the students are given time to orient themselves and learn about their new environment.

According to Dinham and Rowe (2008), the transition from primary to secondary school constitutes a major challenge in students' lives, which needs to be minimized. For this to be done, a program of induction needs to be provided so that the newcomers are given a brief of what they should expect in the institution and how to go about challenges they might face in the institution. During the transition, some students manage to cope with the new situation fast, while others seem to struggle, as stated by Ashton (2008). Decline in performance, lack of interest in school activities and withdrawal among other features, may be witnessed among some of the students, hence, the need to have a careful consideration for induction of new secondary school students during the transition process from primary to secondary school by educators, parents and policy makers.

### **Statement of the Problem**

Secondary school life is a stage that every primary school pupil in Kenya desires to attain because of the positive changes that they expect to achieve in life, which range from good academic performance, creating new friends, learning new and interesting subjects to behavior maturity. Wichenje, Simatwa, Okuom and Kegode (2012) noted that having a set and clear vision for schools and being able to communicate it to students, teachers and support staff is of importance in every school as part of induction and orientation. Kiplangat (2013) notes that the issue in Kenya is that induction is absent in most secondary schools. Many schools have had poor academic performance, witness of behavioral problems in secondary schools like theft, vandalism, student unrest and destruction of school property.

The issues caused in secondary schools in Kenya notwithstanding those in Nandi East Sub County have had great impact on students' academic performance because when students cause trouble in school, they lose a lot academically in the process. The researcher therefore, wanted to find out whether implementation of induction programs in secondary schools in Nandi-East Sub-County was effective to the standard that students adjust easily to school programs, have improved academic performance and get more attached to their schools.

### **Research Questions**

The study sought answers to the following research questions:

1. To what extent are induction programs practiced in public secondary schools in Nandi East Sub County?
2. Is there a significant difference in the practice of induction programs among boys boarding, girls boarding, and mixed day public secondary schools?
3. Is there a significant relationship between the students' end-of-year academic performance and their entry marks?
4. What is the evaluation of students of their adjustment to social life in secondary school?
5. What is the degree of attachment of students to their school?
6. Is there a significant relationship between the practice of induction programs in secondary schools and the following student-related variables?
  - a) Academic performance
  - b) Social life adjustment
  - c) Degree of attachment to the school



## Hypotheses

The following null hypotheses were tested in this study:

**H<sub>01</sub>:** There is no significant difference in the practice of induction Programs among boys boarding, girls boarding and mixed day Public secondary schools

**H<sub>02</sub>:** There is no significant relationship between the students' end-of-year academic performance and their entry marks.

**H<sub>03</sub>:** There is no significant relationship between the practice of induction programs and the following student-related variables

- a) Academic performance
- b) Social life adjustment
- c) Degree of attachment to the school.

## Significance of the Study

Induction of learners in schools is important because it makes learners to understand themselves and their learning environment better. This results in improved academic performance that yields benefits which are evident in economic and social returns when people invest in education (Wango, 2011).

The Ministry of Education (MOE) set up a task force which ensured that recommendations are made to enable education to achieve national unity, mutual and social responsibility through enhancement of lifelong learning. These benefits can be achieved through induction programs in schools which foster moral and academic enhancement and enable students to grow up as disciplined, self reliant and socially integrated individuals (Wango and Mungai, 2007).

Implementation of induction programs for students from primary to secondary schools is intended to help learners through a more welcoming and supportive environment for the students. Further, the findings will enable students to understand themselves, the school programs and activities, and responsibilities that lie ahead of them in secondary school. When students plan their activities well, they can achieve the most out of the school and therefore, be in a position to follow the laid out rules and regulations which enable them to have better academic achievement. Furthermore, the students will be socially adjusted, have better attachment to their school, reduce disciplinary problems as they avoid wastage of time in accomplishment of duties, attending classes as required and utilization of available school resources to the maximum for their benefit (Wango & Mungai, 2007).

Findings of this study are expected to benefit teachers because their work will be made lighter in the sense that students will not be found on the wrong side of the school rules and regulations because they will be more disciplined. This will give teachers time to focus more on the academic achievement of the students and better results will be posted (Akos, 2006). The school administration will be helped by the findings of this study as they get motivated to have more commitment to students' welfare through positive rewards to the students when they perform well in academics and discipline.

Induction of learners will also benefit the parents because when the students are disciplined, they grow up well in the society they live in, which makes parents proud and satisfied of efforts made (Ogoemeka, 2007). Findings of this study will also be beneficial in providing more information to The Ministry of Education (MOE) in Kenya and the world at large on induction and orientation practice in all secondary schools and is expected to form basis for further research of study on the same area.

## **Justification of the Study**

Induction has been practiced in Kenya for new students in different secondary schools but vary in duration depending on how each school planned to have the induction program done (Republic of Kenya, 2005).

Although the study of induction had been done by Kiplangat (2013) on Analysis of transition of new students which is related to students' discipline, academic achievement, barriers to successful transitions and their possible solutions, many learners still experienced challenges in their schooling especially at secondary level of education (Kiplangat, 2013). Even after the study, secondary schools in Nandi East still experienced challenges which range from low retention rate, low academic performance, not being able to adjust to school programs, indiscipline among students, anti-social behavior, among other challenges.

The researcher sought to find out whether there was effective implementation of induction programs on students' transition to secondary school basing on the variables 1) academic performance 2) social life adjustment and 3) degree of attachment to school. The researcher put emphasis on effectiveness of induction which is different from Kiplangat's study that was based on analysis of transition of students.

## **Theoretical Framework**

### **Behavior Modification Theory**

Behavior modification is a term that is used to refer to techniques used to either increase adaptive behavior through reinforcement, or reduce maladaptive behavior through extinction. The theory of behavior modification was first used by Edward Thorndike (1911). The same Theory was also used by Joseph Wolpe's research group(1940's), that behavior modification relies on reinforcement,

punishment, extinction, shaping fading and chaining. Behavior can be reinforced by giving compliments, approval of work done, encouragement and affirmation. The modification of behavior has been effective in reducing conduct problems of adolescents and adult offenders. The theory refers to increase or reduction of observable behaviors (Thorndike, 1911).

Implementation of induction in secondary schools relates with the theory as it points out that if a child's environment is controlled, then the child can be made into any kind of person desired. The behaviorists note that people are conditioned by the environment so that they are helped to maximize their chances of survival in a technologically complex age. Induction is also concerned with having positive change in learners in the way they behave and also in academic performance (Akos, 2004).

Behaviorist theory fits the above study because the aim of induction of learners is to make them aware of their new environment of learning where mechanisms have already been put in place and include physical structures, learning materials, stipulated school rules, diet provided in the school and program of daily events in the school. The new learners will therefore be trained so that they adapt through behavior modification in the school so that at the end of their period of schooling in the institution, they will have attained the desired behavior (Ashton, 2008).

According to behaviorists, the environmental conditioning and programming have always been part of education and schooling and that there should be conscious use of the laws of learning which control individuals so that quality of life and chances of racial survival is enhanced. The study on Behaviorist theory qualifies in the study of induction because every school has programmed events in curricular and extra-curricular activities which have to be adhered to by learners (Ogoemeka, 2007).

There are also stipulated rules and regulations of a school which learners are made aware of during orientation and need to abide by them so that their stay in school becomes meaningful to them. When learners follow the guidance given during orientation and induction, then behavior modification will be said to have been successful.

### **Scope of the Study**

The study was conducted in Nandi County with specific areas in Nandi East Sub County's public secondary schools and generalizations focused on Form Two students, all the teachers in selected schools including their principals which were arrived at by means of cluster sampling. The Sub-County has a total of 30 secondary schools, according to Nandi-East Sub-County School Statistics (2016) as categorized below:

- 1) Boys Boarding are 4 Schools
- 2) Girls Boarding are 4 Schools
- 3) Mixed Day are 22 Schools

Four schools from every category were randomly selected for the generalization of the findings, which made a total of twelve schools. Questionnaires were used to obtain information from Form Two students while interview schedules were used by the researcher to get information from the Principals and teachers. The variables for the study were: Implementation of induction programs, Academic performance, Social Life Adjustment, and Degree of Attachment to school

### **Definition of Terms**

The following terms derived their meaning from the way they have been used in the study.

**Adjustment** refers to the ability of individuals to make changes, so that they can accommodate certain situations and conditions for their benefit.

**Attachment** is a close relationship that is created between students, significant persons in educational institutions and the learning environment.

**Effectiveness** refers to the ability to utilize available resources to the required standard of an institution.

**Evaluation** is the rating given to the practice of induction practice.

**Induction program** is a long-term process of giving information and guidance to learners for the period of their stay in the school which enables them to adapt to all the requirements of the educational institution.

**Mentee** refers to a student being guided by a person who is believed to have acquired more knowledge than the guided.

**Mentor** is a knowledgeable person endowed with authority to guide students

**Orientation** as used in the study refers to initial information given to newly admitted learners on arrival to the learning institution.

**Pupil** refers to a learner at primary school level of education

**Student** refers to a learner at secondary school level of education from form one to four.

**Transition** refers to an upward movement of learners from the primary to secondary school level.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND STUDIES**

In this study on evaluation of effectiveness of induction programs on students' transition to public secondary schools, the sources that informed the review of literature and studies were relevant books, educational journals, the internet and government reports. The review was under the sub-topics:

- 1) Induction programs in secondary schools
- 2) Importance of induction programs in secondary schools
- 3) Perspectives of students on transition
- 4) Ways of inducting students to lifelong learning
- 5) Successful transitions
- 6) Adjustment of students to social life in secondary school
- 7) Adolescents and adjustment to social life
- 8) Attachment of students to their secondary schools
- 9) Benefits of induction programs to students
- 10) Sense of belonging and participation in school

#### **Induction Programs in Secondary Schools**

Induction programs in secondary schools are part of institutional management process and are prepared with the aim of making a new starter or student to become a useful and integrated member of the school team. The new students need to understand their roles while in the school and therefore, need to fit in well with the rest of the members within the institution.

A good induction can be provided through proper planning for this helps in ensuring increased productivity from the learners and the program plays an important

role in the aspect of socialization which aids in better performance in the organization and provides good attitudes and commitment on the part of the new students as they feel safe in their learning environment (Axelman, 2006). For induction programs to be more beneficial to the new students, plans should be made in advance and may include:

- 1) Preparation of induction program time-table
- 2) Detailed induction activities for a defined period of time. This depends on arrangements made by each secondary school.
- 3) It is best to assign a mentor to the new students who will play the role of father/ mother to them. This should also be planned before arrival of the new students (Axelman, 2006).

The intention of induction programs in schools is to provide a systematic structure for new students. The components of the program may include the following:

- 1) New student orientation, which is the onset of a comprehensive induction program. The program provides important information for the students to understand their new learning environments.
- 2) Mentoring relationships are created so that the new students have opportunity to work closely with older students in the school, as mentors and mentees.
- 3) Support teams are created for the students. The teachers in the schools will act as support teams as they give help by linking the new students to the older students in the institution (Axelman, 2006).

Induction training should also be provided to the new students to enable them to get full information of their schools and be provided with leaflets that contain the



school rules and regulations that govern the institution of learning. The school provisions will enhance high retention rate and better academic performance when they find an environment that cultivates continual growth and success (Smith and Ingersoll, 2014).

### **Importance of Induction Programs in Secondary Schools**

Acknowledgment that there is need for induction programs in secondary schools is the first stage in the development of effective and extensive induction programs. Smith and Ingersoll (2014), state that the different purposes of induction programs largely depend on the type of induction program being offered in given institutions of learning, and that the contextual need for individual students and schools will influence the structure of induction programs.

According to Dinham and Rowe (2008), the move from primary to secondary school constitutes a major challenge in students` lives, which needs to be minimized. For this to be done, a program of induction needs to be provided so that the newcomers are given a brief of what they should expect in the institution and how to go about tasks required for accomplishment in the institution. Ashton (2008) stated that during transition, some students manage to cope with the new situation fast, while others seem to struggle. Decline in performance, lack of interest in school activities and withdrawal among other features, may be witnessed among some of the students, hence, the need to have a careful consideration for induction of new secondary school students during the transition process from primary to secondary school by educators, parents and policy makers.

The need for induction programs has been identified as a way of improving student retention in school (Smith & Ingersoll, 2014), and that the programs help in increasing knowledge of students and their academic achievements (Darling,2000)

who continues to state that the program is an essential ingredient for beginning students' success. The provision of induction programs in secondary schools provide the structure that maximizes the students' learning in the context of classroom work, and integrates the students into the school community. The school increases the possibility of retaining strong and well-trained students and gives the outcome of improved student learning. Induction programs in secondary schools help to bring about successful reforms within the school environment, hence, educational leaders need to have understanding of the change process within the classroom (Keys, 2003). As stated by Richardson and Placier (2001) that change at individual level addresses motivation, human behavior, beliefs and relationships and the impact of these beliefs on the organization.

Keys (2003), indicates that the development of induction programs contribute to the development of a learning culture within the school that not only focuses on the new students, but also on the learning of all other students in the school. Mentor system created in the school, plays an important and crucial role in helping to create an environment in which positive views of all students are accommodated and taken seriously, because they foster a learning culture within the school as a whole. Keys (2003), continues to elaborate that the main ingredient for a coherent and system-wide induction program addresses and extends to three dimensions:

- 1) Personal support
- 2) Social support
- 3) Academic support

**Personal support** is provided by peers, mentors, teachers and other school stakeholders. This kind of support helps the new students to develop identity as secondary school students of the learning institution. The students may experience

loss of self-confidence, extreme stress and anxiety as they begin their academic life in school. Depressive symptoms that may be evident in the behavior of students are possibly associated with changes in presence of peers and parents who also give support. Induction programs support them to have an increased feeling of competence, motivation, sense of belonging and attention from the school community (Keys, 2003).

**Social support** is provided through induction programs which make students to feel that they are part of the school community where there is collaboration with other students that stimulate feedback and exchange of ideas. Social support enables students to have a collaborative learning environment within the school and also with school stakeholders (Keys, 2003). Study done by Newman and Spas (2007) shows that when social support declines, depressive symptoms increase and result in ineffective performance in school. Induction programs are held so that transformation can be done to alleviate some of the social concerns and desired behaviors formed in students (Feiman-Nemser, 2003). Land, (2011) posited that there are simple techniques that can be used to incorporate social and emotional learning:

- 1) Implement regular class meetings where the class teacher and students discuss challenges encountered and try to promote responsibility and thoughtfulness in students.
- 2) Use of conflict resolution to teach problem-solving skills where the teacher gives guidance to students on positive ways of handling disagreements. Land continues to state that it is important to settle conflict issues and stress should be placed on conflict management by school leaders. Learning of conflict resolutions strategy, yields harmony with curriculum because students will be prepared to learn after conflicts are settled.

- 3) Emotional sandwiching is another method employed by teachers where they create warmth in the classroom by starting and ending the day with students in class. This method creates a personal connection with the students because when people are emotionally balanced and have a feeling of being appreciated and valued, they feel good and tend to also produce positive results from good deeds (Zins, 2004).

**Academic Support** is important for students to do well in all levels of study and especially at secondary school. Academic performance is the ability to put facts into memory which are later transferred to other people verbally or in written form (Oyiebola, 2003). Self-concept of students, determine how they explore situational interests and attitudes towards understanding of given academic needs which enable them to perform better (Neswandt, 2006). Students' psychological interests are also formed by the school environment as they tend to emulate good habits which had already been formed by older students in the school. School variables like its location and the type of school have degree of influence on academic performance (Alaje, 2000).

### **Induction Programs and Academic Performance**

Academic support can be obtained when students have a sense of belonging and a positive perception of transition from primary school to pursue secondary education. This achievement can also be related to participation in extra-curricular activities, which is linked to increased commitment to school, positive engagement and social networking and better academic attitudes and work habits are promoted (Akos, 2006).

Extra commitment and effort of teachers also result in change as they interact with students to bring about positive influence on students' academic outcomes.

Teachers being the largest group of educators working within the school environment are the closest to the students and are considered to be critical change agents in building professional communities and work towards school improvement.

Introduction and use of modern technology is another powerful motivator in student learning, because it helps in retaining learners in school and dropout rates are limited. Technology creates interest for students and alleviates learning barriers for students who are at the risk of dropping out of school, aids in mastery of academic content, provides individualized instruction, improves students' attitudes towards learning and prepares them for efficient and effective class- work (Fullan, 2007).

Technology also aids in building self-esteem in students and changes those with reluctant attitudes to become motivated learners. It also empowers them by providing a multiple and flexible environment which has learning opportunities in a psychologically safe learning environment (Fulan, 2007).

### **Perspectives of Students on Transition**

Majority of students who join secondary school have great expectations and hopes about their new school. Graham and Hill (2003) state that the most common response of the students is looking forward to meeting new friends, to have knowledge in new concepts and be attached to the new school. Kirkpatrick (2004) reports that many students managed to cope faster and better than expected by school stakeholders. The students were able to make new friends and adapt to the new environment with ease. Peer groups were also found to be of great assistance on students' academic support and viewed transition as a fresh start of their academic journeys. Students mostly expect transition to provide success in their social life while in school with both new and existing friends. Akos (2004) in addition, states that many students view the transition process as easy, but Kirkpatrick (2004) stated

that the students may face greater challenges than expected, but have more interesting opportunities as they meet new friends and study new subjects.

Perspectives of students on transition are prior to their actual secondary school life. After joining secondary school, most of the students expressed their views that they expected to find easier transition than they turned out to be (Graham and Hill, 2003). Tilleczek (2007) gave suggestions that students become excited, hopeful and also doubtful as the transition process begins. The students get worried about their loss of status in the previous school which is also accompanied by initiation rituals among some communities and may be unpleasant to some of the students.

The perceptions of students are therefore, both positive and negative. Paramount to both students and their parents is the academic concerns like homework, pressure to do well from various parties and potential academic drop in students' achievements (Akos, 2004; Kvaslund, 2008). Kvaslund further points out that some of the negative risks which are perceived by students were often passed on through rumors which start early at the elementary level of schooling, but the students who managed to visit their prospective secondary schools were able to concentrate on their school life.

Akos (2004) stated that after joining secondary school, students perceived protective and attractive features of their schools, which included freedom from close supervision of their parents, being able to meet and create new friends and getting more involved in extra-curricular activities. The activities that include tours, their secondary school teachers making visits to their previous elementary schools and induction programs can be held as students join secondary school (Graham and Hill, 2003).

## **Ways of Inducting Students to Lifelong Learning**

Bryce and Withers (2000) acknowledge that schools are learning communities that engage students continually to a process of learning. The communities encourage students to value their present strengths and build on them as they seek gradual induction as a lifelong learning process in secondary school. Bryce and Withers (2000) note that secondary schools that practice successful induction in their schools manifest the following strengths:

- 1) Provide information literacy so that accessing and retrieving information that is required in learning is done with ease as an integral part of the secondary school student.
- 2) Students acknowledge importance of certain values, dispositions and attitudes and that there is fluidity in subjects and the year levels of learning where initiatives and curiosity of students are respected and valued.
- 3) Teachers assist students in acquisition of skills and knowledge because learning is viewed as a form of problem-solving. During induction, students are encouraged to set their learning goals, reflect on what they learn on a daily basis, work collaboratively and develop good communication skills (Bryce and withers, 2000).
- 4) Teachers and the school administration value every student and have aims for each of the students that they create positive pictures of themselves as successful learners.
- 5) Students are enabled to understand that there are different styles of learning and are also helped to view learning as great fun.
- 6) The school administration and other school stakeholders value teachers and encourage them, to continue improving and developing their career paths in

education. The teachers are also encouraged to have collaboration, so that they play their roles of being good role-models, mentors and dispensers of knowledge to the students (Bryce and withers, 2000).

### **Successful Transitions**

Elementary schools play important and crucial roles in helping students to have successful transition from primary school to secondary level of education through establishment and facilitation of required support (Anderson, Jacobs, Schramm and Spiltberg, 2000). Primary schools and families of the new secondary school students have a major role to play in the preparation of the students for secondary school. Many researchers give suggestions that there is a possibility of a multidimensional measure that can be adapted before students begin their academic work in secondary school (Anderson et al, 2000; Galton and Ruddock 2000).

Demetrio, Goalen and Ruddock (2000) provide some useful practice that can be used and enacted upon by secondary schools as a way of induction of their learners so that commitment to learning and achievement can be attained as follows:

- 1) Provide a clear and positive culture of learning in the school which includes promotion and enhancing of student positive identities.
- 2) Creating time and discussions with students early in secondary school so that students understand what they are required to do in learning which have long-term implications of their high school lives.
- 3) Teachers ensure that there are increasing opportunities for students to exercise their responsibilities.
- 4) Responding to problems of students as they try to catch up with secondary school life if they miss to perform some of their duties because of illness or other choices made. The students should be reminded by their teachers



during induction that what they miss to do matter in their academic performance, and will be required therefore, to make up the ground.

- 5) Students need to monitor information given to them during induction about assessments and their status academically each year.
- 6) The students need to be treated with respect, fairness, firmness and sense of humor by their teachers (Demetrio et al, 2000).

Transition programming is helpful when tours and visits to the students' elementary schools are made during induction days (Graham and Hill, 2003). Galton et al, (2003) found out that when dialogue between elementary and secondary school teachers is promoted on content assessment and pedagogy, it enhances good transition for students. Graham and Hill (2003) suggested that the list below could be useful in promoting a successful transition of students:

- 1) Keep useful and existing programs
- 2) Pay attention to adjustments at secondary school, not only during induction.
- 3) Be attentive to mechanisms which assist new students and minority youth.
- 4) Dialogue across teachers and schools about the roles of school, students, families, language and culture in the success of students.
- 5) Build on the strength of families and ethnic communities.
- 6) Recognize that ethnicity is an issue that can distract students from finding support and mentorship.
- 7) Address racism, tribalism and bullying swiftly and directly before they get out of hand (Graham & Hill, 2003).

## **Adjustment of Students to Social Life in Secondary School**

The development in different spheres of an individual's life may compound to problems that people face. To move on with life despite the difficulties, people, both adults and adolescents, need to adjust to given situations of life in order to fit well into the changing times and situations. Due to complexity of some of the problems and the limitations of resources for human beings to solve the problems, sometimes services of qualified Guidance and Counseling personnel is required so that individuals can adjust (Ogoemeka, 2007).

Dhingra, Manhas and Thakur (2005), assert that adjustment is an ongoing process which makes individuals to change and fit in particular environments, be properly adjusted to self and other people. The importance of adjustment is that individuals set a balance between their wishes and social expectations, which affect all aspects of individuals' lives. A high self-esteem strengthens a person's ability to efficiently tackle psychological pressures (Willbum and Smith, 2005).

The transition of students from primary school to secondary may be considered, a very important passage as students move from one level of learning to the next, (Pratt and George, 2005). This shows that there needs to be proper preparations put in place and adjustments made so that this passage is considered fruitful. Although there are similarities in schooling system of various countries and also between primary and secondary schools, there are some differences which surround the mismatch in cultures of primary and secondary schools (Ganeson,2006). Some of the differences may include new subjects which students have not been familiarized with, new teachers, administrative system of secondary school, boarding system, new people, among other differences. The new experiences of transition may become a challenge to the new students and if not addressed, may affect them in their

learning and coping with the new environment. The transition generally requires a change of location of school, mixing with different peers, learning a new system of school organization and having different teachers for varied subjects. It is therefore noted that the transition between primary and secondary school is characterized by discontinuity in physical features of the school, separation from peer groups and a feeling of insecurity because of the changes (Ashton, 2008).

Although many of the students may seem to cope with the transition, others tend to struggle and the situation is witnessed from decline in academic performance, irregular school attendance, low self-esteem and poor engagement in learning which is as a result of ineffective transition negotiations, (Dinham & Rowe, 2008). For some of the students, the move from primary to the next level of learning may be very stressful even if transition negotiations are well calculated because the students may view this state as the most difficult aspect of their schooling life experience. The state of the students may not only affect their school academic outcomes, but also affect their health, social life, and well-being, (Zeedyk , Gallacher, Handerson, Hope, Husband & Lindsay, 2003).

During the changes that must occur, students need to adjust to the new learning environment, be familiar with peers, teachers, learn how to work differently and understand the rules and routines that are put in place in the learning institution (Zeedyk et al., 2003). As students navigate their transition, they also need to adjust to the social changes that take place in the process. Institutions need to play an active role in the wellbeing and learning needs of the students who also fit in the category of adolescents, and respond appropriately to the changes that the particular age group experience (Ministry of Education, 2010).

Adjustment contains aspects of life which include social, emotional, physical and educational. The most important of the aspects is social adjustment (Mazaheri, Baghiyan, & Fatehizadel, (2006). Since learning takes place in a social setting, the most important educational objective is to create an environment where students can attain their highest academic achievements. When students suffer low and unfitting positions among classmates, the main function of learning and achievement, is interfered with and the student may feel isolated due to lack of attention and interest from fellow students. This decreases social relationships and gradually creates negative self-image, lack of efficiency that causes alienation and further leads to low self-esteem which makes the affected individual to become unable in tackling difficulties and problem-solving (Yarmohammadeain, Molavi, & Ivanpoor, 2003).

Peters (2010) asserts that students' response to changes largely depends on their personal resources, coping skills and the culture into which the students transit to. Schools can offer support for successful transitions to be attained so that the students can develop a sense of competence and capability within themselves.

### **Adolescents and Adjustment to School Life**

Adolescence is another challenge witnessed during the transition of learners from primary to secondary school. According to Mizell and Irvin (2000) many young adolescents find high school to be more impersonal, competitive and marks oriented than in primary school and may have consequences of loss of interest in schooling when the factors thought of are not met, hence, high drop-out rates and regular absenteeism in school may result. Social life of adolescents has association with the style of living in different communities. Olivia, (2009)) stated that ability to adapt to rules and regulations of a society leads to social adjustment. Students can attain social balance if they follow rules and regulations of a given society, hence, create no

problems. Adolescents, or students whose lives in the society they live in have minimal problems, are said to be well-adjusted.

The problems faced by adolescents may have emanated from their families, the learning institution, or from peers and may further lead to educational deficiencies such as poor study habits, low self-esteem, lack of motivation to learn and underachievement. The educational deficiencies may eventually lead to complexities like indiscipline and delinquency (Feiman-Nemser, 2003).

Adolescence is a critical age of development in self-concept and profound changes are made about 'self' (Dudovitz & Chung, 2013). The study of the system of nerves of the youth through nerve photography, was discovered by scholars that it affects the formation of 'self' in the youth and interferes with their behaviors like the increase of awareness and peer effectiveness (Sebastian, Burnett and Blackmore, 2008). Self-concept is comprised of a set of thoughts, feelings and attitudes which a person develops concerning 'self' (Woolfolk, Hughes, & Walkup, 2007).

The adolescents who have positive self-concept, have a higher social and emotional compatibility, hence, have the potential to make good progress (Nasir & Lin, 2012). Ybrandit (2008) indicated in his findings that a positive self-concept is an indicator of proper growth during adolescence, both psychologically and health-wise and can be the reason for some individuals not having behavior problems. Social growth is a very important indication of psychological health and growth through good relations with other people (Hartup & Rubin, 2013). Nasir and Lin (2012) posit that a person's personality, self-concept and social interactions, depend on the individual's compatibility with other people and that adjustment is a factor that plays a major role in positive self-concept.

Adjustment of students largely depends on school variables like, the nature of classrooms where students study, the medium of instruction in the school, the type of school management and parental education level and their occupation. The variables stated, largely influence adjustment of students in school (Raju & Rahamfula, 2007).

### **Attachment of Students to their Secondary Schools**

The theory of attachment was first proposed by John Bowlby (1988) who described attachment, as a lasting psychological connectedness between human beings. He considered that children needed to develop a secure attachment with their main caregiver in their early years. This theory has been revised to acknowledge that multiple attachments can occur with other adults throughout the lifespan, although early experiences may continue to have an impact.

Secure attachments support mental processes that enable the child to regulate emotions, reduce fear, attune to others, be of self-understanding and have insight, have empathy for others and appropriate moral reasoning, which Bowlby termed as the mental representations of the internal working model. Insecure attachments, on the other hand, can have consequences that may be unfortunate to the individuals. If a child cannot rely on an adult to respond to their needs in times of stress, they are unable to learn how to soothe themselves, manage their emotions and engage in reciprocal relationships.

A child's initial dependence on others for protection provides the experiences and skills to help a child cope with frustrations, develop self-confidence and pro-social relationships which are qualities that are necessary in promotion of positive engagement in learning. Research has inextricably linked attachment to school readiness and school success (Commodari, 2013).

Every parent or guardian would like to see their children enjoy life, be successful, both in school and in relationships which are expected to last into adult life. This may not be the case, though, for some children struggle from their early years of maturity, especially during adolescence (Geddes, 2006). They can be seen as:

- Unfocused
- Disruptive
- Controlling
- Withdrawn
- Destructive

Due to the above manifestations, students, tend to underachieve in academics and are often reprimanded because of unpleasant behaviors. Attachment therefore, matters in helping students to behave better than they do, so that life in school can be enjoyed and success attained both in education and as responsible adults.

Early care-giving, which results in proper attachment of children, has a long-lasting impact on the development of individuals, the ability to learn, capacity to regulate emotions, and formation of acceptable relationships (Siegel, 2012).

Teachers, youth and significant adults present in the life of young children, can provide important attachment for them throughout their lives (Bergin and Bergin, 2009). Riley (2010), has the same opinion about children's attachment during their early years of life.

According to Bergin and Bergin (2009), Bomber (2007), and Geddes (2006), there are four categories of attachments as stated:

- 1) **Secure attachments** – This kind of attachment is found in children who experienced sensitive and good care-giving during their early stages of life,

which enabled them to built trust and reliance on teachers to meet their needs. The group of children, manifest confidence in forming relationships, utilization of learning opportunities, engagement in productive activities, ability to solve problems that arise, and have resilience and awareness in daily activities (Bomber, 2007).

- 2) **Insecure Ambivalent Attachments** – Children in this category experienced inconsistent and unresponsive care-giving which later results in frustrated students who may reject teachers in the process of seeking comfort which they do not find. They may reflect the attitude of immaturity, helplessness, passiveness, anger and petulance. They are also attention-seeking, hyperactive and have difficulty in recovering from upsets (Rilley, 2010).
- 3) **Insecure Avoidant Attachment** – This group may have experienced insensitive and intrusive care-givers who rejected them. While in school, the group of learners who received this kind of attachment is independent of their teachers, do not want to seek help from anyone, and want to meet their own needs. They have the attitude of being task-oriented, are self-reliant and achieve highly in some areas of education. Socially, the learners have discomfort when with other people, are indifferent and avoid close relationships. Because of their difficulty in seeking for help, they have limited creativity and are prone to sudden outbursts (Bomber, 2007).
- 4) **Insecure Disorganized Attachments** – Learners presented in this group are usually from neglected, abusive or chaotic families. The learners are likely to feel confused while with teachers and get frightened, which results in being vigilant, easily distracted, have a strong sense of fear, panic or helplessness and present behaviors that may seem shocking and difficult to be managed by



adults. The learners become very sensitive to criticisms, defiant or controlling and become easily overwhelmed by difficult situations (Bomber, 2007).

Learners, who can regulate their own emotions and responses, are more likely to have popularity in school, are stable emotionally, have fewer infectious diseases and achieve better in academics (Gottman et al., 2007). Geddes (2006) observed that interactions between teachers, learners and the learning tasks are not static, but dynamic because they are a reflection of awareness and understanding of learners by their teachers. The learners on the other hand, built trust and have the ability to seek support from their teachers when they are faced with challenging tasks. The attachment of learners fosters curiosity in students and supports uncertainties that are created by tasks as students continue to learn in school (Geddes, 2006). Driscoll and Pianta (2010), consent that when students have supportive relationships with their teachers, they tend to demonstrate their potential to avoid negative outcomes in behavior and academics.

Promoting a community within school is an important aspect of students' success because it attributes to students' psychosocial needs for safety, belonging, autonomy and competence. When the basic needs are fulfilled, students are most likely to be involved in, and committed to school, hence, are inclined to behave in accordance with the goals and values of the school (Watson, 2003).

Active involvement in school activities and its deliberations in a caring school learning institution, helps students to develop empathy for others, have social skills and understanding of values within the community. Students become more thoughtful and reflective in their work, accept authority from their seniors, have respect and concern for other people, avoid situations that may cause harm to themselves and

other people, and have a sense of high standard of ethical conduct (Battistich & Solomon, 2004).

School atmosphere is a major issue in adjustment and attachment of students while in school. Strategies have been put in place to help in cutting down on violence, therefore, making students to feel safe within the institution of learning (LeBlanc, Swisher, Vitaro and Tremblay, 2008; Rubinson, 2002; Axelman, 2006). In some schools, disruptive behavior and bullying are situations that students encounter in some secondary schools and struggle to overcome them. The problems make the students to feel unsafe while in school and this hampers their learning abilities and progress. Students who feel unprotected are most likely to drop out of school, or transfer to other safer schools (Ainley, 2006).

LaRusso, Romer and Selman (2008), state that students need to feel respected by other community members in order to perform well in school. Through increased respect in school, there is hope that the learning institution will be less frustrating for students, hence, decrease in cases of drop-outs and transfers. In other situations, students who may be able to put up with the harsh conditions, feel alienated by adults within the school community instead of giving help to the students (Axelman, 2006).

Rubinson, (2002) made studies which showed that changes made by students because of support from their teachers, helped them to develop positive peer bonding. The attachment created allowed some input into students' education and showed that they would be unlikely to bully fellow students, abuse drugs, or attempt suicide. Rubinson continued to point out that school neighborhood can influence behavior and performance of students, but the school community has greater impact that is more effective in creating support connections and autonomy in students.

Ainley (2006) stated that learners who get attached to their schools are most likely to mature into productive adults who will be helpful members of their communities. He elaborated that when teachers have close attachment to their students, they will be able to detect warning signs of adolescence, which will help to be proactive in dealing with potential problems like suicidal attempts and drug abuse. When students have attachments at school, there will be improved communication which keeps problems at bay (Young, Hardi, Hamilton, Biernesser, Sun, & Niebergall, 2009). Studies showed that schools that have collaboration with students have better behaved learners and less substance abuse and existing problems get decreased (Rubinson, 2002). Ogbiji and Ada (2008) pointed out that induction programs are identified as an opportunity where school administrators can employ some creativity in imparting helpful ideas to the new students and also new staff.

### **Benefits of Induction Programs to Students**

There are numerous benefits of induction programs in schools as students begin new levels of their education after primary level. Indexed African Journal (2011) states that if induction programs are handled as required, it reduces costs incurred by beginners in terms of time lost while trying to locate areas the students are expected to be in and also try to be punctual in timing. The program also avoids roaming around by students while locating personnel to give them required attention. The program of induction also reduces anxiety and worry on the part of the new students as they think of their well-being in the new institution. Some may even worry of their safety in school at night because of strangers they might have to stay with. Parents too feel that their fears are alleviated when induction programs have been held.

The Indexed African Journal (2011) continued to state that a good induction held just after admission of new students to the school reduces drop-out rates because of the firm foundation laid at the start of students' new life in their new environment where the school programs and the culture are promoted. Confidence and believe in good achievements is fostered as the new students emulate what the earlier students of the institution have done and achieved. Time and energy is also saved on the part of teachers and other personnel in the school as the new students avoid making of undue inquiries about locations of the school and in the process, avoid straying into wrong places.

The institution where new learners are admitted can save a lot in terms of time taken showing the learners around, and taking time in giving answers to similar questions asked by the learners at different times and locations. Some of the students may find the challenges unbearable, hence, go back to their homes where undue expenses are incurred by parents as they take their children back to school but all the worries can be alleviated because of induction in secondary schools (Kirkpatrick, 2004).

During the induction program, the learning institution makes arrangements so that new students are welcomed well to the institution by older students who ensure that the new students feel comfortable in the new premises, which include dormitories, classrooms and play fields among other important areas of the school. The students are supposed to be shown around the school compound so that they are made aware of areas they can go to and those that are out of bounds for them. Ogbiji and Ada (2009) pointed out that induction lectures should also be conducted so that areas of concern like available facilities, staff-student relations, examinations and

grading system, discipline required in the school and precautions to be taken to prevent accidents and the need to have concern on safety measures are all addressed.

### **Sense of Belonging and Participation in School**

It is important that students have a sense of belonging in their schools because this is a factor that enables them to have good health, proper education and social well-being. The students often participate in academic and non academic activities at school and also relate well with peers, teachers and other students, hence, identify with positive school outcomes (Johnson et al., 2001).

Student engagement at school refers to the extent to which they identify with school and value the provisions of the school and have participation in academic and non academic activities. Emphasis is laid on student engagement because it relates with the students' feelings of being accepted and valued by other people in school, and as a result have education being beneficial to them, both personally and economically (Johnson et al., 2001).

Youth who are still students sometimes engage in work for payment which impacts negatively on their academic performance. Intensive work may be associated with poor performance and academic disengagement because there is a natural preference for paid work over academic activities (Bachman, Gerald, Safron, Deborah, Sysusan Rogala, & Shulenberg, 2003). High intensity workers are likely to have problems at school, which may be academic or behavioral (Warren, 2002). Although schools set the stage for career development (Kerckhoff, 2000) and that early work experience provides important knowledge to students for occupational success in life, paid work while in school may also impact negatively on their academic achievements if most of their time is spend on paid work than in studies.

When students get very involved in jobs for payment than on academic work, they may get encouraged to have unstructured and unsupervised socializations with other youth and as a result, increase behavioral problems (Bachman et al., 2003). This explains why there is increase in school drop-outs, suspensions and increase in indiscipline cases (Lee & Staff, 2007). Students' long term socioeconomic attainments get affected when they engage in intense paid work as most of them attain low marks in academics (Mortimer, Staff, & Osterle, 2003) and continued to state that paid work during adolescence could also have a positive impact if the work done enables the youth to practice what they learn in school. Youth who engage in paid work for more hours than the time taken in studies, have a likelihood of not completing their courses in scheduled time (Staff & Mortimer, 2007). Sometimes, students display behavioral and cognitive problems early in life when they engage in intense work, hence, low chances of having successful academic performance.

### **Summary**

Review of related literature and studies discussed areas that are related to the study of induction of students in secondary schools, that the programs are important as they help students who transit from primary to secondary to understand their learning environment better in order to perform well academically. Induction programs become beneficial when proper planning is done before new students join the school.

Induction programs have different dimensions which are the main ingredients of a coherent program and include personal, social and academic support which have different techniques of addressing each area of support. The program enables students to be properly adjusted to their learning environments and also creates a feeling of student attachment to their schools.

# **CHAPTER THREE**

## **RESEARCH METHODOLOGY**

The chapter dealt with the design and methodology used in the study which included the description of the study area, the target population, sample and sampling techniques, research instruments, administration of the instruments and the method of data analysis

### **Research Design**

The research design that the researcher used in the study was the descriptive research design because the study depicted people, conditions of the research as it existed at the time being researched on, situations and events. The descriptive design attempts to collect data from members of a population in order to determine the current status of that population in respect of the variables of the study (Mugenda and Mugenda, 2003). Comparative research design was used to compare the practice of induction programs in the different types of schools. Correlational research design was also used which explored the degree of relationships between two or more variables where data was obtained from individual participants in the study. The study determined to find relationship between practice of induction programs and the variables:

- 1) Academic performance
- 2) Social life adjustments
- 3) Degree of attachment to school.

## **Research Area**

This study of induction was done in Kenya, with specific areas being Nandi County, Nandi East Sub County in Nandi Hills Division. The area of study is bordered by Tinderet Sub County to the East, to the north by Nandi North Sub County and to the south by Nandi Central Sub County.

Nandi East Sub County has 30 public secondary schools, of which 8 are boarding schools and the remaining 22 are day schools. For economic gain, the people in the area grow tea and practice dairy farming. The researcher preferred the study in the area because of the following reasons:

1. Minimal research had been done on effectiveness of induction programs on students' transition from public primary to secondary schools in the area.
2. Academic performance in the Sub County requires improvement which could be affected by social adjustment of students and their lack of attachment to their schools.
3. Familiarity of the researcher to the area of study.

## **Population and Sampling Techniques**

The population which the researcher collected information of the study from, were students, teachers and the institutional principals in Nandi-East Sub-County, which had 30 public secondary schools, 6343 students and 171 teachers. Stratified Sampling was used in the study to ensure that all the categories were catered for. All the public boarding schools were selected because they were not many. Stratified sampling ensures that all the sub-groups are represented for participation in the study (Role, 2015). The researcher wrote names of all the 22 public day secondary schools



in Nandi East Sub County in a list, then, used random sampling to pick four of the schools. The selected schools for the study were:

- 1) Boys' Boarding – 4 schools
- 2) Girls' Boarding – 4 schools
- 3) Mixed day schools – 4 schools

Cluster sampling was used in the study such that all the Form Two students participated in the study. The reason was that the students' entry mark on their transition to secondary school and end-of-year academic performance in secondary school was required for the study. Purposive sampling was used to select teachers in the sampled schools and their principals to be interviewed and 45 teachers participated. The 10 principals who were available had face to face interview in their offices. Most of the 35 teachers were interviewed in the school compound during their lunch break and games time and some just sat in the staffroom for the interview.

### **Research Instruments**

Questionnaires and interview schedules were used as research instruments in the study. The questionnaires were prepared in such a way that closed-ended questions were included which were responded to by Form Two students. Scaled items were developed because they allowed easier and accurate data analysis, hence, precise interpretation of the responses. Numeric comparisons were easily done with use of scaled items. Open-ended questions were used for they gave chance for respondents to give their own views which had rich information than when the respondents were restricted to particular responses.

The Form Two students were asked for their admission numbers used in the school which the researcher used to determine the students' academic performance at the end of Form One. Contents of the questionnaires included:

- 1) Demographic information
- 2) Implementation of induction programs in the school
- 3) Social life Adjustment of students
- 4) Degree of attachment of students to school

Interview schedules were used as a guide to interview the principals and selected teachers of the sampled schools which also had focus on areas of induction of students, programs that helped students to develop socially while in school and the role that the teachers and principals played in ensuring academic success in the school. The interview schedule comprised of the following sections: Role and structure to support induction programs, teachers' perception towards induction and orientation programs and obstacles to successful induction and their possible solutions.

### **Validity of Research Instruments**

Validity refers to the degree to which an instrument can measure what it is supposed to (Golafshani, 2003). The instruments which were used in the study were questionnaires and interview schedules, which the researcher ensured of their validity by presenting them to research experts in the school of Education at UEAB where they were scrutinized for face and content validity. Content validity sought to measure effectiveness of induction programs on secondary school students' transition. Face validity refers to the likelihood that a question may be misinterpreted which lead to misleading responses from respondents. Validity of the instruments was also ensured after being used in a pilot study before the actual study was done.

### **Reliability of Research Instruments**

An instrument is said to be reliable when respondents give accurate and consistent results when administered repeatedly (Golafshani, 2003). The researcher

employed Cronbach's Alpha Coefficient to determine the internal consistency of the instruments which were based on the scores derived from individual items within a questionnaire. Data gathered from pilot study in two different schools from the area of study was analyzed to establish the reliability coefficient. From the two schools that participated in the pilot study, 40 Form Two students from the girls' school and 41 form two students from the boys' school responded to the questionnaires which were distributed to them by the researcher. The reliability coefficients obtained in the study were as enumerated below:

1. There were 10 statements in the questionnaire on implementation of induction programs which were used in a pilot study. After deletion of 4 items of the questionnaire on implementation of induction programs, the remaining 6 items had Cronbach's Alpha of 0.600, showed a minimally reliable scale.
2. Case processing summary on reliability of instrument on Social Adjustment had 8 items and Cronbach's Alpha of 0.693. The results showed minimal reliability of the research instrument.
3. The questionnaire items on Attachment of students to school had 8 statements and obtained Cronbach's Alpha of 0.619, which showed minimal reliability of the instrument

### **Data Gathering Procedures**

After examination and correction of the proposal to the required standard, the researcher sought permission from Head of Graduate Studies at the University of Eastern Africa, Baraton, by means of a written letter so that collection of data could be done. Furthermore, the researcher obtained a letter from Research and Ethics Committee, applied for research permit from NACOSTI then proceeded to the office of County Director of Education in Nandi County and also the County Director, who

gave their consent for the collection of data. Permission was also sought from the Sub County Director of Education and thereafter visited the sampled schools for formal introduction and early arrangements for the study. Researcher therefore embarked on the collection of data from the sampled secondary schools in Nandi-East Sub-County, after asking for permission from the school principals of the sampled secondary schools.

The researcher also proceeded to the principal's office and asked for available time for the principal and selected teachers to be interviewed. Face to face interviews were conducted because the process provided more information since the researcher observed facial expressions from participants. The researcher also sought for consent from the participants so that information could be recorded during the interview process.

### **Statistical Treatment of Data**

After information of the study had been collected, analysis of data was done in a way that each research question was given the statistical treatment that it deserved. For the research questions 1, 2, 4 and 5, descriptive statistics were applied and the mean, standard deviation, frequencies and tables were used to elaborate the analysis. For the 3<sup>rd</sup> and 6<sup>th</sup> research questions, the Pearson Product Moment Correlation Coefficient was used. The level of significance was set at 0.05. The interview schedules were prepared according to topics of the research questions and information that was gathered was content analyzed.

### **Ethical Considerations**

Ethics is the study of the part of Philosophy and science that is concerned with the moral conduct, duty and judgment of human beings. Ethics is therefore, the study

of right and wrong (Role, 2015). While collecting data, the researcher observed the following ethical considerations and standards:

- 1) Ensured that there was informed consent from the teachers and students of the sampled schools. Explanations were made so that the participants fully understood what was entailed in the research and expectations from them as relevant information was provided by the researcher.
- 2) There was organizational consent when the researcher negotiated access to schools by asking for permission from the Sub-County Director of Education in Nandi-East Sub-County, then proceeded to schools where permission was sought from the principals of the sampled secondary schools as advised (Role, 2015).
- 3) The researcher ensured that there was privacy and confidentiality to all the participants, whether students, teachers or principals of the sampled schools.
- 4) Regulations of the different schools, like, signing of visitors' books at the school gate and asking for permission to enter the school compound, were put into consideration. Respect for values and beliefs which included cultural, social, religious and ethnic considerations were upheld in the institutions (Role, 2015).
- 5) Honesty in providing of information gathered from different participants was upheld.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION

This chapter contains the presentation, analysis and interpretation of the data gathered which investigated whether there was effective induction being practiced in secondary schools on students' transition from primary to secondary schools in Nandi-East Sub-County in Nandi County.

The introductory section of the study describes the demographic profile of respondents and the major section of the study deals with the analysis of data for each research question. Descriptive statistics was used which include frequencies, percentages, mean and standard deviation. Differences within and among groups were determined by use of analysis of variance (ANOVA). The questionnaires used to collect information from students had verbal interpretations and symbols that enabled the students to make their choices.

#### **Demographic Profile of Respondents**

Table 1

##### *Gender Distribution of Respondents*

	Frequency	Percent
Male	224	49.1
Female	232	50.9
Total	456	100.0

Table 1 presents a description of gender distribution of students in all categories which are: Boys' Boarding, Girls' Boarding and Mixed Day Schools.

The data collected showed that there were 224 boys which held a percentage of 49.1, while the girls were 232 with a percentage of 50.9 presented from all the

school categories. There is indication that there were more girls who participated in the study than boys in the secondary schools. The reason could be that there was more admission of girls than boys in the secondary schools which infers that more girls have interest in education in the Sub County.

Table 2

*Type of Secondary School*

	Frequency	Percent
Boys boarding	146	32.0
Girls boarding	159	34.9
Mixed day	151	33.1
Total	456	100.0

Table 2 presents students in secondary schools in their various categories of Boys boarding, Girls boarding and mixed day schools.

The students who responded to the questionnaires from Boys Boarding schools were 146 with 32%, those in Girls Boarding were 159 with 34.9% and those who participated from Mixed Day schools were 151 which showed 33.1% of the participants. The presentation showed that there were more respondents from Girls' Boarding schools than from Boys' Boarding and Mixed Day schools. The total number of respondents was 456 students.

In the next sections where the means were computed, the following four-point scale of interpretation was used:

- 3.50- 4.00            Agree (high rating)
- 2.50- 3.49            Tend to agree (average rating)
- 1.50-2.49            Tend to disagree (below average rating)
- 1.00-1.49            Disagree (low rating)

## Implementation of Induction Programs

### Research question 1

To what extent are induction programs practiced in public secondary schools in Nandi East Sub-county?

Table 3

#### *Implementation of Induction Programs*

	Mean	Std. Deviation
I received warm welcome on admission day to the school	2.57	1.254
The principal/teachers clearly explained the rules that guide my behavior in school	2.70	1.049
The principal/teachers emphasized the need for me to work with other students in social and academic activities	2.78	1.107
Older students willingly assisted me as a new student to fit in the school programs and activities	2.62	1.047
Older students exerted a strong influence on me to do well in school.	2.46	1.027
Teachers encouraged me to participate in clubs and societies in the school	2.56	1.057
<b>Implementation of induction programs</b>	<b>2.617</b>	<b>.497</b>
N = 456		

Table 3 describes the extent to which induction programs of students were implemented in secondary schools. The students responded to the six items about implementation of induction programs which were analyzed by use of the mean and standard deviation. All the standard deviations showed wide variation of the raw scores from the mean, which implies that students' evaluation of implementation of induction programs vary having heterogeneous responses to the different statements. However, the overall evaluation appears to be homogeneous.

From the results of collected data, response of students about older students exerting a strong influence on them to do well in school was the lowest with a mean of 2.46 and tended to disagree. The feeling of students about encouragement of



teachers for them to participate in clubs and societies in the school stood at a mean of 2.56 and closely followed by a mean of 2.57 which was the feeling of students about how they were received in school on admission day. The overall mean of implementation of induction programs was 2.62 with a standard deviation of 0.497 which was average in rating. Keys (2003) pointed out that induction programs in schools increase the possibility of retaining strong and well-trained students which results in successful reforms within the school environment. This implies that when induction programs have high rating, academic performance will stand a chance of being attained highly. Teachers also acknowledged that wastage of time would be avoided when induction programs were implemented because students would focus on directions given by their teachers and mentors, hence, perform well academically and socially.

In the questionnaire item of the study on students exerting a strong influence to the new students to do well in school, students tended to disagree that there was effective implementation of induction programs as older students did not show a strong influence to the new students in the school to do well. This shows that the school did not have a culture which was created so that incoming students could emulate from and also strive to do well academically. When teachers were interviewed, their responses were that implementation of the programs required effort from all the teachers for students to get proper guidance from them.

European Commission Staff Working Document (2010) states that development of induction programs, help in developing a learning culture within given secondary schools which help in creating positive learning environments. Therefore, when the older students have culture created that new students can emulate from, they will desire to do even better because of culture that has been created when

students are supported to have identity with the learning institution (ECSWD, 2010). The rest of the items show that students tended to agree that induction programs were implemented in their secondary schools.

## **Comparison of Implementation of Induction Programs**

### **Research question 2**

Is there a significant difference in the practice of induction programs among boys boarding, girls boarding and mixed day public secondary schools?

Table 4

*Descriptives of Implementation of Induction Programs in Each School Category*

	N	Mean	Std. Deviation	Std. Error
Boys boarding	146	2.63	.56403	.04668
Girls boarding	159	2.70	.47117	.03737
Mixed day	151	2.52	.43527	.03542
Total	456	2.62	.49669	.02326

Table 4 describes implementation of induction programs in all the studied categories of secondary schools and results show the mean, standard deviation, and standard error of the mean. Boys boarding schools which had a total of 146 students participating in the study, had a mean of 2.63 while the Girls boarding schools had 159 students with a mean of 2.70 and that of Mixed day schools had 151 participation with a mean of 2.52. The overall mean for the three categories of schools was 2.62 and was average in rating, which indicates that there was a lot that lacked in the implementation of induction programs.

Darling (2000) noted that provision of induction programs in secondary schools is an ingredient to students' success in classroom work and integration of the students into the school community. The students in mixed day schools had the least mean when compared with both the boys and girls schools which could be as a result

of lack of enough contact time with their teachers for guidance because the students did not reside in school. It is also possible that the students from day schools got negative induction from other people who were not students because they always met and interacted with them on their way to and from school. Students may have also lacked necessary resources and facilities at home that supported their learning, like, lighting systems, study rooms and general conducive environment for study.

Table 5

*Comparison of School Types on Implementation of Induction Programs*

<b>Multiple Comparisons</b>				
Dependent Variable: Implementation of induction programs				
Games-Howell				
(I) School type	(J) School type	Mean Difference (I-J)	Std. Error	Sig.
Boys boarding	Girls boarding	-.07559	.05979	.417
	Mixed day	.10795	.05860	.158
Girls boarding	Boys boarding	.07559	.05979	.417
	Mixed day	.18354*	.05149	.001
Mixed day	Boys boarding	-.10795	.05860	.158
	Girls boarding	-.18354*	.05149	.001

Table 5 used Post Hoc Tests to describe multiple comparisons between Boys boarding, Girls boarding and mixed day schools with implementation of induction programs as the dependent variable and the confidence level was 95%.

When Boys boarding and Girls boarding schools were compared, the mean difference was - 0.07559 with significance of 0.417. The results show that there was no significant difference in the implementation of induction programs between Boys boarding and Girls boarding schools as the mean difference between the two groups was 0.417 which is greater than 0.05, the significance level. Similarly, boys boarding schools did not differ in the implementation of induction programs from girls'

boarding. The mean difference of 0.11 has an associated p-value of 0.16, which is greater than .05, the significance level.

Comparison between girls' secondary schools and mixed day secondary schools indicated a mean difference of .19 with a p-value of 0.001 which is less than 0.05, the significance level. There is therefore a significant difference in the implementation of induction programs between girls' boarding schools and Mixed Day schools which could be due to lack of enough time for studies as they have to travel to school and back to their homes.

Implementation of induction programs was better practiced in Girls boarding schools than in Boys boarding schools and mixed day schools, due to the reason that girls generally have a lot of work while at home than the boys and therefore, take keen interest in school activities whenever they get chance to do so.

### **Relationship between Students' Entry Marks and End-of-year Academic Performance**

#### **Research question 3.**

Is there a significant relationship between the students' end-of-year academic performance and their entry marks?

Table 6 presents analysis of correlations of entry mark and end of year academic performance of students. The entry mark of students had a Pearson Correlation of 0.798 and 0.000 sig. (2-tailed) when correlated with End of year academic performance. The result is indication that there is a significant relationship between the students' entry mark and the End of year academic performance because the significant level is 0.01 which is greater than 0.000 sig (2-tailed) in the correlation.

Table 6

*Correlations of Entry Mark and End-of-year Academic Performance*

<b>Correlations</b>			
		Entry Mark	End of year academic performance
Entry Mark	Pearson Correlation	1	.798**
	Sig. (2-tailed)		.000
	N	456	456
End of year academic performance	Pearson Correlation	.798**	1
	Sig. (2-tailed)	.000	
	N	456	456

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Academic achievement in secondary school indicated significant relationship with entry marks from primary school because the elementary schools and families of the new form one students have a major role to play in preparation of students in secondary school (Anderson et al., 2000). This means that if pupils do not get proper preparations from their primary schools, the results they attain majorly determine their secondary school academic outcomes.

Akos (2006) stated that when students have a sense of belonging and positive perception of transition from primary school, academic support is obtained. The implication is that there is relationship in academic work that is done in both primary and secondary schools which should be relayed well to the students as they prepare for secondary school transition. This helps the students to focus on their academic performance in primary school as the results affect their secondary school academic performance.

## Adjustment to Social Life

### Research question 4.

What is the evaluation of students of their adjustment to social life in secondary school?

Table 7

#### *Social Life Adjustment in School*

	Mean	Std. Deviation
I made new friends as soon as I joined secondary school	2.41	1.045
I feel free to share my experiences with friends at school	2.45	1.041
Every student is given an equal opportunity in school	2.47	1.069
My relationship with friends in school has grown stronger than when I first joined the school	2.50	1.061
I depend on my friends at school for moral support	2.46	1.058
I am close to many of my classmates	2.44	1.078
I have joined social clubs in the school	2.46	1.041
I enjoy participating in games after classes	2.49	.972
<b>Social Life Adjustment in School</b>	<b>2.461</b>	<b>.380</b>
N = 456		

Table 7 gives description of evaluation of students on their social life adjustments in their secondary schools. The response of students about their evaluation of adjustment to social life in secondary school showed that in all the questionnaire items on social life adjustment, the students tended to disagree. Apart from the questionnaire item on students' relationship with friends growing stronger than when they first joined the school which had a mean of 2.50, the rest of the items were below 2.49. The standard deviations show heterogeneous responses in the different statements with standard deviation of greater than 0.70 although the students' overall mean evaluation rating of social life adjustment in schools was homogeneous, with a standard deviation of less than 0.50.

Indication from this study is that most of the students felt that they did not adjust well to the social life at school and therefore implies that when social support declines the result could be increase in depressive symptoms hence ineffective performance in school (Newman & Spas, 2007). Social adjustment is important as an ongoing process because the process enables individuals to fit in particular environments and have balance between wishes and social expectations. High self-esteem strengthens individuals' ability to handle psychosocial pressures (Willbum and Smith, 2005). When students are well adjusted therefore, perform better in their school activities.

Feiman-Nemser (2003) stated that induction programs are held to enable transformation to be done in institutions which aid in alleviation of some social problems and have desired behavior inculcated in students so that enough time is allocated to academic benefits than solving social issues. The results from the study indicate that there is absence of assistance in social life in secondary schools in Nandi-East Sub County which could be the reason as to dismal academic performance in some of the secondary schools.

## **Degree of Attachment to School**

### **Research question 5.**

What is the degree of attachment of students to their school?

Table 8 presents analysis of the degree of attachment of students to their secondary schools. The mean of the feeling of students on their attachment to their various secondary schools was at 2.427 which were rated as tending to disagree. All the items which students gave their feelings regarding how attached they were to their schools fell between 2.39 and 2.49. This shows that the students tended to disagree in all the specified areas. The standard deviations for each of the statements are all

Table 8

*Degree of Attachment of Students in School*

	Mean	Std. Deviation
I trust my teachers for help when I have a problem	2.45	1.019
I feel secure while in school	2.49	1.048
Whenever we are on holiday, I desire to resume school	2.42	1.030
I encourage other students to join my secondary school	2.39	1.006
I feel comfortable talking with the administration of the school	2.40	1.007
I am committed to cooperate towards the improvement of my school	2.40	.998
I do not desire to join another secondary school	2.39	.938
I enjoy every moment of my study in school	2.48	.999
<b>Attachment to School</b>	<b>2.427</b>	<b>.404</b>
N = 456		

greater than .70, showing that there is a wide variation of the students' evaluation scores from the mean. Their evaluation of their attachment to their school differ from each other, however, the overall mean evaluation ratings are more homogeneous with a standard deviation of 0.404.

Commodari (2013) found out in his research that there is a link between student attachment to school and academic readiness and student success. This is due to the fact that a child's dependence on other people provides experience and skills that help in coping with frustrations and challenges in school life.

Young et al. (2009) pointed out that many problems are kept at bay when there is attachment between students and their teachers because students will not fear to communicate their concerns to their teachers and the administration of the school. When students get attached to their schools, they feel comfortable to ask for clarification in areas that they may not be clear with and avoid any indiscipline cases.



Commodari (2013) stated that attachment of students to their school indicates how ready the school and the students are for academic success. The reason is that students feel free to relate to their teachers, which helps them to seek for advice that concern academics, ask questions for clarification and in the process perform better in their academic studies.

## **Relationship between Practice of Induction Programs and the Student-related Variables**

### **Research question 6.**

Is there a significant relationship between the practice of induction programs in secondary schools and the following student-related variables?

- a) Academic performance
- b) Social life adjustment
- c) Degree of attachment to the school

Table 9 presents the correlation coefficients.

When implementation of induction programs was correlated with end-of-year academic performance of students, the result of Pearson Correlation was 0.308 and p-value of 0.000. This shows that there is a significant relationship between implementation of induction programs and academic performance because 0.000 is less than the significant level of 0.05.

The results indicated that for students to perform well academically, one of the most important elements to be considered is effective implementation of induction programs as stated by Darling (2000) that induction programs are essential ingredients for students' academic success as the programs help in reforming the school environment where motivation of students is done, positive human behavior is enhanced to produce relationships that impact positively on academic outcomes.

Table 9

*Correlations of Variables*

		<b>Correlations</b>			
		Implementation of induction programs	End of year academic performance	Social Life Adjustment in School	Attachment to School
Implementation of induction programs	Pearson	1	.308**	.078	.080
	Correlation				
	Sig. (2-tailed)		.000	.098	.086
	N	456	456	456	456
End of year academic performance	Pearson	.308**	1	.208**	.111*
	Correlation				
	Sig. (2-tailed)	.000		.000	.018
	N	456	456	456	456
Social Life Adjustment in School	Pearson	.078	.208**	1	-.017
	Correlation				
	Sig. (2-tailed)	.098	.000		.713
	N	456	456	456	456
Attachment to School	Pearson	.080	.111*	-.017	1
	Correlation				
	Sig. (2-tailed)	.086	.018	.713	
	N	456	456	456	456

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

When implementation of induction programs was correlated with social life adjustment, the Pearson Correlation result was 0.078 and p-value was 0.098. This showed that there was no significant relationship between implementation of induction programs and social life adjustment. Attachment to school had Pearson correlation result of 0.080 and p-value of 0.086 when correlated with implementation of induction programs in school. This also indicates that there was no significant relationship between implementation of induction programs and degree of attachment to school.

It is interesting to note that end-of-year academic performance is significantly related to social adjustment in school with Pearson  $r$  of .208 and a  $p$ -value of .000 and to attachment in school with Pearson  $r$  of .111 and a  $p$ -value of .018. Both  $p$ -values are less than the significance level of .05. The relationship is weak but significant.

The findings of the study show that students who are socially adjusted in school and have close attachment to school tend to perform better academically (Young et al., 2009). Many schools in Kenya experience social problems like bullying, school unrest, destruction of school property which was witnessed when students burnt many structures in their schools, among many other social problems. The indication is that students lack proper social adjustment and attachment to their schools. This result implies that indirectly, implementation of induction programs has some relationship with social adjustment and attachment to school because students' social problems will be alleviated and more time will be created to focus on their academic achievements (Rubinson, 2002).

# **CHAPTER FIVE**

## **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

The chapter presents a summary of the findings, conclusions drawn and recommendations for practice in implementation of effective induction programs and further research.

### **Summary**

The study investigated the effectiveness of induction programs on students' transition from primary to secondary schools in Nandi-East Sub County in Kenya. 456 students participated in the study from Boys boarding, Girls boarding and mixed day schools. Questionnaires distributed to students were the tools used in the study after pilot study had been carried out in two secondary schools from a different Sub County.

Descriptive research design was employed in the study in order to have information collected from secondary school students. Comparative research design was used to compare the practice of induction programs in different types of schools. Correlational research was also used because of relationships of variables discussed. The study involved 456 students, 35 teachers and 10 principals. Stratified sampling was used to ensure that the categories of boys boarding, girls boarding and mixed day schools were involved in the study.

Questionnaires were administered to students and interview schedules were used in gathering information from teachers and principals of the sampled secondary schools for the study. Reliability of the research instruments was determined after a

pilot study was carried out in a boys' boarding and girls' boarding schools to determine the reliability of the instruments.

### **Summary of Findings**

The analyzed data from the study revealed the following information:

1. The overall mean rating in the implementation of induction programs in secondary schools was 2.62, which is average.
2. Analysis of variance revealed that the mean of implementation of induction programs between and within groups was 112.25 with p-value of less than 0.05, showing that there was a significant difference in implementation of induction programs when the different school categories were compared.
3. Findings of relationship between students' entry marks and end-of-year academic performance revealed a Pearson Correlation of 0.80 and p-value of 0.000, which shows that the relationship is significant, positive and moderate.
4. Social life adjustment in secondary schools had a mean rating of 2.46, which was a below average rating.
5. The analysis on degree of attachment of students to their secondary schools showed a mean of 2.43 which was also a below average rating of the implementation of the program.
6. There is no significant relationship between schools' practice of induction programs and students' social life adjustment and attachment to school. However, there is a significant relationship between schools' practice of induction programs and students' academic performance.

## **Conclusions**

Basing on the findings of the study, the researcher finally arrived at the following conclusions with regard to effective implementation of induction programs on students' transition from primary to secondary schools in Nandi East Sub County:

1. The students' rating of implementation of induction programs was average
2. The implementation of induction programs was better practiced in girls' boarding schools than in boys' boarding and mixed day schools.
3. Students whose entry marks are high tend to have better end-of-year academic performance.
4. The adjustment to social life had below average rating.
5. The degree of attachment to students' secondary schools had below average rating.
6. Students in public secondary schools that practice of induction programs tend to perform better academically.

## **Recommendations**

The following recommendations were drawn from the conclusions of the study:

1. The Ministry of Education needs to formalize the implementation of induction programs in all secondary schools in Kenya.
2. All the school categories require practice in implementation of induction programs for better school academic development.
3. Board of Management in schools need to have focus on social life adjustment in schools.

4. Degree of attachment of students to their secondary schools need to be enhanced by all the stakeholders.

### **Recommendations for Further Study**

1. A study on how induction programs impact on student discipline
2. Replicate this study in other sub-counties for conclusive results about Nandi County.
3. Relationship between cultural orientation in specific communities and induction programs needs to be studied.

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# APPENDICES

## QUESTIONNAIRE FOR STUDENTS

### SECTION A

Please respond to all the indicated items by ticking in the appropriate blanks.

#### Demographic data

- 1) Gender:  Boy  Girl
- 2) School type: Boys Boarding  Girls Boarding  Mixed Day
- 3) Admission number -----

### SECTION B

Please indicate your answer by circling one of the four numbers in the key below.

Verbal Interpretation	Symbols used
1= Disagree	D
2= Tend to Disagree	TD
3= Tend to Agree	TA
4= Agree	A

#### Implementation of induction programs

	D	TD	TA	A
I received warm welcome on admission day to the school	1	2	3	4
After admission, I, with other students, were oriented to available school facilities	1	2	3	4
An induction program was prepared for new students to have awareness of school expectations	1	2	3	4
I was assigned a father/mother who would be my mentor throughout my stay in the school	1	2	3	4
The school has information boards which give me direction to various areas of the school	1	2	3	4



The principal/teachers clearly explained the rules that guide my behavior in school	1	2	3	4
The principal/teachers emphasized the need for me to work with other students in social and academic activities	1	2	3	4
Older students willingly assisted me as a new students to fit in the school programs and activities	1	2	3	4
Older students exerted a strong influence on me to do well in school.	1	2	3	4
Teachers encouraged me to participate in clubs and societies in the school	1	2	3	4

### **Social Life Adjustment in School**

	<b>D</b>	<b>TD</b>	<b>TA</b>	<b>A</b>
I made new friends as soon as I joined secondary school	1	2	3	4
I feel free to share my experiences with friends at school				
Every student is given an equal opportunity in school				
My relationship with friends in school has grown stronger than when I first joined the school				
I depend on my friends at school for moral support				
I am close to many of my classmates				
I have joined social clubs in the school				
I enjoy participating in games after classes				

### **Attachment to School**

	<b>D</b>	<b>TD</b>	<b>TA</b>	<b>A</b>
I trust my teachers for help when I have a problem	1	2	3	4
I feel secure while in school	1	2	3	4
Whenever we are on holiday, I desire to resume school	1	2	3	4
I encourage other students to join my secondary school	1	2	3	4
I feel comfortable talking with the administration of the school	1	2	3	4
I am committed to cooperate towards the improvement of my school	1	2	3	4
I do not desire to join another secondary school	1	2	3	4
I enjoy every moment of my study in school	1	2	3	4

## **INTERVIEW SCHEDULE FOR PRINCIPALS/TEACHERS**

The purpose of this interview is to enable the researcher to find out the effectiveness of induction and orientation programs for new students in Nandi-East Sub-County. Your responses will be highly appreciated and confidentiality of information given about you and your school will be upheld. In the schedule, please tick where applicable.

### **Part A- Demographic information**

- 1) Gender    Male ( )    Female ( )
- 2) How long have you served as principal/teacher of this school?  
0-5 years ( ) 6-10 years ( ) 11-15 years ( ) 16-20 years ( ) Over 20 years ( )
- 3) Type of school  
Boys' boarding ( ) Girls' boarding ( ) Mixed Day ( )

### **Part B- Role and structure to support induction programs**

- 4) How is induction program done in your school?
- 5) What is your role to support the induction program?
- 6) What are the possible benefits of induction programs?

### **Part C- Obstacles to successful inductions and orientations and possible solutions**

- 7) What obstacles have you encountered while ensuring successful induction program in your school?
- 8) What is your suggestion on possible solutions to the obstacles?

Thank you for your participation



**OFFICE OF THE DIRECTOR OF GRADUATE  
STUDIES AND RESEARCH**  
UNIVERSITY OF EASTERN AFRICA, BARATON  
P. O. Box 2500, Eldoret, Kenya

23 March 2017

**THE COUNTY DIRECTOR OF EDUCATION**  
Nandi County  
Kenya

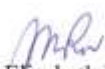
**Re: REQUEST FOR PERMISSION TO GATHER RESEARCH DATA**

Mrs. Keter Mary Chepkurui is a graduate student pursuing the degree **Master of Education in Educational Administration** at the University of Eastern Africa, Baraton. She is currently writing her thesis entitled *Evaluation of the effectiveness of induction programs on students' transition from public primary to secondary schools in Nandi East Sub-county, Kenya*.

Please allow her to administer her questionnaire to form two students and conduct interviews with principals and with teachers in selected public secondary schools in Nandi East Sub-county. She will gather her research data within the months of March and April 2017.

Any assistance you will grant her will be greatly appreciated. May God richly bless you in all your undertakings.

Sincerely yours,

  
Prof. Elizabeth M. Role, PhD  
Director



Cc: Chair, Department of Education  
Office File

A SEVENTH-DAY ADVENTIST INSTITUTION OF HIGHER LEARNING  
CHARTERED 1991



**OFFICE OF THE DIRECTOR OF GRADUATE STUDIES  
AND RESEARCH**

**UNIVERSITY OF EASTERN AFRICA, BARATON**

P. O. Box 2500-30100, Eldoret, Kenya, East Africa

---

April 11, 2017

Mary Keter  
University of Eastern Africa, Baraton  
School of Education

Dear Mary,

**Re: ETHICS CLEARANCE FOR RESEARCH PROPOSAL (REC: UEAB/2/4/2017)**

Your research proposal entitled "Evaluation of the effectiveness of Induction Programs on Students' Transition from Public Primary to Secondary Schools in Nandi East Sub-county, Kenya" was discussed by the Research Ethics Committee (REC) of the University and your request for ethics clearance was granted approval.

This approval is for one year effective April 11, 2017 until April 11, 2018. For any extension beyond this time period, you will need to apply to this committee one month prior to expiry date. Note that you will need a clearance from the study site before you start gathering your data.

We wish you success in your research.

Sincerely yours,

A handwritten signature in blue ink that reads "Jackie K. Obey".

Dr. Jackie K. Obey  
Chairperson, Research Ethics Committee



---

A SEVENTH-DAY ADVENTIST INSTITUTION OF H IGH ER LEARNING  
CHARTERED 1991



**OFFICE OF THE DIRECTOR OF GRADUATE  
STUDIES AND RESEARCH**

**UNIVERSITY OF EASTERN AFRICA, BARATON**  
P. O. Box 2500, Eldoret, Kenya

14 March 2017

**TO WHOM IT MAY CONCERN:**


**Re: PILOT STUDY OF RESEARCH INSTRUMENT**

Mrs. Keter Mary Chepkurui is a graduate student pursuing the degree **Master of Education in Educational Administration** at the University of Eastern Africa, Baraton. She is currently writing her thesis entitled *Evaluation of the effectiveness of induction programs on students' transition from public primary to secondary schools in Nandi East Sub-county, Kenya*.

To establish the reliability of her research instrument, Mrs. Keter is conducting a pilot study. Please allow her to administer her questionnaire to form two students in your school.

Any assistance you will grant her will be greatly appreciated. May God richly bless you in all your undertakings.

Sincerely yours,

  
Prof. Elizabeth M. Role, PhD  
Director

Cc: Chair, Department of Education  
Office File





**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,  
2541349,3310971,2219420  
Fax: +254-20-318245,318249  
Email: [dg@nacosti.go.ke](mailto:dg@nacosti.go.ke)  
Website: [www.nacosti.go.ke](http://www.nacosti.go.ke)  
When replying please quote

9<sup>th</sup> Floor, Uasin House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref No: **NACOSTI/P/17/17013/16943**

Date: **19<sup>th</sup> June, 2017**

Mary Chepkurui Keter  
University of Eastern Africa, Baraton  
P.O. Box 2500-30100  
**ELDORET.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *"Evaluation of the effectiveness of induction programs on students' transition from public primary to secondary schools in Nandi East Sub-County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Nandi County** for the period ending **19<sup>th</sup> June, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Nandi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**GODFREY P. KALERWA MSc., MBA, MKIM**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nandi County.

The County Director of Education  
Nandi County.

**THIS IS TO CERTIFY THAT:**  
**MS. MARY CHEPKURUI KETER**  
**of UNIVERSITY OF EASTERN AFRICA**  
**BARATON, 0-30301 NANDI HILLS,** has  
been permitted to conduct research in  
**Nandi County**

Permit No : NACOSTI/P/17/17013/16943  
Date Of Issue : 19th June,2017  
Fee Received :Ksh 1000

on the topic: **EVALUATION OF THE**  
**EFFECTIVENESS OF INDUCTION**  
**PROGRAMS ON STUDENTS' TRANSITION**  
**FROM PUBLIC PRIMARY TO SECONDARY**  
**SCHOOLS IN NANDI EAST SUB-COUNTY,**  
**KENYA**

for the period ending:  
**19th June,2018**

.....  
**Applicant's**  
**Signature**



  
.....  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

### CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA



National Commission for Science,  
Technology and Innovation  
**RESEARCH CLEARANCE**  
**PERMIT**

Serial No.A **14442**

CONDITIONS: see back page



**THE PRESIDENCY**  
**MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT**

Tel: 053 52621, 52003, Kapsabet  
Fax No. 053 – 52503  
E-mail:  
nandicountycommissioner@gmail.com  
When replying, please quote



County Commissioner's Office,  
Nandi County  
P.O. Box 30,  
**KAPSABET.**

21<sup>st</sup> June, 2017

Ref. No. NC.EDU.4// VOL.IV/(53)

Mary Chepkirui Keter  
University of Eastern Africa, Baraton  
P.O. Box 2500 - 30100  
**ELDORET**

**RE: RESEARCH AUTHORIZATION**

This is in reference to letter No. NACOSTI/P/17/17013/16943 dated 19<sup>th</sup> June, 2017 from the Director General/CEO, National Commission for Science, Technology and Innovation on the above subject matter.

You are hereby authorized to conduct a research on "**Evaluation of the effectiveness of induction programs on students' transition from public primary to secondary schools in Nandi East Sub County**" in this county for the period ending 19<sup>th</sup> June, 2018.

Wishing you all the best.

  
G.O. MATUNDURA  
For: COUNTY COMMISSIONER  
**NANDI.**

**THE COUNTY  
COMMISSIONER  
NANDI.**

**Copy to:**

Deputy County Commissioner,  
**NANDI EAST.**



REPUBLIC OF KENYA



MINISTRY OF EDUCATION  
STATE DEPARTMENT FOR BASIC EDUCATION

Email: cdenandicounty@yahoo.com  
Telephone: 0773044634  
When replying please quote  
Ref:NDI/CDE/RESEARCH/1/Vol.II/30

COUNTY DIRECTOR OF EDUCATION,  
P.O BOX 36 – 30300,  
KAPSABET.  
DATE: 21<sup>st</sup> June, 2017

Mary Chepkurui Keter  
University of Eastern Africa, Baraton  
P.O Box 2500-30100  
**ELDORET.**

**RE: RESEARCH AUTHORISATION.**

The above named person has been granted permission by the CDE to carry out research on *"Evaluation of the effectiveness of induction programs on students' transition from public primary to secondary schools in Nandi East Sub County, Kenya"* In Nandi County for the period ending **19<sup>th</sup> June, 2018.**

Kindly provide her all necessary support she requires.

A handwritten signature in blue ink, appearing to read 'Emily Islye'.

Emily Islye

For: County Director of Education,  
**NANDI.**

For: County Director  
of Education  
NANDI COUNTY

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
STATE DEPARTMENT OF EDUCATION

Telegrams: "EDUCATION",  
Telephone: 053643340/0208008149



Email: [moenandieast@gmail.com](mailto:moenandieast@gmail.com)  
When replying please quote

SUB-COUNTY

EDUCATION OFFICE  
NANDI EAST  
P.O. Box 13  
NANDI HILLS

REF:NED/ADM/G.C/83/VOL.II/166

5<sup>TH</sup> APRIL, 2017

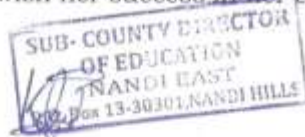
TO WHOM IT MAY CONCERN

**RE: KETER MARY CHEPKURUI**

The above named teacher is granted permission to conduct research on "Evaluation of the effectiveness of induction programmes on students' transition from public primary to secondary schools in Nandi East Sub-County, Kenya."

While conducting the research, the teacher will be required to observe the ethics of research and maintain high integrity.

We wish her success in her endeavours.



Kipruto Kosgei  
Sub-County Director of Education  
**NANDI EAST**

## Reliability (Implementation of Induction Program)

### Reliability Statistics

Cronbach's Alpha	N of Items
.519	10

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I received warm welcome on admission day to the school	30.8642	14.069	.142	.511
After admission, I, with other students, were oriented to available school facilities	31.8642	12.394	.120	.544
An induction program was prepared for new students to have awareness of school expectations	31.5679	12.573	.171	.513
I was assigned a father/mother who would be my mentor throughout my stay in the school	31.5432	12.451	.161	.520
The school has information boards which give me direction to various areas of the school	31.1605	12.986	.221	.492
The principal/teachers clearly explained the rules that guide my behavior in school	30.9753	13.449	.309	.478
The principal/teachers emphasized the need for me to work with other students insocial and academic activities	31.1235	11.935	.473	.421
Older students willingly assisted me as a new students to fit in the school programs and activities	31.0988	13.015	.351	.464
Older students exerted a strong influence on me to do well in school.	31.0370	13.286	.316	.474
Teachers encouraged me to participate in clubs and societies in the school	31.0988	13.640	.181	.503

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
34.7037	15.211	3.90014	10

## Reliability (Social Adjustment)

**Case Processing Summary**

		N	%
Cases	Valid	81	100.0
	Excluded <sup>a</sup>	0	.0
	Total	81	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.693	8

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I made new friends as soon as I joined secondary school	24.1111	13.600	.442	.652
I feel free to share my experiences with friends at school	24.4444	13.075	.338	.678
Every student is given an equal opportunity in school	24.2469	12.863	.490	.638
My relationship with friends in school has grown stronger than when I first joined the school	24.0123	14.612	.382	.667
I depend on my friends at school for moral support	24.4568	14.176	.245	.697
I am close to many of my classmates	24.1975	13.060	.436	.651
I have joined social clubs in the school	24.1975	13.210	.421	.654
I enjoy participating in games after classes	24.0864	14.230	.366	.668

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
27.6790	17.021	4.12561	8

## Reliability (Attachment to the School)

### Case Processing Summary

		N	%
Cases	Valid	81	100.0
	Excluded <sup>a</sup>	0	.0
	Total	81	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
.619	8

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I trust my teachers for help when I have a problem	24.6420	8.833	.462	.542
I feel secure while in school	24.6543	9.804	.287	.595
Whenever we are on holiday, I desire to resume school	24.9259	8.969	.327	.586
I encourage other students to join my secondary school	24.8148	9.578	.252	.609
I feel comfortable talking with the administration of the school	24.7037	9.261	.427	.556
I am committed to cooperate towards the improvement of my school	24.6049	10.767	.118	.637
I do not desire to join another secondary school	24.7037	9.286	.408	.561
I enjoy every moment of my study in school	24.5062	10.678	.286	.599

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
28.2222	11.950	3.45688	8

# CURRICULUM VITAE

## Personal Information

Name: Mary Chepkurui Keter  
Address: P.o. Box 320-30301 Nandi-Hills  
Cellphone: 0718072124  
Mail: [keterchepkurui@gmail.com](mailto:keterchepkurui@gmail.com)  
Date of Birth: 3/6/1967  
Citizenship: Kenyan  
Gender: Female

## Education

**August 2008- December 2012:** Moi University (B.ED Arts English/Lit.)

**August 2003-2006:** Diploma in Special Education (KISE)

**1987-1989:** Kaimosi Teachers' College

**1981-1984:** Alliance Girls High School (K.C.S.E)

**1973-1980:** Chemamul Primary School (C.P.E)

## Professional Experience

1989- 2009: Primary School Teacher

2009- date: Primary School Head Teacher

## Church Responsibilities

1979- Baptized in Seventh-Day Adventist Church

1990 - 1992 Secretary in Dorcas Society

1994 – 1996 Dorcas Society Leader

1997 – 2000 Church Treasurer

2001 - 2004 Church Choir Leader / Women Ministry's Leader

2005 – 2008 Church Chorister / Dorcas Departmental Leader  
2009 – 2010 Education Department Leader  
2011 – 2013 Women Ministries Leader / Children Ministries Teacher  
2014 – date Church Choir Leader