

**DETERMINANTS OF FIRST YEAR STUDENTS' PREPAREDNESS FOR
TRANSITION FROM SECONDARY SCHOOL TO UNIVERSITY: A CASE OF
MOI UNIVERSITY, KENYA**

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THESIS FOR EXAMINATION

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DEDICATION

I dedicate this thesis to my mom Dorothy Njeri, my dad Henry Njage, my sister Mary and my loving husband Shadrack Mwabonje for your continuous prayers and encouragement. Mama you are a blessing to my life, you are my heroine. You have been a source of inspiration to me, I am so grateful for your unremitting prayers, moral support and inspiring words.

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ABSTRACT

Universities are taken to have multiple transitions in terms of culture, content (what taught), environment, inter and intra personal relationships. Due to this therefore, transition of students to university is an important aspect that should be examined because despite the expansion of secondary schools and institutions of higher learning in sub Saharan Africa the throughput rate is still very low especially in terms of the skills and competences among the graduates. It is to this end that the current study analyzed students' preparedness for transition to university in Moi University, Kenya. Specifically, the study determined the effect of parental support on students' preparedness for transition to University, assessed the effect of secondary school guidance programs on students' preparedness for transition to University, evaluated the effect of peer support on students' preparedness for transition to University and established the effect of orientation program received on students' preparedness for transition to University. The philosophical underpinning for the study is pragmatism whose aim is always to determine practical solutions to problems and actual meanings of the results using what works best. Mixed methods research design was used whereby the researcher generated data using concurrent triangulation approach. Purposive sampling was applied to sample first year students in Moi University and proportionate sampling together with simple random sampling was applied in the selection of 375 sample size comprising both male and female students. Data was collected quantitatively and qualitatively where questionnaires and focused group discussions were used respectively. Quantitative data was analyzed using descriptive (mean and standard deviation) and inferential statistics using SPSS (Pearson Correlation Coefficient), followed by linear regression to test the hypothesis. Thematic analysis was used for qualitative data analysis. The findings of this study revealed that although the determinants of first year students' preparedness for transition to university (parental support, secondary school guidance, peer support and orientation program received) were being provided, orientation program received at the university was not effective in supporting successful transition to university. Minimal efforts have been put on some areas especially course selection. All the H_0 hypothesis were rejected in that (parental support, secondary school guidance, parental support and orientation program received) were found to have statistical significance on students' preparedness for transition to university. It can be concluded that above 85% percent of first year students are not well prepared for transition to university and that both teaching and non-teaching are not meeting the expectations of first year students at the university. The study recommended that secondary school and university should work in harmony to enhance successful process. Moreover, there should be an orientation follow up in the second semester of first year. This will ensure that first year university students settle down without having to switch from one course to another. Moreover, it will result in improved competency among students graduating from universities hence contributing to the achievement of vision 2030 and Sustainable Development Goals, specifically SDG 4 and 8.

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LIST OF ACRONYMS AND ABBREVIATIONS

CHE	Commission of Higher Education
DV	Dependent Variable
G.O.K	Government Of Kenya
HSGP	High School Guidance Programs
IV	Independent Variable
SPSS	Statistical Package for Social Sciences
MU	Moi University
OPR	Orientation Program Received
PGS	Parental/Guardian Support
PS	Peer Support
UNESCO	United Nations Educational Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

As one advances in age, there is a mandatory transition from one stage to the next and in this case education institutions are not an exception. This is normally accompanied by different challenges if proper guidance and support is not forthcoming to the individual transition. In this chapter, the researcher discussed the background to the study, statement of the problem, purpose of the study, research questions, theoretical framework, conceptual framework, significance of the study, scope and limitations of the study, assumptions of the study and operational definition of terms.

1.2 Background to the Study

Transition refers to the behavioral and inner mental process that occurs when students experience adjustments and move from the known to the unknown, reacting to culture, social and reasoning challenges (Edwards, Hawker, Carrier, & Rees, 2015). This change happens in peoples' lives which they may either accept or reject. As much as it can take place rapidly, having a successful transition can be a challenge. In this case, universities are taken to have multiple transitions in terms of culture, content (what is being taught), the environment and inter and intra personal relationships. Due to this therefore, the transition is assumed as the ongoing process in an individual's life hence it is not avoidable. First year students in universities may be regarded as victors since they performed so well in their final exam in secondary school (Hodgson, Lam, & Chow, 2011). This may not be the case since all through their secondary school life they are

normally guided by both their parents and teachers, which is not the case at University. Social transition into the University is a very important component for any student to become successful and in producing graduates with the required skills for socio-economic development (Labadi, 2017). Due to this therefore, transition of students to university is an important aspect that should be examined because despite the expansion of secondary schools and institutions of higher learning in sub Saharan Africa the throughput rate is still very low especially in terms of the skills and competences among the graduates. This can only be achieved if there is successful transition to the university which, in this case, is the “factory” for producing successful citizens (Bloom, Canning & Chan, 2006; Vavrus, Thomas & Bartlett, 2011). Brinkworth, McCann, Matthews, and Nordström (2009) conducted a study in Europe to assess the transition from high school to university, and concluded that high school students’ numbers and decreasing standards in high school have led to deteriorating university standards and high failure rates during their first year of study at university. Furthermore, Kalimasi and Chisalala (2016) argue that in Africa, many secondary school leavers face challenges in university and in their career choice, because of poor guidance and inadequate information and skills from parents, peers, secondary school teachers and university personnel. Due to this therefore, career guidance and counselling by stakeholders in support of students’ is imperative to ensure successful transition to university and even to the professional world.

Consequently, coping with university life is not easy for any student especially in terms of independent decision making, making new friends and academic involvement. If effective measures are not implemented, the student is likely to experience poor transition which will result in various challenges such as alcohol and drug abuse, rioting and

irresponsible sexual behaviour, or academic performance, delay in the completion of studies, wrong course selection and misuse of finance and time. Due to this therefore, it is imperative for every student to have a successful transition in every stage of his or her life since it forms the basis for future success especially in career development. There has been growing academic concern of late that students are not well prepared for joining universities especially in course selection hence declining education standards (Trotter & Roberts, 2006). According to Brinkworth et al.(2009), completing secondary school successfully is considered to be a yardstick for university admission. This has led to stress among secondary school teachers to ensure that students pass their final school leaving exam and enroll at universities, without preparing them adequately for successful transition (Ono, 2007; Stevenson & Baker, 1992; Kasuki, 2014). Such unrealistic standards have been one of the contributing factors to massive cheating in our secondary schools; that persists in universities.

In Kenya, it is expected that as students enroll at universities, they are prepared for transition to the world of academia that is different from what they are accustomed to. During their secondary schooling, students are directed in terms of how to use class and leisure time, are mostly confined to the school complex, have to observe rules relating to time for waking up and sleeping, and are not fully in control of their finances. In contrast, at university, students have to manage their resources independently; both financial and time. This entails that they have freedom to do as they please (Wu, Garza, & Guzman, 2015). Transition from secondary school to University is significant because institutions of higher learning play a crucial role in building capacities for the generation, adaptation,

processing, dissemination and utilization of knowledge and innovation into social and economic development.

Furthermore, the Kresge Foundation research report conducted in South Africa on access and success in the University claims that vocational training institutions accommodate more students than universities which is not the current case (Lewin & Mawoyo, 2014). The same report noted that students' success is not simply measured by them graduating from the university with a certain course, though it is still important, success translates to the value of the programs, the quality of the skills and the character that the students have by the time they leave the university. This entails their level of preparedness to fit into the employment sector as successful graduates with ease. Learning methods are determined by the environment and a number of individual features such as students' learning experiences before and after joining the University (Byrne & Flood, 2005). According to McInnis, Hartley, Polesel, and Teese (2000), if the expectations of first year students contrast from their experiences in the University, they may become disorientated and hence may not succeed during other phases of their life . According to Kuy (2015); Cloete and Maassen (2015); Maree (2009), higher education is frequently the key ingredient in moving the needle away from unemployment and poverty towards employment and economic development. Furthermore, a 1971 review by Shertzer and Stone found that many a time human beings feel emotionally and psychologically insecure in a new environment (as cited in Journal & Jsa, 2013). This is a common feature among students enrolling at the university for the first time who come to be members of the new community. During the first year the student may feel confused, insecure, anxious, disturbed and even helpless especially during the first semester

(Brinkworth et al., 2009). The same research contends that, as much as the number of students transiting from secondary school to university is high, it is important to retain the students up to completion.

The global university entry provides students with an opportunity to further their career advancement. Subject to where they come from and the setting, the physical and social environment of the university is novel, and overwhelming for some students. Consequently, many students' enrolling at public universities have unexplained fears and expectations about life in the university and education. This could be due to the freedom given, huge population and also the fact that a majority of these students come from rural areas which are far from the university setting. Many students find themselves in universities far away from their locality because selection is administered from a central office unlike private universities where admission is administered by the individual universities, though currently few government sponsored students are being admitted. In addition, some students, and especially high school friends, have branched off into different fields hence leading to students feeling lonely and isolated. Some students are able to overcome some of these fears while others become frustrated especially if their needs are not met. In support of this, a report conducted by universities in South Africa found that there are low retention rates resulting in very few students completing their undergraduate program within the stipulated time frame (Lewin & Mawoyo, 2014). According to South Africa's Centre for Higher Education (CHE) report of 2013, 27 % of the students graduating within the stipulated period, 40 % of them abandon their study programmes.

Moreover, as much as the students are happy to be admitted to universities, it is true that it comes with some anxieties as students are separated from the familiar places and families for the first time (Wangeri, Kimani, & Mutweleli, 2012). According to Greenberg (1981) the root cause of the stress and discomfort experienced by first year students in the university include among others, meeting new people, making friends and being given greater responsibilities. Bojuwoye (2002) contends that first year students may be experiencing stress and discomfort due to their growth stages. The study identified characteristics of the students, environmental needs of the institution, financial and time management as the root causes of stress resulting in first year adjustment challenges to university life. Conversely, Whitman (1984) realized that the demands of the higher education process triggers helplessness and isolation leading to low self-esteem among some students. From the above discussion, it is therefore clear that academic and social experiences of students' in high school do not prepare them adequately for university education. The transition from secondary school to university is a main concern worldwide (Brinkworth et al., 2009).

According to Abdullah, Elias, Mahyuddin, and Uli (2009) students who manage to adjust properly to university perform better academically compared to those who experience challenges in transiting to university life. New students joining university require much support to ensure that they settle down quickly with a successful transition to the university. The same study postulates that Kenya is not an exception compared to the rest of the world whereby joining university is the first main break from parental and teacher supervision. A study conducted in Kenya among Gusii students' reports that socio-cultural environments from which the students emerge dictated their perceptions about

the university. Students from private primary schools were found to have easier transition as they were well prepared by their teachers and parents. In private schools teachers were found to prepare students for final exams and also acted as their mentors in preparation for university expectations (Simanaviciene, Giziene, Jasinskas, & Simanavicius, 2015). Hence the study examined how prepared first year students are for transition from secondary school to university.

1.2 Statement of the Problem

Successful transition to university is a very important stage for any individual admitted to the institution, since it forms the foundation for mature life, for making personal decisions and choice of careers, hence being a very important stage in one's life (Wangeri et al., 2012; Hanna, Hall, Smyth, & Daly, 2014; Kalimasi & Chisalala, 2016). Many students excel in secondary schools in Kenya and therefore expect to be admitted to universities. The question is, how well are these students prepared for university education? Even after the establishment of guidance and counselling programs in the learning institutions, students are still involved in criminal activities such as stealing, stealing exams, irresponsible sexual behaviour, rioting, alcohol and drug abuse and mismanagement of time leading to poor performance, drop outs and transfers from one school to another (Nakalema & Ssenyonga, 2014). Hence the need to assess the determinants of first year students preparedness for transition from secondary school to university.

1.4 Purpose and objective of the study

1.4.1 Purpose of the study

The broad aim of the study was to assess the determinants first year students' preparedness for transition from secondary school to university in Kenya.

1.4.2 Objectives

- (i) To determine the effect of parental support on students' preparedness for transition to University.
- (ii) To assess the effect of secondary school guidance programs on students' preparedness for transition to University.
- (iii) To examine the effect of peer support on students' preparedness for transition to university.
- (iv) To establish the effect of the orientation program received on students' preparedness for transition to university.

1.5 Main research question

What are the determinants of first year students' preparedness for transition to university in Kenya?

1.6 Hypotheses

- H₀₁ Parental support has no significant effect on students' preparedness for transition to University.
- H₀₂ High school guidance has no significant effect on students' preparedness for transition to University.

H₀₃ Peer support has no significant effect on students' preparedness for transition to University.

H₀₄ Orientation program received has no significant effect on students' preparedness for transition to University.

1.7 Justification of the study

Despite some studies being conducted on the transition of students to university, first year students are still experiencing challenges in transiting to university in terms of social adaptation, resource management and academic preparation. If urgent solutions are not identified for this, a majority of universities, especially in developing countries, will continue to lose their students academically and socially hence stifling development in developing countries. This will in turn affect the achievement of the vision 2030 agenda on education that aims at providing globally competitive quality education training for her citizens for national development and enhanced individual wellbeing. It will also hinder achievement of sustainable development goals (SDGs) 4 and 8 which focuses on quality education and sustainable economic growth, employment and decent work for all respectively. There will also be increased crime rates among university students.

In Kenya, few studies have been conducted on transition from secondary school to university, except for one focusing on challenges facing students in the transition from secondary school to university (Wangeri et al., 2012), one study was conducted in Gusii South Nyanza on secondary school girls' preparedness for transition to university (Choti, 2009) and one conducted in Motomo District in Kitui County dealing with the transition from primary to secondary school (Kasuki, 2014). The current study is thus relevant to

bridge the gap, since the former studies focused on the transition challenges in general without identifying the level of preparedness, and also experiences of the transition of both gender was left out in one of the studies. Moreover, the study was conducted in a university that has both an urban and rural setup, unlike the previous studies that focused exclusively on universities allocated in urban areas. There has been an increase in the number of students enrolling at universities, low throughput rates, an increase in crime rates among university students and poor professional skills among undergraduates.

1.8 Significance of the Study

It was anticipated that the findings emerging from this study will be of direct support to the Commission of University Education (CUE) to guide them in the revision of policies related to the roles of Universities in enhancing effective orientation of first year students, and in auditing different degree programs for different years of study. It will also support the management of universities in integrating the already existing strategies in first year programs and equipping the support offices to provide support to first year students in their transition to university if they are aware of the challenges. The findings will also assist in adjusting the already existing orientation programs among universities in Kenya. Conversely, the study will be of direct interest to lecturers teaching first year students and universities to increase the retention rates. The findings will also be of help to secondary school management teams who are involved in preparing students for transition to universities especially the career office and guidance and counseling and the parents in terms of making them aware of the expectations in preparing their children for transition from secondary school to university. The Kenya Institute of Curriculum Development

(KICD) is anticipated to benefit from this study in the formulation and revision of life skill programs taught in secondary and primary schools. The findings will also be of importance to future researchers in supporting their study.

1.9 Scope of the Study

Due to time and resources, the study was only limited to first year students at university under study. The university selected is a public institution and one of the largest and the oldest universities in Kenya to enhance effective results since there are different social classes of students. The study focused only on first year students, since they are transiting to a new environment which is completely different from the secondary school environment hence they are confronted with more complex challenges. The reason for selecting the university for the purposes of this study was because it is one of the largest public universities in Kenya that has both an urban and rural setup, while the previous studies focused exclusively on universities situated in urban areas.

Furthermore, the study covered only four constructs in assessing preparedness among first year students in the university selected. This was done using a likert scale which includes secondary school guidance programs, peer support, parental/ guardian support and orientation received at the university. The study generated data using both qualitative and quantitative approaches where in qualitative, only focused group discussions were used supported by tape recordings of the discussion and for the quantitative section, questionnaires were administered among first year students within the sample size. For both tools the respondents were first year students drawn from Moi University.

1.10 Limitations of the study

Uncooperative respondents opted to carry questionnaires with them or failed to answer all the questions. As a remedy for this the researcher incorporated focused group discussions for triangulation purposes. Moreover, the study was only conducted among first year students because it is the group experiencing immediate transition from secondary school to university. The researcher used a large sample size which proportionally sampled from all schools in Moi University to increase the reliability of the data hence giving room for the generalization of research findings.

1.11 Assumptions of the Study

The assumption of this study was that all the respondents selected in the sample size were to elicit honest responses and that they were to be available at the scheduled time. Also, they were to read and understand the questions.

1.12 Theoretical Framework

The study was based on two theories namely Havighurst's (1972) Developmental Task Theory and Erikson's developmental theory. The study used the theories to compliment because they complement each other. Havighurst's developmental task theory outlines the life stages and their respective characteristics while on the other hand, Erikson's developmental theory has the crisis associated with each stage of human life that one has to overcome for a successful transition. In his work, Havighurst (1972) classified human life into six stages namely; infancy -early childhood (birth to 5 years), middle childhood (6 to 12 years), adolescence (13 to 18 years), early adulthood (19 to 29 years), middle

adulthood (30-60 years) and later maturity (60 years and above). Havighurst (1972) contends that every stage classified above has some characteristics or tasks that the individual experiencing must achieve for a successful transition to the next stage. According to him, if these tasks are not achieved, the individual faces challenges transiting to the next level. From his discussion, the developmental tasks of early adulthood are selecting a partner of the opposite sex. The individual also achieves masculine or feminine social roles in society for instance girls acquiring the qualities of being good mothers and home makers and learning to live with a marriage partner. Furthermore, one learns how to detach from the parents and to be independent in life especially in making decisions like this starting a family and rearing children. Moreover, during early adulthood, the individual starts to choose careers, occupations and investments of his or her choice hence being a very important stage in the mature stage of life. The individual also takes responsibility for civic roles in society by behaving according to the societal expectations and finding congenial social groups to identify with away from family members. The study only concentrated on adolescent and early adulthood stage since it is the stage, where first year students are transiting to University according to developmental tasks given (Wangeri et al., 2012). It is also a stage where first year students are forming relationships away from family members especially opposite sex, making individual decisions and identifying with different careers.

The study was also grounded on Erikson's (1994) developmental theory which divides human life into eight psychosocial stages namely; infancy (0-1.5), early childhood (1.5-3), play age (3-5), school age (5-12), adolescence (12-18), young adult (19-40), adulthood (40-65) and maturity (65+). Every stage is accompanied by different crises that are

formed as a result of a conflict emerging between the individual and societal needs, that are overcome by successful completion of the stage, hence personality development. Personality development of an individual enables one to achieve virtues and transiting to the next stage successfully. The study only borrowed from the adolescence and young adult stages because it is the stage where the majority of first year students are located. In his argument, individuals try to identify who they are and who they will be in the future during the adolescence stage. The individual also tries to be independent in decision making in order to fit into society. It is after successfully completing the stage that an individual starts to form relationships with people outside their family especially the opposite sex, and also identifying with a certain career and if the individual does not transit successfully to this stage, isolation develops. In relation to the current study, first year students will become frustrated and discouraged if they are not guided in having a successful transition to university life, hence leading to poor academic performance, completely dropping out of university or even indulging in criminal activities.

The two theories informed the study on matters pertaining to the transition of first year students from secondary school to university, since the students are starting a new phase in life away from their parents, in a new environment, new social group and at the same time expected by the university to adjust to the environment for learning to take place. According to Havighurst (1972), if the students are not guided for successful transition to university, will experience challenges in the subsequent stages and others may end up being frustrated and hence dropping out of university or joining illegal groups to overcome their frustrations. The researcher applied Erikson's (1994) developmental theory to complement the above theory on matters pertaining to identity and crisis among

adolescents, which is not part of Havighurst's (1972) theory. This is because the majority of first year students are in their late adolescent stage, which is not identified in Havighurst's theory. This assisted the researcher in understanding the participants from a psychological perspective.

1.13 Conceptual Framework

Students' preparedness for transition from secondary school to university is a concern for many, since it is a shift from one environment to another. If it is not well coordinated, students experience challenges that may have long term effects on their studies, career development and their life in general which might lead to them dropping out of university or taking a longer time than the stipulated time to complete their programme of study. There are so many adjustments expected of first year students for successful transition. Guardians, secondary schools, universities and peers are expected to provide services that enhance quick and faster adaptation of both male and female students, make informed decisions, have healthy social lives and proper adjustment to academic life. These services include mentorship programs, career choice services, and orientation programs by the office of the dean, chaplaincy, health education and catering and accommodation. On the other hand, if successful transition is not achieved, the students will not have a healthy social life, will not enjoy their university life and may even encounter challenges in intrapersonal skills. This may result in frustration among first year students who may experience difficulties adapting to university life, which could even result in dropping out. However, there are factors that might influence students' preparedness for transition

to university but the current study has not addressed. These are government policy, university policy, religious background and individual attitude.

The conceptual framework entailed four independent variables (IV) namely; parental support, high school guidance, peer support and orientation program received, with level of preparedness for transition as the only dependent variable (DV). The four contribute to first year students' preparedness for transition to university in different ways. Each has a role to play in preparing students for transition hence need to work in harmony. Furthermore, it has intervening variables namely; government policy, university policy, religious background and individual attitude.

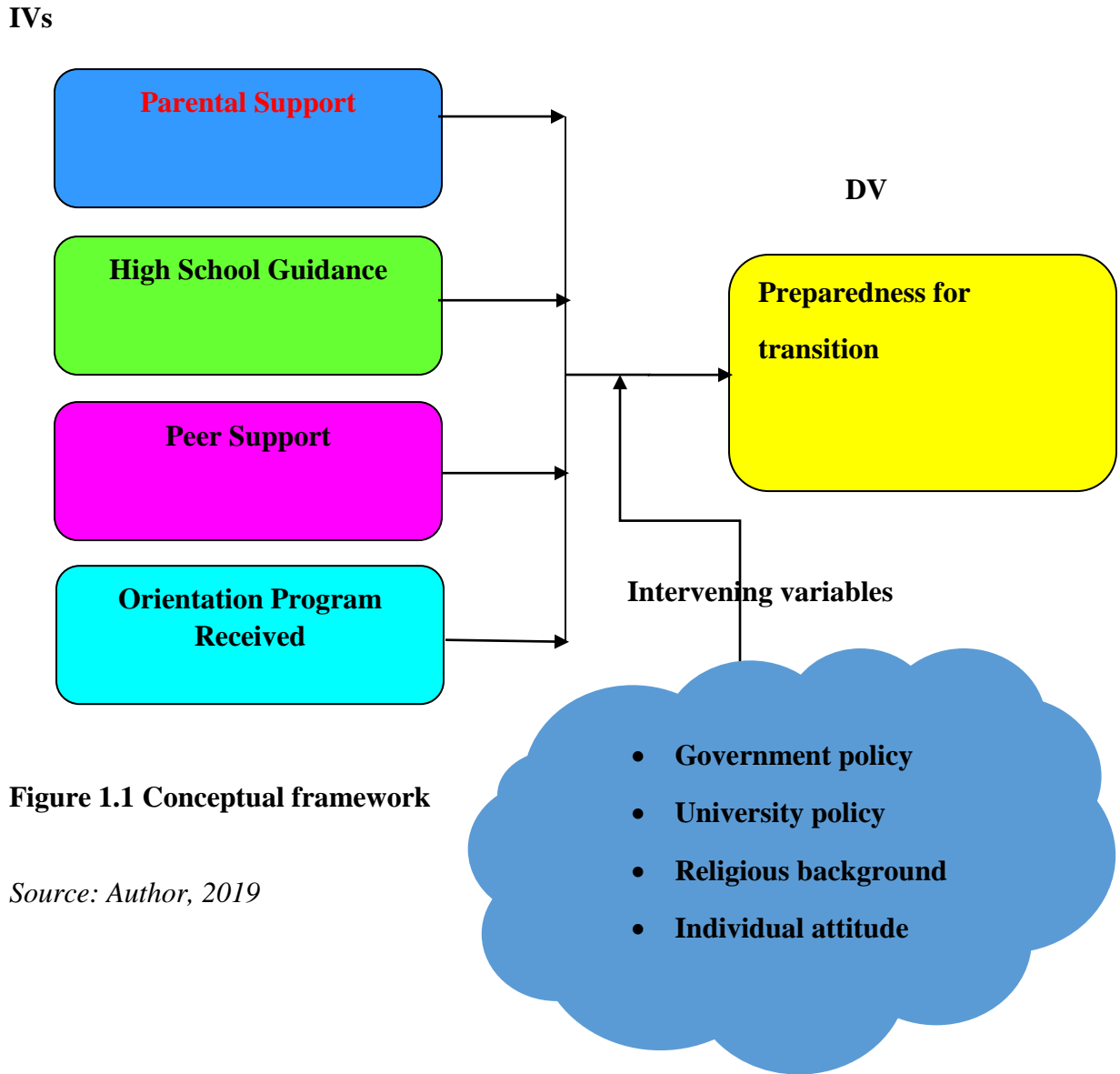


Figure 1.1 Conceptual framework

Source: Author, 2019

1.12 Operational Definition of Terms

Challenges are the difficulties experienced during the period of transition to university life which includes social, academic, financial, time management and spiritual. All these should be taken care of in order for students to have a successful transition.

Level of preparedness. Different first year students have different levels of preparedness for the transition from secondary school to the university both in terms of the university and the secondary school they are coming from. This was measured using a likert scale in terms of social, time, financial and academic skills.

Orientation program received is any form of guidance and support given to first year students at the university by university staff, both teaching and non-teaching staff in enhancing their transition to university. This includes support from lecturers, deans' office, career department, counselling department, chaplaincy, students' leaders and other support offices.

Parental/guardian support is any form of assistance given by parents to their children in enhancing their transition from secondary school to university.

Peer support refers to any form assistance offered to first year students by friends, classmates, continuing students either before or after joining university.

Preparedness in this research study refers to the availability of important academic skills, individual awareness of learning culture, dealing with freedom and time management, social skills, being assertive and awareness to the use of technology.

Secondary school guidance refers to the form of counselling offered to students in secondary school in terms of career mentorship, social skills and individual responsibility.

Stakeholders are the parties involved in contributing to the education in terms of paying school fees, discipline, spiritual growth, guidance and counselling, career development

and social growth. They include guardians, siblings, peers, secondary school teachers, lecturers and university officials.

Transition refers to the progression from secondary school to university. It includes changes in environment, responsibilities, psychological and expectations both academically and socially.

1.13 Summary

Chapter one focused on the background to the study, research questions, statement of the problem, justification of the study, limitation of the study and operational definition of terms. Successful transition of first year students from secondary school to university is crucial since it forms the foundation for mature life. It is after successful transition that students will attain qualifications for professional life, which will lead to socio-economic development of a country. It is therefore the responsibility of all stakeholders to ensure that they play their roles effectively. Students from different backgrounds have distinct characteristics and needs which institutions should try to meet to ensure the success of vision 2030 on education in Kenya.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focused on the research that was conducted by other scholars in relation to the study area and the objectives outlined in chapter one. The study provides a literature review on the levels of preparedness, roles played by parents in support of their children to transit, support provided to students at secondary school level through guidance, peer support and orientation program offered to students at the university. Within the literature reviewed, the researcher also identified the gap as depicted from different studies reviewed and the study concludes with a brief summary.

2.2 Students' levels of preparedness

There are different levels of preparedness for transition that students possess by the time they are in their first year of study in university. These are in terms of individual life on campus, which is how a student is expected to conduct her/himself in the university, university environment, and the expected challenges and how to deal with them. Another form of preparedness relates to career progression whereby every student should be made aware of various programs and prospective career advancement after university, as well as professional bodies in different professions. They should also be prepared in terms of competences required in different fields before and after joining university. In terms of scholarship, students need to be acquainted with the sources of university funds that are available including organizations, Higher Education Loans Board (HELB), donors among others. Finally, students need to be prepared for admission, where they are taken through

the qualifications of joining university for each course they would like to undertake. They are mainly influenced by the family, instructors, individuals, the environment and peers (Amri, 2014).

A comparative study conducted between two universities, one in the Netherlands and the other in New Zealand on students' perceived preparedness for university, revealed that there was a significant difference in the response given by first year students in the two universities in terms of levels of preparedness. First year students in the Netherlands were expected to have high levels of preparedness compared to New Zealand students (Muller, 2013), since their secondary education system prepared them for transition. These levels of skills included communication and ICT skills.

The levels of preparedness applied in this study partly compares with the study conducted in Tunisia and the findings were related (Amri, 2014). The former study did not measure the level of preparedness in terms of social life which the current study used. There was a greater percentage of first year students in the two universities (Otago and Groningen) who felt that they were ill-prepared in secondary schools to join the university. On this note, 73% of the Otago University students in New Zealand and 61% of Groningen University students in the Netherlands were not confident that they would be able to complete first year in the courses selected. In the two universities, a majority of the students felt that they were not prepared to do assignments given in class. This could be due to the fact that in secondary school the teachers normally provided students with all the material unlike in university where students were expected to conduct research on their own. From the above findings the question is, can the results from different

variables used to measure the level of preparedness among first year students be generalized to all universities? The above study was a comparative while the current study will only be focusing on one public university in Kenya.

Moreover, McCarthy and Kuh (2006) conducted a survey of over 170,000 American high school students and came to the conclusion that there was a major gap between students' learning habits and what was expected of them by the university as they join university. This concurs with a study conducted in Australia among Melbourne secondary schools students (Abramson, Lowe, & Atkinson, 2000).

Case, Marshall, and Case (2013) arrived at similar findings after conducting a study in South Africa in Science and Engineering education at the secondary–tertiary interface. The study found that there was a major gap between university expectations of first year students and the actual performance, hence recommending that more research to be conducted in this area. The research concluded that poor performance among science and engineering students could be attributed to under preparedness of students enrolling at university hence calling for universities and secondary schools to work collaboratively in preparing students for the university context.

Furthermore, a study conducted at the University of Ulster on the preparedness of students for transition from secondary schools to universities found that 41% of the students were disappointed with the university environment and more so with services provided, since they expected that the problems they encountered while in the university be attended to which was not the case (Cook, 2014) . Cook also found that, 89% of the students were not ready for the lecture method used by the lecturers, since they expected

notes to be dictated; this was not the kind of teaching they expected in university. In terms of the hours spent in class, a majority of the students (over 50%) expected that they would spend a longer time in the actual classes than was the case.

In addition to the above, Venezia, Jaeger, Venezia, and Jaeger (2017) conducted a comparative study of students' preparedness for college from different high schools in terms of knowledge possessed, knowledge application and analytical skills. Students who had not been supported by parents, teachers and members of the public before the transition were found to perform poorly in the texts given. A majority of them were found to possess no analytical skills.

A study conducted in the USA in collaboration with psychology students on their preparedness of first year students and the challenges they experienced through transition found that a majority of the students who lacked social and cultural skills were not able to relate well to others. These students, according to Maunder et al., (2017), were lonely in the university context and were not able to fit into the environment. This implies that all levels of transition among students must be catered for in order for students to transit smoothly without challenges.

Consequently, a Malaysian study on bridging students- successful transition from high school to college found that a majority of the students are basically unprepared for college life, which is a challenge to many instructors in colleges. The study identified skills that an individual should possess to enhance transition, which includes academic skills, individual understanding skills, individual support skills, decision- making skills,

assertiveness and confidence, rational thinking and awareness about college education and what it entails (Tang & Wong, 2015).

Amri (2014) conducted a study on high school transition to university among first year English students at the Institute of Languages in Tunisia. The study explored preparedness among freshmen in study skills in terms of managing time, setting realistic goals, identifying a conducive learning environment, skills of note-taking, concentration, summarizing a text, coping with anxiety and information processing. The study reported that a majority of the students tested, scored above fifty percent in affective areas and below fifty percent in cognitive areas. They were found to be eager to learn and managed their time properly, but they were not able to concentrate in reading. Moreover, the study found that the students were not able to conduct individual research using available resources, hence were not well prepared for the exam. In addition, the research reported that the students were unable to understand the flow of information in the university, hence were not informed of important happenings. The majority of the students performed so poorly in the tests given compared to the expectations of the university. It is therefore evident that a majority of the students joining university have very low levels of preparedness for university transition. The study recommended that more needs to be done on the levels of preparedness among freshman in the university for transition. It is with this in mind that the current study will conduct research on determinants of students' preparedness for transition to university in one of the universities in Kenya.

In support of the above, in an Australian study Kelly (n.d.) found that first year students in computing classes experienced challenges with being independent, especially in

executing studies and managing their time. Another Australian survey in 2004, among first year students, found that as much as there are several efforts to close the gap between secondary schools and the university in the past, 60 percent of the first year students were found not to be adequately prepared for university (Krause & Coates, 2008). A third of the reporting students felt ill- prepared to select a university course when completing secondary school and are therefore likely to experience initial reality shock especially when they receive their first semester marks (Krause & Coates, 2008).

Regina (2011) agree with the findings that first year students feel isolated, do not know anyone in the university especially those students from rural areas. They were also affected by the fact that they did not receive attention from lecturers as was the case during their secondary school experience.

In a study conducted in Kenyatta University in Kenya, on the transitional challenges facing first year students in public universities based on autonomy, social change, compatibility among roommates, the eating habits, and access to care services and change in academic programs it was found that the largest percentage of students, both male and female, experienced challenges in all the transition areas investigated (Wangeri et al., 2012).

Lewin and Mawoyo (2014), who conducted research in South African universities, support the above findings. From their research, they found that one of the major challenges facing first year students was poor accommodation facilities in the university and poor nutrition due to high costs of food, which was unaffordable, especially for students from rural and poor backgrounds. Moreover, first year students, especially those

from poor rural areas experienced language challenges. This affects successful transition of students hence their general performance and adaptation to the university environment. Consequently, students are expected to manage their studies independently without any supervision, hence making some students drop out or fail if they cannot cope with the change. Some of the reasons for the lack of successful transition is the inability to balance social and academic life, drug and substance abuse, lack of proper preparedness for tutorials and not being able to cope with the large workload in the university (Lewin & Mawoyo, 2014). First year students experience many challenges if they are not thoroughly prepared for transition to university by responsible stakeholders. This will be manifested differently among first year students from different backgrounds.

Furthermore, a study conducted at Adelaide university comparing the preparedness of first year students for transition to university in terms of social skills found that a majority of the students from rural areas were not well prepared socially (Sadowski, Stewart, & Padiaditis, 2017). They faced the challenge of bonding with the students from urban areas and also other cohorts. This evidence concurs with the research conducted at Kenyatta University among first year students to test their level of preparedness in terms of eating habits and social skills (Wangeri et al., 2012). The study found that a majority of the students that were not able to cope with university life in terms of social skills, were mainly from rural areas and were found not to be exposed to 'that kind of life' hence getting lost within university contexts and lacking in communication skills resulting in anxiety. This was evident when they complained about their roommates with whom they were not on good terms. In terms of eating habits, many first year students were found not to be able to prepare a balanced meal for themselves, therefore buying

junk food from cafeterias within the university. First year students, who were not financially stable were found to eat one meal per day which is still unbalanced.

Those who were socially fit and had good eating habits were found to adjust very rapidly to university life. From the above research, it is evident that more needs to be done to prepare first year students to fit into the university setting. This gives them the necessary confidence even in communication, which enables them to perform well both socially and academically. The two studies evaluated students' preparedness in terms of social skills, while this study incorporated both academic skills, social skills and financial management.

2.3 Parental support

Different stakeholders have a very significant role to play in ensuring students' smooth transition from secondary school to university. This role is in regard to students' preparation with information about university education pathways, career options, challenges being faced by students during transition and examining the strategies implemented by different universities to enhance successful transition of first year students (Kalimasi & Chisalala, 2016). This includes guardians, siblings, teachers, chaplaincy, support offices in the university and the environment at large. Before the students join the university, some high school teachers and parents offer them guidance concerning what to do and what not to do in regard to mode of dress, how to use their leisure time, the friends to keep, what food to eat and so on (Wangeri et al., 2012). All the students need backing from their guardians, teachers and fellow peers for successful

transition. This can be motivational, financial, social and informational (Zozie & Kayira, 2012).

A study conducted in Australia among Melbourne secondary school students found that a majority of secondary school teachers, especially career teachers and parents know very little about the courses being offered in the universities, hence they mislead the students when it comes to career choice (Abramson et al., 2000). The former study was conducted among secondary school learners while their study was conducted among first year university students at Moi University who were experiencing the transition.

Contrary to the above, a study conducted on factors influencing the transition of pupils' from primary to secondary schools in Meru central district in Kenya found that some of the challenges facing the transition from primary to secondary school were, poor performance among the students hence disqualifying them from joining secondary school, low levels of education among parents which results in them encouraging their children to seek employment in the informal sector and poverty among families (Kirera, 2013). The former study only focused on the factors influencing the transition, while neglecting the preparedness these pupils experience to enhance their transition.

In line with parental support, a study conducted on transition, among university students in context using a case of Gusii students of southwestern Kenya found that a majority of the students who came from middle class families were fully prepared to join university (Moore, Slate, Edmonson, Combs, Bustamante & Onwuegbuzie 2010). Those students with siblings who have gone to university were found to be aware of university

expectations and those from families with no siblings at university were willing to learn more about the university hence working harder to get there.

According to Pargetter (1995), the results of unsuccessful transition from secondary school to university can be distressing to both the students and their guardians, which therefore could have a prolonged negative effect on their self-esteem. Many studies conducted have found that students experience transition challenges for various reasons which differ from one student to another. According to Hodgson et al., (2010), this could be based on the student's social, cultural and educational background, character, ambitions, environment of the learning institution, nature of friends and how all of the above interact. They found it both interesting and debilitating to move from being the oldest group in the school to the youngest; shifting from a familiar environment to an unknown environment and from being well recognized by many instructors to being a relative stranger (Kirera, 2013).

2.4 Secondary school guidance programs

The support given to students at secondary school level in relation to their transition to university is vital if a student has to achieve a successful transition. For example, the manner in which students are prepared for transition from secondary school to university will influence their expectations of the university (Cook, 2014). The mode of teaching, study habits and assessment in secondary schools will have a bearing on students' preparation for university contexts.

Cook (2014), in his study conducted among US university students found that a majority of the students were used to teachers spoon feeding them and mainly concentrating on

individual studies as opposed to group discussions, which are very common in universities. From the above discussion, Kenyan secondary schools tend to focus more on academic performance rather than preparing students with skills to adapt to universities and world of work.

A study conducted in China on the experiences of first year students in the universities found that many students felt that they were not adequately prepared for university transition. Among their contentions were that they were being trained to work individually not as a group, and that all the work they did was for the exams. According to these students the assessment in secondary school was about getting a good grade to attend university and did not focus on individual growth. From the above discussion, students in Kenya were not an exception, since all secondary school teachers' worked hard to ensure that many students joined university, hence forgetting other cycles of growth and development. The study only focused on the intellectual challenges being faced by first year students during transition from secondary schools to universities, while this study focused on academic and social levels of preparedness.

In support of secondary school guidance, a study conducted in Tanzania on students' preparedness from post- secondary to higher learning and the world of work found that a majority of secondary school leavers were not fully informed about universities and career choices as well. There was a gap between the expectations of the university and the knowledge first year students were found to possess in terms of their courses and prospective careers (Kalimasi & Chisalala, 2016); some students, especially from towns, were found to possess at least some information about the university and what was

expected of them. It was therefore evident that different students possessed different levels of preparedness as they joined university; some had adequate information and the relevant skills to apply in their university life while others were not completely aware of the demands of university life.

Brinkworth et al., (2009) supported the view that the experience among first year students was very important, because it helped one in connecting with the experiences back in the secondary school. According to Kirera (2013), secondary school counsellors helped the students to develop the independence needed to transit successfully.

Furthermore, a study conducted on transition, among university students in context using a case of Gusii students of southwestern Kenya, found that teachers guided the students in the selection of university courses according to their capabilities hence making them aware of the expectations of the course in the university (Choti, 2010). Consequently, the same study found that the students were well nourished spiritually hence supporting them in upholding the discipline of the pupils. The question was if first year students were spiritually nourished by the time they joined university, why did a majority of them become so immoral and became drug addicts? Though there were some positive roles played by different stakeholders in the former study, it was found that students who came from humble families had a challenge of explaining what was expected of them in the university and the benefit of them going to university. This could be because their guardians were also not aware of the structure and the expectations of the university. The study concluded that more research should be conducted on the responsibilities of the stakeholders in enhancing the transition to university.

Moreover, Kalimasi and Chisalala (2016) found that much guidance and counselling was being conducted by teachers in both secondary and primary schools on sexually transmitted diseases and early pregnancies, with less attention being given to education and career development. They recommended that teachers in secondary schools also participate in university transition, not just passing exams since they are the bridge to university. Kenya is not an exceptional case since the focus of secondary school is just on passing exams with little guidance to students on how to be prepared for university life. Hence, it is imperative that schools do much more to prepare their leavers holistically to be able to adapt to the demands of life outside the classroom, this includes both the world of work and the demands of higher education institutions such as universities.

The focus on the students joining university from secondary school has led to major academic challenges when the same students join university (Birch & Miller 2007). In addition to the above findings, research conducted in the University of Ulster on the preparedness of first year students for transition to University found that 17 % of the first year students were not aware of course selection in the first year and only 14% were acquainted with the choices to be made. In the same study, 18% were found to be completely oblivious to how these choices were assessed, 26% were not aware whether the courses involved selection and over half of the students were not aware of the number of hours for every class per week (Cook, 2014).

Similarly, a research study conducted in America on the US effectiveness of transition programs for students entering high school found that students who are not adequately prepared before the transition, are likely to face challenges during the transition (Cauley

& Jovanovich, 2017). These levels of preparedness were measured in terms of academic success, independent decision making, coping mechanisms to challenges and conflict resolution. Students, who were not well prepared for transition, were found not to perform well on the levels identified. This study concluded that students' preparedness for transition, influences the challenges they face at any stage of learning whether university, secondary or primary school.

In a study conducted by the University of Johannesburg, a mathematics test was administered among first year mathematics students to evaluate their preparedness for mathematics in university. Surprisingly, more than half of the students performed very poorly; an indication of unpreparedness for transition to university education (Jacobs & Pretorius, 2016). Due to this experience, the same students were subjected to mathematics training in university and given the same test. The performance improved indicating that before the training they were not prepared for the transition to university. The study concluded that the secondary school system in South Africa did not prepare students for the transition to university and as a result, students were confronted with many challenges when they joined university.

Similar to the above, a study conducted on the university's transition at Mzuni University in Malawi found that there was a major challenge in the selection of courses in the university. The level of preparedness for students was measured in terms of guidance and counselling, where it was reported that there was no career counselling both in secondary school and university on how students could select courses according to their capability (Zozie & Kayira, 2012). This was evident by more than half of the students indicating

that they were not aware of the careers available from the courses selected and the demands of the courses selected, hence attributing that to inadequate career guidance from secondary schools. Secondary schools in Malawi were reported to concentrate on students excelling in the final exam in order to join university, but there was no room left to advise the students on the expectations of university education. The same study reported that 5 % of the students joining university in Malawi dropped out before the end of the first semester, while more than half were found to drop out in first and second year. The students interviewed attributed that to inadequate preparation in the courses selected hence opting to drop out. Consequently, students from poor backgrounds were found to be unprepared for any course, simply because no awareness was created before they joined university. As a result, their interest was merely to join university for the sake of joining and to select whatever course they were advised to follow. They ended up having many challenges, hence opting to drop out of the course or from the university. The Kenyan system of secondary education is not any different from what was reported in Malawi, therefore there is a need for research on what determines students' preparedness for transition to university.

Consequently, a study conducted in Mzuni University in Malawi on students' levels of preparedness through guidance and counselling reports that a majority of stakeholders, especially secondary school teachers, had forgotten their roles in preparing students for transition and are now focusing on students passing exams. To support this assumption, first year students from different faculties were asked to provide their sources of information about university and the courses offered. The findings indicate that 58% of the students were said to have read the newspapers to gain information, 20% said that

they enquired from their friends and former graduates, 10% attributed awareness to their secondary school counsellors and 10 % from parents and relatives. About course selection,70% of the students are assumed to have selected university courses according to their subject interest in secondary school,10% claimed that they were guided by career teachers in secondary school,10% are reported to have been advised by parents, 5% said that they were guided by community role models and 5% were influenced by peers at Mzuni university (Zozie & Kayira, 2012). From the above scenario it was evident that a majority of stakeholders who expected to help students in achieving a successful transition have failed to do so hence there is a need for some intervention strategies. If urgent solutions are not identified for this, a majority of universities, especially in developing countries, will continue to produce graduates who are not competitive in global markets hence inhibiting development in developing countries. The former study only focused on the role of stakeholders on course selection, but this study explored overall preparedness offered by different stakeholders to students in transiting to university.

In general, a majority of the first year students lack the expected academic skills required by lecturers because of inadequate academic experience from high schools where they were taught by different instructors who used varied methods of teaching (Byrne et al., 2015). A majority of the students know very little about university in terms of academic and social life by the time they join, leading to many challenges.

2.5 Peer support

Generally, peers have an important role to play both socially, emotionally and academically among first year students. It is argued that a student who relates well to fellow students; either supportive friends or discipline specific peers, will have a successful university transition (Editor, Fergie, Maeorg, & Michell, 2014).

A comparative study conducted in Ireland to explore first year students and staff commitment with two first year experience initiatives: a Learning With Peers (LWP) programme and a Skills Development Module (SDM) found that a majority of first year students appreciated the mentorship program that was provided by their peers with the help of lecturers (Ginty & Boland (2016). This mentorship program was organized by trained student leaders, to support first year students to transit successfully to their third level of learning. In the same study, 88% of the students in one of the institutions indicated that the program of learning with their peers (LWP) assisted them in dealing with university challenges especially social and academic challenges. This study differed from the current study in that it was a comparative study while this study was conducted at one university. Also, explorative mixed method approach was used while in this study, concurrent mixed method design was applied.

The above findings were not different from Venezia and Jaeger (2017) who found that in the transition from high school to college, peers play an important role, which should not be ignored to ensure a successful transition. According to the former study, this was because students come from different backgrounds before joining universities where universality is expected to ensure that smooth learning takes place.

In support of the above findings, Engstrom and Tinto's (2008) study among 19 universities in America found that first year students were very happy with learning communities created to help them in settling down at the university. In addition-, the study found that students developed confidence with the help of their peers ensuring that the learning process was easier, and were able to access other support services with the help of their peers. Cross-tabular and multivariate regression methods were applied in data analysis of the former study which was conducted among 19 learning institutions while in this study, linear regression and thematic analysis were used to analyze quantitative and qualitative data generated from first year students in Moi University.

Contrary to the above findings, a study conducted on the role of academic and non-academic factors in enhancing retention rates at the university found that peer support does not play a major role in enhancing university transition (Lotkowski, Robbins, & Noeth, 2004). According to the study, peer support, non-academic and academic factors have little bearing on students' success and adaptation at university.

In their disagreement with the study on academic and non-academic factors, Swenson, Nordstrom, and Hiester (2008) conducted a study on the role of peer relationships in adjusting to college. Peer support was measured in terms of four items which included social, academic, emotional and institutional adjustments among first year students. From multiple linear regression, the study found that there was a positive effect between the items measured and adjustment to college life. The same study concluded that peer support is central to adolescent transition to early adult life where college peers were seen to play a greater role as compared to secondary peers. Negative peer influence was

reported to result in conflict in adjustment to college in the four items mentioned above (Swenson et al., 2008). The study compared a public and private university in US whose results were similar, while the current study was in a single public university in Kenya.

2.6 Orientation program received

As pointed out by Kelly (n.d.), institutions of higher learning should support the transition of students meaningfully since it will affect their achievement in the university. The transition from Secondary school to university affects social security, physical comfort and the ability to enjoy satisfying activities for first year students (Wagner & Davis, 2006). It tests students' autonomy and their ability to organize their own schedules and even how to manage their finances (Edwards et al., 2015).

Editor et al. (2014) recommended that in order to prepare students with the social skills universities should incorporate the aspect of social inclusion in their orientation programme in collaboration with student leaders. This was because first year students came from different backgrounds where they were socialized differently.

Muller (2013), conducted a study in New Zealand and the Netherlands on the preparedness of students for transition. He posed a question on who should prepare the students for a smooth transition; is it secondary schools or universities? Another question was how else high schools could prepare students for transition? In the current researcher's view, both university and high schools have a role to play in ensuring the smooth transition of first year students to university. The research recommended that there should be cooperation between university and high schools in ensuring successful transition. It advocated universities to come up with preparatory programs and outreach in secondary schools to

fill the gap between secondary school and university in preparing students for the transition process.

In support of the above view, Maunder et al.(2017) argue that it could help in giving future first year students a true picture of university and what is expected of them, especially those from families whose parents have no experience with the university (Amri, 2014; Kalimasi & Chasilala, 2016). Moreover, the same research recommended that university education be reformed so that they were also given a huge responsibility in preparing first year students for the smooth transition. Attention should be placed on how to reduce attrition rates among first year students now that university education had been expanded. Furthermore, the study found that universities played a very minimal role in preparing students for transition to university, which should be improved since it is a stage of molding future lives either to fit into the professional world or not. The former study only worked on the role played by different stakeholders up to secondary school level, omitting the university. This study will fill the gap by examining the role played by orientation programs at the university in enhancing transition to university (Moore et al., 2010).

Furthermore, Kalimasi and Chasilala (2016) conducted a study in Tanzania on students' preparation from post-secondary to higher education and working life. They found that a majority of first year students consulted their guardians, relatives, peers and secondary school teachers in the choice of their university course (Kalimasi & Chasilala, 2016) . From this evidence therefore, it can be concluded that as much as the university has a role to play in ensuring that the students have a successful transition, secondary teachers,

guardians and peers have the greatest role since they are to be consulted first before the students can think of university personnel. Kalimasi and Chasilala (2016) recommended that universities provide more holistic information on the courses and even the world of work for every course provided. From their findings, they found that a majority of universities provided insufficient information; they take it as “one shot “especially public universities. They use media to advertise the courses only during the intake, but not throughout the year. Another challenge that was found among university staff in charge of first year students was that they attended briefly during the orientations, they did not attend at all or they came unprepared to provide information required by the first years, hence confusing students. Helping first years to transit smoothly in the university should not only be done during the first or second week of reporting, but during the whole semester especially by the lecturers teaching them. Some students were found not to attend orientation programs since they are not informed of its importance, therefore students should also play their roles in ensuring the smooth transition to university.

On the same note, a study conducted in Malawi at Mzuni University concurs with this finding and recommends that there be follow-up activities after the orientation and that orientation be prolonged to even two weeks after reporting (Zozie & Kayira, 2012). This was supported by the report that the time allocated for different speakers during orientation was not adequate to provide all the information necessary to first year students and therefore they ended up rushing or even leaving out some important information. There should also be special programs for the students who do not attend especially because of genuine reasons like late reporting due to some challenges, which were lacking in universities (Zozie & Kayira, 2012).

According to Amri (2014), research among English first year students in Tunisia recommended that there was a need for university officials and lecturers to identify the strengths and weaknesses of fresh men in the university and to enhance smooth and faster transition. This would enhance excellent performance academically and also socially among the fresh men. This research study therefore identified the need to examine the role played by different stakeholders in enhancing students' successful transition to university among first years; lecturers are one of the stakeholders. Amri (2014), also recommended that students attend classes where cognitive skills were enhanced like information processing, exam preparation skills and self-testing. According to Amri, the University administrators were expected to understand diverse motives and the expectations of first year students in order to help them have a successful and faster transition to the university. Any disconnect between students' expectations and what was on the ground might possibly result in students dropping out of the University, or even graduating but performing so poorly both academically and socially. Ridley (2004) argued that the sensitivity and understanding between instructors and learners are essential in overcoming the changes in the expectations of the students at the beginning of learning.

Moreover, in South Africa it was realized that a majority of the students joining university were ill prepared for the transition and therefore universities, especially science faculties, normally organized intervention programs such as the First Year Academy (FYA) to help students fit in the system and cope with the challenges. The programs were aimed at exposing students to university environments and also boosting their level of confidence hence building on their esteem (Jacobs & Pretorius, 2016). This

was attributed to a lack of adequate trained teachers at the school level hence “half baking” the students for transition. It was with this in mind that the current study provided a lens through which to view the role played by different stakeholders in enhancing first year transition to university.

In addition, a study conducted in the US found that of the 2.2 million first year students, between 25 and 30 % changed their courses when they reach the second semester of their first and second year first semester (Rausch and Hamilton, 2006). Byrne et al. (2015), conducted a study to investigate why a majority of the students dropped out of university in the first year, and found that a lack of preparedness and poor motivation among students were the main reasons for this. In the same research, a percentage of the students were found to drop out of the university.

Another study conducted in Australia on the transition of students from secondary schools to tertiary institutions found that the transition challenges are characterised by a majority of first years dropping out and acquiring low grades as expected (Kelly, n.d.). The former research only worked on the transition of students from secondary school to tertiary institutions, without considering the determinants of the transition, which the current research addressed. The same study found that there was proof of problems of transition since 20% of the first year students expected to change their courses and 30 % were thinking of deferring their studies, with the excuse that they were not prepared for any courses.

According to a study on transitional skills and strategies by Edwards et al., (2015) students transiting to universities experience social, environmental, financial and

academic adjustments which, if they are not guided, experience various challenges. According to the study, some of these challenges include being isolated and lonely, how to manage their finance, stress of the new environment, time commitments, responsibilities, anxiety, being disappointed and being ignored. These findings concur with Wangeri et al., (2012) who conducted research on the challenges facing first year students in Kenyatta University. It is the duty of the university to support the students to experience this transition successfully for learning to take place, especially through the provision of the support facilities. Moreover, Byrne et al., (2015) concur with the findings above. If universities do not support students in understanding what is expected of them, they will be frustrated hence leading to failure and high dropout rates.

Cook (2014) contends that some students are under the misapprehension that a university is a holiday camp where people are not expected to work hard and others have the expectation of having freedom for different social activities away from their guardians, hence affecting the successful transition to university. This was predominantly manifested where the students had minimal levels of preparedness to an extent that they did not have any idea of a university. According to him, gender of the students has varying expectations of the universities whereby male students are found to have greater challenges of transition compared to females. These results were similar to the findings of Wangeri et al., (2012) who conducted a study in Kenyatta university, and found that a majority of males seemed to face challenges as compared to their female counterparts.

2.7 Summary

There are different levels of preparedness for transition that students possess by the time they are in their first year of study in university. These are determined by the preparation the student receives before and after joining university. Before the students join university, some high school teachers and parents offer them guidance concerning what to do and what not to do in regard to mode of dress, how to use their leisure time, the friends to keep, what food to eat and so on. According to the research conducted by different scholars, little is known by a majority of first year students about university life and career selection as they join university, and even after orientation in the university. Attention should be placed on how to reduce attrition rates among first year students now that university education has been expanded. Many studies conducted have found that students experience transition challenges for various reasons which differ from one student to another. If universities do not support students in understanding what is expected of them, they will be frustrated hence leading to failure and high dropout rates.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter provides an outline of the paradigm, research design, study area, target population, the area of study, target population, sampling design and sample size determination, research instruments, data collection instruments and data collection techniques. Moreover the chapter included validity and reliability of the instruments and how the instruments will be administered, data analysis techniques, data presentation and finally ethical considerations during the research period.

3.2 Research Paradigm

A paradigm is an integrated cluster of substantive concepts, variables and problems attached with corresponding methodological approaches and tools. The philosophical underpinning for the study was pragmatism, whose aim is to determine practical solutions to problems and actual meanings of the results, using what works best and using it to understand the research problem (Shannon-baker, 2016). According to Johnson and Onwuegbuzie (2006) this paradigm is always concerned with the implication of items and aims at the outset of the research (Biesta, 2010). This paradigm is of importance in this study on many levels; one is that it allowed the researcher to blend characteristics of quantitative and qualitative methods and to identify concrete solutions to transitional issues in the universities by sharing the findings and the recommendations (Moragan, 2007). It helped in complimenting the advantages and disadvantages of each method utilized since pragmatism allows for complementarity of both qualitative and quantitative

methods. Conversely, according to Shannon-baker (2016) this paradigm allows for transferability and generalizability of the results which will therefore enable the researcher to test for validity and reliability of data generated to enhance credibility. Arnon and Reichel (2009) as cited in Shannon-baker (2016) used the complementarity idea in their study using telephone surveys whereby they applied simultaneous parallel designs with a telephone interview including open-ended qualitative questions and quantitative survey .

3.3 Research Design

Pragmatic philosophical assumptions influenced the study to apply mixed method research design and concurrent triangulation mixed methods strategy. This is a one phase design in which the researcher implemented the qualitative and quantitative methods for generating data at the same timeframe and with equal weight applied to them. It involves concurrent, but separate, collection and analysis of qualitative and quantitative data and the results integrated during the interpretation time, in order for the researcher to understand the research problem best (Creswell & Creswell, 2017; Ayiro, 2012). This design was employed because it enabled the researcher to validate data obtained from one method with another hence complementing the weaknesses of one method with the other's strength. Shannon-baker (2016) used this design to conduct a study and after data generation, qualitative and quantitative data were analyzed separately then integrated during the discussion. The challenge of using this design is that much expertise and effort is required now that data is being generated concurrently and that both qualitative and quantitative approaches carry equal weight. The study applied mixed methods design in

generating, analyzing and then converging data during interpretation and discussion. This involved the collection and analysis of both quantitative and qualitative data in a single study in which the data was collected and generated parallel respectively (Creswell, 2003). Concurrent triangulation mixed methods provides the researcher with room to integrate different methods for generating both qualitative and quantitative data hence complimenting each other to produce quality results. Due to this advantage therefore, the study applied concurrent triangulation mixed methods strategy to generate and collect both qualitative and quantitative data simultaneously.

3.4 Study Location

The study was conducted in one of the public universities in Kenya to analyze students' preparedness for transition from secondary school to university among first year students. The study was conducted in Moi University in Kenya to analyze first year students' preparedness for transition from secondary school to university. This is because Moi University one of the largest and the oldest public universities in Kenya with both urban and rural settings hence students could be experiencing challenges that are both urban and rural. This is because some faculties are situated in town, while others are in the rural area, hence giving a clear indication of transition among Kenyan universities. Moi University is located in the Rift valley, Kenya in Uasin Gishu County, about 35 Kilometers from Eldoret town.

3.5 Target Population

The target population of the study was all first year students from all the schools in Moi University, with a population of 4,651 comprising both male and female students. The

study was only conducted among first year students because it is the group experiencing immediate transition from secondary school to university, which is a new environment.

3.6 Sampling Design and Sample Size

The study applied both probability and non-probability sampling techniques. In non-probability, purposive sampling was applied to select first year students while in probability, proportionate sampling was used to calculate the number of first year students to be selected from every school according to the total enrolment. Consequently, simple random sampling was applied to select the total sample size comprising equal numbers of male and female students. The advantage of using simple random sampling method is that individuals in the sample population have an equal and independent chance of being selected in the sample and also the data generated can be generalized to a larger population. The study worked with a sample size of 375 which was drawn from both male and female first year students in the schools in Moi University. From the target population of 4,651; 375 participants were selected through proportionate sampling and there after simple random sampling used to select the actual number of respondents from different schools, whereby they all participated in the filling in of questionnaire. This formed a total sample of 375 first year students which is within the range of sample size determination table at confidence level of 95% and margin of error of 5% (refer to appendix V) (Krejcie & Morgan, 1970).

After all the participants filled out questionnaires, the researcher randomly selected 50 participants from the same sample size, comprising 25 male and 25 female first year students to participate in focused group discussion. Five Focused Group Discussions

(FGD) comprising 10 participants (5 male & female students) were formed. Below is table 3.1 used in sampling.

Table 3. 1 sample size selection

Schools	Total Population	(%)	Sample Size
A	1409	2.28	106
B	455	0.74	34
C	720	1.17	54
D	15	0.02	1
E	1320	2.14	99
F	185	0.3	13
G	455	0.74	34
H	76	0.12	5
I	80	0.13	6
J	93	0.15	6
K	38	0.06	2
L	200	0.32	15
Total	4651	8.17	375

Source: University Admissions

3.7 Research Instruments

The study applied both qualitative and quantitative approaches, hence different methods of data generation.

3.7.1 Focused Group Discussion (FGD)

For the qualitative section, focused group discussions were applied among 50 first year students from all the schools to generate data on the support received from various

stakeholders in enhancing their transition from secondary school to university. These included parents/ guardians, guidance received from secondary school, peer support and orientation received at the university. The students were randomly sub-divided into 5 groups made up of 10 participants comprising equal numbers of male and female first year students. Focused group discussions were applied by the researcher to allow further probing in order to elicit concrete data from the respondents hence achieving objectives one, two, three and four (Kothari, 2004). It also helped the researcher to gather information from many respondents simultaneously hence saving time and resources. Focus group discussions also offered students freedom of expressing their challenges and frustrations in their own words (Maunder et al., 2017). Furthermore, it enhanced triangulation for data collected from questionnaires.

3.7.2 Questionnaire

Structured questions were administered among first year students to generate data on their level of preparedness, parental support, secondary school guidance programs, peer support and orientation program received at the university. The levels of preparedness was measured in terms of academic, time management and social skills using likert scale, specifically on time management, group discussion, information processing, financial management, research, communication skills, relationship with roommate and peers. Preparedness was measured using likert scale whereby there were questions on different constructs. Questionnaires were applied in order to generate data from a large number of first year students in Moi University using the shortest period as possible (Kothari, 2004).

3.8 Validity of Research Instruments

Validity is the extent to which a test measures what it is supposed to measure. It measures the quality, trustworthiness and credibility of the results to be attained. The question of validity is raised in the context of the form, purpose of the test and the population for whom it is intended. Validity of the data acquired was emphasized through triangulating questionnaires with focused group discussion hence validating the results. There are four main types of validity namely; face, content, construct and criterion validity.

Face validity refers to the extent to which an instrument appears to measure what is supposed to measure. This was tested by my supervisors who scrutinized the questionnaire and discussed the questions to ensure a high degree of face validity in relation to the expected structure of a questionnaire and focused discussion guide questions. Content validity is the extent to which the instrument covers the complete content of the particular construct that it is set out to measure. To ensure this validity, the researcher conducted a pilot study to test if the questions formulated are measuring the set objectives. Construct validity deals with the standardization on how well the construct covered by the instrument is measured by different groups of related items. This was evaluated by the researcher together with the supervisors through comparing the content of both questionnaire and the discussion guide questions with the objectives and the variables to be measured. The last criterion validity is the ultimate test as to whether the instrument measures what is supposed to measure. This was achieved through pilot study whether the set objectives were achieved using the intended research instruments.

3.9 Reliability of Research Instruments

After validity check, the researcher tested on reliability of the instruments whereby reliability is the degree to which a measuring instrument is repeatable or consistent with the results. Creswell (2003) contends that there are various types of reliability testing, but the current study conducted pilot study using cronbach-alpha technique at Kenyatta University, that was not part of the main study. The researcher checked on internal consistency by calculating the alpha (α) value using SPSS software.

This was done separately for the items measuring objectives one to four after field work. Using this method, r ranges from 0 to 1, and the closer r is to 1, the more reliable the data (Sekaran, 2000). According to the named author, the benchmark is a coefficient above 0.7, and it works best on the basis of inter-item reliability. If the correlation is towards zero, then the instrument is to be considered unreliable hence the research her to adjust the items used to measure different constructs in the questionnaire with the help of the two supervisors.

For preparedness, the reliability test was done for the four constructs of high school guidance, parental/ guardian support, peer support and orientation program received using Cronbach alpha. For the dependent variable transition, the Cronbach alpha was also used to calculate reliability. Sekaran's (2000) level of 0.7 was used as a benchmark level to indicate acceptance levels of internal consistency of the instruments. Table 3.1 presents the results of the reliability test.

Table 3.2: Cronbach's alpha Reliability coefficient

Variable	Constructs	No of items	Alpha
SH	HSGP	6	.800
	PGS	6	.796
	PS	6	.734
	OPR	7	.919
T		8	.965

Source: Survey data (2018)

From tabulated results in Table 3.1, alpha coefficient for all the variables were in the range of .734–.965 for final test after the field. The alpha coefficients were all above the benchmark level of 0.7 as suggested by Sekaran (2000) and therefore all the items measured the same variable making the entire questionnaire reliable. For qualitative data generated from FGD, member checking was used to check on the reliability. After data generation, the researcher went back to the respondents to confirm on the credibility of data.

3.10 Data Collection Procedure

Generation of data was done using both quantitative and qualitative methods specifically the use of questionnaires and focused group interview respectively. Questionnaires were administered among students within the sample size. The students were expected to respond to all the questions according to their views and there after all the questionnaires were collected. Focused group discussions were conducted in groups of ten first year students of both genders who were sampled randomly from the sample size to avoid bias. With the help of a group moderator, the researcher discussed questions in the discussion guide with the students, one group at a time depending on the availability of the

respondents and also tape recorded the discussion. This tape recording helped the researcher to concentrate during the discussion noting only the main responses and the rest to be transcribed from the recorded document. This was done for all the groups at different times, with the help of the moderator each scheduled to take 30-45 minutes for comprehensive information through probing.

3.10 Data Analysis Techniques

Data analysis is the process of assigning meaning to the collected information and determining the conclusions, significance and implications of the findings. The steps involved in the analysis are a function of the type of information collected (Kothari, 2004). In this study qualitative and quantitative data were analyzed separately whereby qualitative data from focused group discussion was analyzed first through transcribing the recorded data, coding and then came up with short themes derived from the responses given. This was done to reduce the bulkiness of data generated and to bring meaning. Conversely, quantitative data was analyzed using descriptive and inferential statistics whereby descriptively, mean, median, percentages and frequencies were used to analyze the responses from the questionnaires and Pearson Correlation coefficient and linear regression (R) applied to test the hypothesis.

After all this data was collected, the researcher conducted data cleaning, which involved identification of incomplete questionnaires and separating them from the completed questionnaires. The data was categorized, coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS V.20.1). Inferential statistics consisted of linear regression analysis and Pearson Correlation coefficient. Pearson

Correlation coefficient was used to test for the level of significance of the items measured while multiple regression analysis was used to test the Hypotheses. Data was also presented through tables.

3.8.1 Model Specification

To determine the influence of the independent variables on the dependent variable as captured by the null hypotheses H₀₁, H₀₂, H₀₃ and H₀₄, a multiple linear regression was undertaken and the regression model proposed as follows:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \mu_i \dots\dots\dots\text{Model 1}$$

Where:

Y: Preparedness for Transition

X₁: Parental Support

X₂: High School Guidance

X₃: Peer Support

X₄: Orientation Program Received

β₀: Constant

β₁ – β₄: Regression coefficients

μ_i: Error term

3.12 Ethical Considerations

The researcher with the help of the two supervisors took steps to fulfill the ethical considerations. The researcher sought permission from the relevant authorities commencing with research participating institution and thereafter visit National Commission for Science, Technology & Innovation (NACOSTI) to seek further

permission. The researcher ensured the confidentiality of the information given by the respondents by making sure that the instruments used did not reflect their names. The researcher also introduced herself to the respondents by explaining why she was conducting the research. Also, the researcher assured the respondents that the responses provided were only to be used for academic purposes. The researcher also provided forms to the respondents for them to sign that they have the freedom to withdraw from the study if they wished to do so and that they were willing to participate in the study. In the questionnaire, the researcher had an introductory section, making herself known to the respondent. In the focused group discussion, the researcher had a separate introductory letter which was issued to the respondents since they only had questions for discussion. To safeguard plagiarism, the researcher subjected the thesis to turn-it-in software and got a similarity index of 9% which is within the required international standards. The researcher also ensured that referencing was done properly according to APA style.

3.13 Summary

To achieve the objectives of the study, both qualitative and quantitative data were collected whereby focused group discussions accompanied with tape recordings and questionnaires were applied respectively. Before actual collection of data, the instruments were tested for validity and reliability using a different sample from the one under study. Data collected and generated was analyzed later both qualitatively and quantitatively to establish results. Ethical considerations were also taken into account to ensure that there was no breaching of any research ethics.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The aim of the study was to investigate the determinants of first year students' preparedness for transition from secondary school to university by focusing on level of preparedness, school guidance, parental/guardian support, peer support and orientation program received. This chapter presents, analysis of data, interpretation and discussion of the findings.

Since both quantitative and qualitative data was gathered, this chapter focuses on the presentation of descriptive and inferential statistics and the themes that emerged from five (5) focus groups, all done among first year students. Data gathered from the questionnaires was complimented by qualitative data generated from focus groups which were audio recorded and transcribed immediately thereafter. The transcriptions were then analysed according to themes.

Quantitative data is presented separately then followed by qualitative, then the two are interpreted and discussed together for triangulation and complementarity purposes. Direct quotations from the transcripts are presented as evidence to support the major themes and issues as identified.

4.2 Quantitative Data Analysis

This section entailed the analysis and presentation of quantitative data. The analysis was done using both descriptive and inferential statistics. This was done first by giving the

background of respondents, then data presentation and analysis. Presentation and analysis was done according to the objectives.

4.2.1 Demographic Information of Respondents

4.2.1.1 Response Level

Although the study intended to collect data from 375 respondents, data was successfully collected from 289 respondents. This represents a response rate of 77.06 % and falls within the confines of a large sample size ($n \geq 30$). This response rate is deemed acceptable in accordance with recommendations that a response rate above 70% is excellent (Kothari, 2004). This provides a smaller margin of error and good precision (Malhotra, 2007).

4.2.1.2 Profile of Respondents

Table 4.1: Demographic Profile of the Respondents

Variable	Category	Frequency	Percentage
Gender	Female	190	65.7
	Male	99	34.3
Age	Below 18	104	36.0
	18-20	179	61.9
	Above 20	6	2.1
	Total	289	100.0

Source: Survey data (2018)

The demographic profile of the surveyed respondents, which includes gender and age among first year students in Moi University, is presented in Table 4.1. The gender distribution of the survey respondents was 65.7% females and 34.3% males. For age, results indicated that 36.0% of respondents were below 18 years, 61.9% were in the age bracket 18-20, while 2.1% were above 20 years.

4.2.2 Data Presentation and Analysis

This section comprises the data analysis and presentation of quantitative data according to the responses given by respondents in the questionnaires. The section has been organized according to objectives. The name of the constructs measured are presented in short form as follows; high school guidance programs (HSGP), parental/guardian support (PGS), peer support (PS), orientation program received (OPR) and variables stakeholders and level of preparedness as SH and LP respectively.

4.3 Descriptive Statistics of the Study's Variables

Descriptive statistics of means, standard errors, and standard deviation were obtained for the variables level of preparedness, high school guidance, parental/ guardian support, peer support and orientation program received.

4.3.1 Level of Preparedness

The descriptive statistics for the items of level of preparedness indicated that the means were in the range 2.5156 to 2.7785. This gave an overall mean of 2.6332. On a 5-point likert scale, the scores were above average. The standard deviations were in the range 1.31731 to 1.52938. The overall standard deviation for level of preparedness was 1.30187. The relatively low standard deviation value indicates that the variability in the spread of the scores was low. The standard errors of the mean for the items measuring level of preparedness were low indicating that the mean values for the items were reliable. The respondents scored highest in the aspect of 'how to relate and communicate with other students' (LP4). Item 'and hence I am comfortable with the course admitted

(LP7) item had the lowest mean. Table 4.2 below presents level of preparedness descriptive statistics.

Table 4.2: Descriptive Statistics for Level of Preparedness

Code	Item	Mean		SD
		Stat	SE	
LP1	On the number of units to be covered in my course	2.6125	.08438	1.43444
LP2	To Adjust to the new social life	2.5917	.08877	1.50902
LP3	To communicate and relate well with my lecturers	2.6401	.08814	1.49835
LP4	on how to relate and communicate other students	2.7785	.08699	1.47882
LP5	On how to build confidence	2.6713	.07749	1.31731
LP6	To be able to balance my study time with leisure	2.6609	.08368	1.42250
LP7	And hence am comfortable with the course admitted	2.5156	.08320	1.41443
LP8	To work on my assignments independently.	2.5952	.08996	1.52938

Source: Survey data (2018)

4.3.2 High School Guidance Programs

The descriptive statistics for the items of high school guidance indicated that the means were in the range 1.7093 to 3.2111. This gave an overall mean of 2.6061. On a 5-point likert scale, the scores were above average. The standard deviations were in the range 1.11428 to 1.47392. The overall standard deviation for level of preparedness was .90613.

The relatively high standard deviation value indicates that the variability in the spread of the scores was high. For standard error of the mean the value was .05330 indicating that the mean values for the items were reliable. Inspection of the scores of each item measuring high school guidance indicated that the respondents scored highest in the item ‘Effectively prepared me for transition to university’ (HGSP1) which posted a mean value of 3.2111 with a standard deviation of 1.41682. On the other hand, the item ‘Was adequate in preparing me for university course’ (HGSP2) had the lowest mean of 1.7093 with standard deviation of 1.11428. The high school guidance descriptive statistics are presented in Table 4.3.

Table 4.3: Descriptive Statistics for High School Guidance

Code	Item	Mean		SD
		Stat	SE	Stat
HSGP1	Effectively prepared me for transition to university	3.2111	.08334	1.41682
HSGP2	Was adequate in preparing me for university course	1.7093	.06555	1.11428
HSGP3	Prepared me on how to research independently	2.3702	.06644	1.12944
HSGP4	Prepared me for university	3.0000	.07546	1.28290
HSGP5	Prepared me on how to manage my personal time	3.0900	.08670	1.47392
HSGP6	Prepared me to adjust to university lecture method.	2.2561	.07213	1.22624

Source: Survey data (2018)

4.3.3 Parental/Guardian support

Further, the descriptive statistics of measures of central tendency and measures of dispersion for all the items measuring parental/guardian support were analyzed. The means for the items were in the range 2.2284 to 3.0000 and the attendant standard deviations in the range 1.11803 to 1.36827. The overall mean and standard deviation for the parental/guardian support was 2.7186 and .89817 respectively.

The low standard deviation value points at low variability in the responses for parental/guardian support. The low mean standard error of .05283 meant the mean was reliable. The item ‘My parents/guardian provided all the basic needs’ (PGS4) had the highest mean value of 3.000 with a standard deviation of 1.11803. While the item ‘My parents/guardian prepared me for the transition’ (PGS1) had the lowest score with a mean of 2.2284 and standard deviation of 1.31356. The results are presented in Table 4.4.

Table 4.4: Descriptive Statistics for Parental/Guardian Support

Code	Item	Mean		SD
		Stat	SE	Stat
PGS1	My parents/guardian prepared me for the transition	2.2284	.07727	1.31356
PGS2	My parents/guardian Provided a my needs	2.4913	.06969	1.18472
PGS3	My parents/guardian Paid all the requisite fees in time	2.8270	.07715	1.31147
PGS4	My parents/guardian Provided all the basic needs	3.0000	.06577	1.11803
PGS5	My parents/guardian counseled me on university life	2.9066	.07908	1.34433
PGS6	My parents/guardian heed me settle down	2.8581	.08049	1.36827

Source: Survey data (2018)

4. 3. 4 Peer support

The descriptive statistics for all 6 items measuring peer support were obtained. The mean values and the accompanying standard deviations were in the range 2.1211 to 3.1246 and 1.23357 to 1.44999 respectively. The analysis further indicated that the overall mean for the items measuring peer support was 2.6396. Considering the 5-point likert scale used in the study, this meant peer support plays a role in determining students’ preparedness for

transition from secondary school to university. Standard deviation as a measure of the spread of the scores had an overall value of 1.3098 and this indicated a moderate spread of the values measuring peer support as a variable. The standard errors were low and hence it was concluded that the mean values obtained for all the items and the overall mean were reliable. The Descriptive statistics are presented in Table 4.5.

Table 4.5: Descriptive Statistics for Peer Support

Code	Item	Mean		SD
		Stat	SE	Stat
PS1	I received some guidance from my peers.	2.4602	.07702	1.30941
PS2	I have roommates/housemates who are ready to advise me	2.6955	.07713	1.31128
PS3	I am comfortable relating to other students	2.1211	.07473	1.27034
PS4	I did not have any challenge in adjusting to new friends	2.4983	.07256	1.23357
PS5	My friends are always helpful	2.9377	.07553	1.28409
PS6	Continuing students showed me the way	3.1246	.08529	1.44999

Source: Survey data (2018)

4.3.5 Orientation Program received

The descriptive statistics for the items of orientation program received indicated that the means were in the range 2.0277 to 2.4740. This gave an overall mean of 2.3436. On a 5-point likert scale, the mean score were above average. The standard deviations were in the range 1.15680 to 1.38990. The overall standard deviation for orientation program received was 1.2801. The relatively low standard deviation value indicates that the

variability in the spread of the scores was high. The standard errors of the mean for the items measuring orientation program received were low indicating that the mean values for the items were reliable. The orientation program scored highest in the aspect of ‘Helped me in spiritual growth’ (OPR2). While ‘the university has helped me on my career expectation (OPR3) item had the lowest mean. Orientation program received descriptive statistics are presented in Table 4.6.

Table 4.6: Descriptive Statistics for Orientation Program Received

Code	Item	Mean		SD
		Stat	SE	Stat
OPR1	effective in preparing me for university life	2.3841	.08176	1.38990
OPR2	Helped me in spiritual growth	2.4740	.07155	1.21629
OPR3	The university has helped me on my career expectation	2.0277	.07933	1.34858
OPR4	Was adequate on the hostel and the services available	2.4291	.07757	1.31866
OPR5	Equipped me on the requirements of the course	2.3668	.06925	1.17722
OPR6	Was adequate on the learning resources in the library	2.3772	.07964	1.35386
OPR7	Was adequate support services offered in the university	2.3460	.06805	1.15680

Source: Survey data (2018)

4.4 Test of Normality, Independence of Error Terms and Multi-collinearity

of Measures

The data was tested to determine whether the assumptions of ordinary least square (OLS) are met.

4.4.1 Test of Normality

Normal data is the one that is symmetrical, bell-shape, with the greatest frequency of scores in the middle and smaller distribution towards the extreme ends. Normality can be examined by using the values of skewness and kurtosis. While skewness has to do with symmetry, kurtosis indicates the extent to which the data is peak or flat (Tabachnick & Fidell, 2007). In order to determine whether the data was normally distributed, skewness statistic and kurtosis statistic were obtained for the variables of interest in this study, and were in the range .277 - .683 and -1.170 - -.688 respectively. According to Hair (2010), the requisite range for normally distributed data is between -1 and +1. All the values of skewness and kurtosis fell in the range -1.00 and +1.00 apart from the level of preparedness but still when rounded off it gives -1.0 and it was concluded that the distribution of data for the variables was normal. The results are summarized in Table 4.7.

Table 4.7: Normality Test Results

	Mean	Std.	Skewness		Kurtosis	
	Statistic	Deviation	Statistic	Std. Error	Statistic	Std. Error
LP	2.6332	1.30187	.683	.243	-1.170	.786
HSGP	2.6061	.90613	.446	.150	-.688	.486
PGS	2.7186	.89817	.299	.150	-.806	.586
PS	2.6396	.85928	.277	.143	-1.063	.786
OPR	2.6861	.89118	.276	.143	-.756	.486

Source: Survey data (2018)

4.4.2 Test of Independence of the Error Terms

Test of independence of the error terms was done using Durbin-Watson test. The test was used to test for the presence of serial correlation among the residuals. This assumption of independence of errors requires that the residuals or errors in prediction do not follow a particular pattern from case to case. The value of Durbin-Watson test statistic ranges from 0 to 4 as suggested by (Hair, 2010) the residuals are not correlated if the Durbin-Watson statistic is approximately 2 and the acceptable range is 1.5-2.50. The Durbin-Watson statistic for the estimated model 1 was 1.112. It was therefore concluded that there was independence of the error terms.

4.4.3 Multi-collinearity Diagnostics

Collinearity means that two or more of the independent/explanatory variables in a regression have a linear relationship. This causes a problem in the interpretation of the regression results. First, an examination of the correlation matrix of the independent variables was done. The presence of high correlations in the region of $r=0.9$ and above is an indication of substantial collinearity (Field, 2009).

Secondly, collinearity could be due to the combination of two or more other independent variables. Multi-collinearity was assessed using Variance Inflation Factors (VIF) and tolerance. This was done through running a linear regression analysis in SPSS at a confidence level of 95% to determine collinearity diagnostics using model fit R squared change, estimates and residual Durbin-Watson. A threshold of Variance inflation factor of not more than 10 and a tolerance value of between 0.2 and 10 is suggested by (Field, 2009). The variance inflation factor values for high school guidance, parental/guardian

support, peer support and orientation program received are in the range of 1.841- 4.237.

The results are presented in Table 4.8.

Table 4.8: Collinearity Statistic for variables

Model		Collinearity Statistics	
		Tolerance	VIF
	(Constant)		
1	High School Guidance	.543	1.841
	Parental/Guardian Support	.675	1.481
	Peer Support	.498	2.008
	Orientation Program Received	.236	4.237

Source: survey data (2018)

4.5 Correlation Analysis of Study Variables

Pearson correlation analysis was used to examine the relationship between the variables (Wong & Hiew, 2005). The results are presented in Table 4.10. All the associated pairs of variables were significant at level 0.01 hence hypothesized relationships developed were found to be statistically significant at level $p < 0.01$. Level of preparedness and high school guidance had a positive significant relationship ($r=.670$, $p < 0.01$). Level of preparedness correlated with parental/guardian support significantly and positively

($r=.638$, $p < .01$). There was a positive significant relationship between level of preparedness and peer support ($r=.740$, $p < .01$), while level of preparedness correlated with orientation program received significantly and positively ($r=.620$, $p < .01$). This means that none of the variables was dropped from the subsequent regression analysis.

Correlation coefficients are presented in table 4.9.

Table 4.9: Correlation Coefficients

	1	2	3	4	5
1. LP	1				
2. HSG	.670**	1			
3. PGS	.638**	.528**	1		
4. PS	.740**	.643**	.584**	1	
5. OPR	.620**	.512**	.990**	.584**	1

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

Source: survey data (2018)

4.6 Findings on the Relationship between PGS, HSG, PS, OPR and LP

The first hypothesis (H_{01}) stated that parental support has no statistically significant effect on students' preparedness for transition from secondary school to University. The results of the regression analysis suggested that parental support had a positive significant effect on level of first year students preparedness for transition ($\beta = 1.180$, $p < 0.05$). Hence the null hypothesis (H_{01}) is not supported. The value of the F-statistic showed that the model was robust enough to be used to explain the relationship between the variables ($F = 136.163$, $p < 0.05$). The findings suggest that as the support offered by different stakeholders to first year students increases, the level of preparedness also increases. From the results ($p < 0.05$), the model 1 is fit to show the relationship between IV and DV. The results are presented in Table 4.10.

For the second hypothesis (H_{02}) it stated that high school guidance program has no statistically significant effect on students' preparedness for transition from secondary school to University. Regression results indicated that high school guidance and career guidance had a positive significant effect on level of preparedness ($\beta = .362$, $p < 0.05$).

Hence the null hypothesis (H_{02}) was rejected. The findings suggest that parental/ guardian support increases, so does the level of preparedness.

The third hypothesis, (H_{03}), stated that peer support has no statistically significant effect on students' preparedness for transition from secondary school to University. Regression results shown in Table 4.10 indicated that peer support had a positive significant effect on level of preparedness ($\beta = .659$, $p < 0.05$). This meant that peer support enhances students' preparedness for transition from secondary school to university.

The fourth and last direct effect hypothesis (H_{04}) stated that orientation program received has no statistically significant effect on students' preparedness for transition from secondary school to University. Regression results indicated that orientation program received had a statistically significant negative effect on level of preparedness ($\beta = -.832$, $p < 0.05$). This means that it is not occurring by chance that there is a significant effect caused by the four constructs on the level of students' preparedness for transition to university. Since the p-value obtained for all was very small, there was a stronger evidence in favor of the alternative hypothesis. The multiple regression results for testing the four direct (H_{01} , H_{02} , H_{03} , and H_{04}) hypotheses are presented in Table 4.10 as model 1.

Table 4.10: Regression results

Model	I
	Level of preparedness
Constant	-1.024(.166)*
PGS	1.180(.360)*
HSGP	.362(.068)*
PS	.659(.075)*
OPR	-.832(.360)*
F-Statistic	136.163
R	.811 ^a
R ²	.657
Adj. R ²	.652
Durbin-Watson	1.112

Source: Survey data (2018)

Values of unstandardized regression coefficients, with standard errors in parenthesis while *p < 0.05 indicates the value is significant at 95%. The coefficient of determination value of R² = .657 means that 65.7% of the determinants of first year students preparedness for transition from secondary school to university can be explained by high school guidance (HSGP), parental/ guardian support (PGS), peer support (PS), and orientation program received (OPR) combined.

According to the regression above and regression coefficient calculated, below is the model of the equation:

$$Y = -1.024 + .362\text{HSGP} + 1.180\text{PGS} + .659\text{PS} - .832\text{OPR}$$

Table 4.11: Summary of the Hypotheses Tests Results

Statements	Results
H ₀₁ Parental support has no significant effect on students' preparedness H ₀ for transition from secondary school to University.	Rejected
H ₀₂ High school guidance program has no significant effect on students' preparedness Rejected H ₀ for transition from secondary school to University.	
H ₀₃ Peer support has no significant effect on students' preparedness Rejected H ₀ for transition from secondary school to University.	
H ₀₄ Orientation program received has no significant effect on students' H ₀ preparedness for transition from secondary school to University	Rejected

4.7 Qualitative Data Analysis

This section covers the analysis of qualitative data that was generated from five (5) focused group discussions. Thematic analysis was used in this section whereby different themes were generated from the data according to the constructs being measured from the objectives. The findings from the quantitative analysis were used to substantiate qualitative findings for triangulation purposes. After the analysis, both quantitative and qualitative findings were converged for discussion and interpretation.

4.7.1 Overview of the Participants

Focused group discussions were conducted with 50 respondents from all the schools in Moi University namely; education, arts and social sciences, information science, business and economics, biological and physical sciences, engineering, dentistry, law, medicine, public health, nursing and tourism. The respondents represented both male and female first year students who were on session at the time the study was being conducted.

When referring to quotes by individual respondents, codes as per the list below were used to identify them for the purposes of anonymity and confidentiality. Respondents were identified by letter (R) and numbers (1-10) because every group had ten (10) respondents. There were five (5) focused groups identified by letters (FG) and numbers (1-5) to represent the five (5) focused groups. The findings were presented by referring to the respondents as per the designated letters and numbers for various focused groups. For example: FG1R1: Focused group 1, respondent 1 in the discussion.

4.7.2 Themes and subthemes identified

After data transcription, coding and categorizing, the following themes were identified; preparedness, high school guidance, parental/guardian support, peer support, university support and recommendations. Some of the categories or sub-themes that came up under preparedness include time management, academic, social, financial and decision making. Moreover, teacher course selection influence, unfocused programs, learner attitude, teacher course ignorance, confusion and career mentorship were subthemes that formed high school guidance theme. Theme of Parental/guardian support was formed from only

three sub-themes that includes course selection, social and negative influence. Furthermore, university support emanated from learner attitude, counselling services, career support, lecturer support, unfocused orientation, effective support and other support services. The last theme that was identified was recommendation that was categorized into high school program, orientation, lecturer support and parental support.

Fig 4.1 below shows a summary of themes and sub-themes identified.

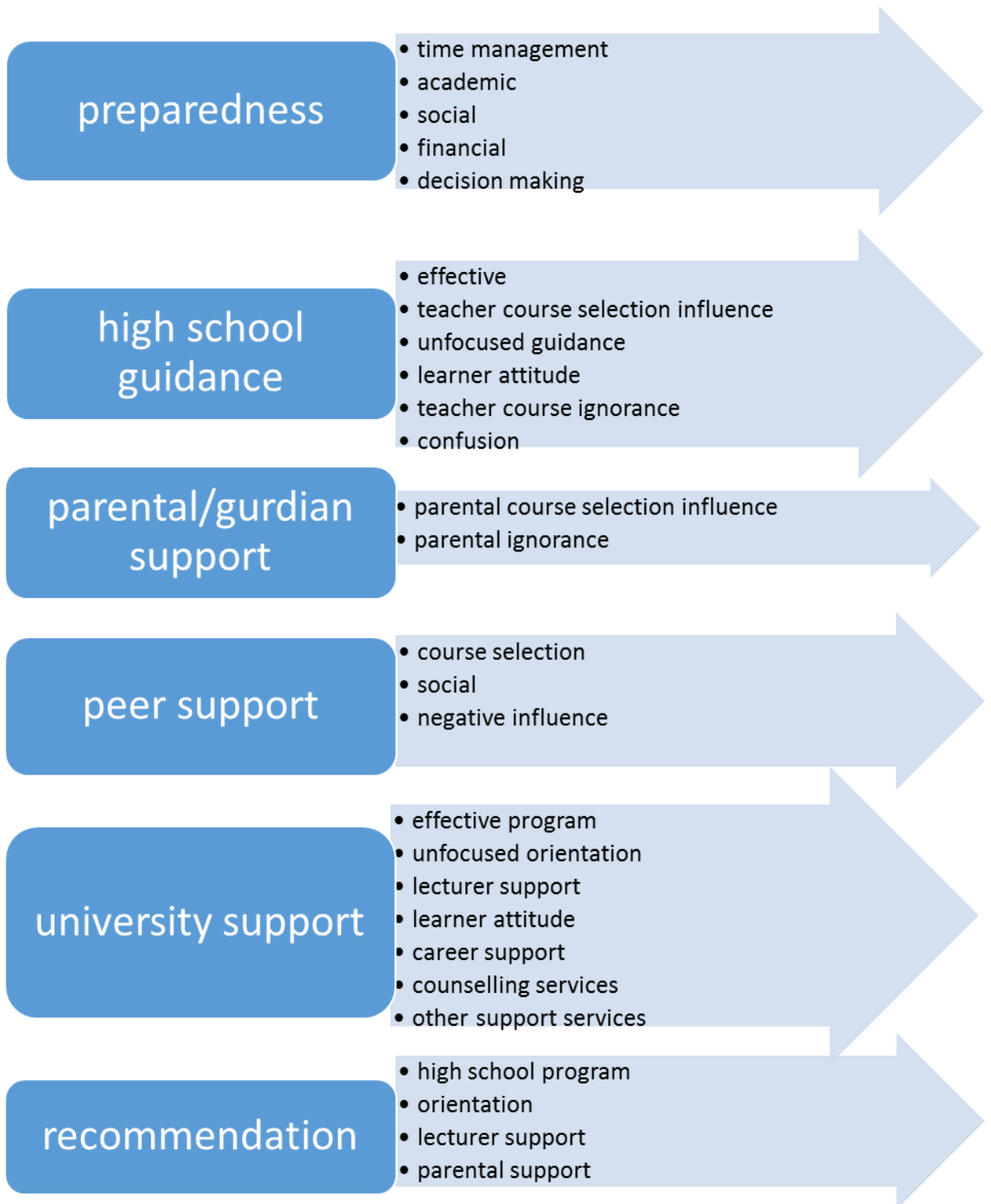


Figure 4.1: qualitative themes and sub-themes

4.8 Level of preparedness

The overall mean on the level of preparedness as showed in table 4.2 was average meaning that the majority of first year students were not well prepared to transit from secondary school to university. This was similar to the findings from focused group discussions. The findings above agree with a study conducted in China on the experiences of first year students in universities, where the findings indicated that many students felt that they were not adequately prepared for University transition (Hodgson et al., 2011; Krause & Coates, 2008).

In addition to this, from the regression analysis above, only 65.7% of level of preparedness for transition among first year students is determined by the four constructs that were used (high school guidance, parental/ guardian support, peer support and orientation program). This means that as much as the level of first year students' preparedness for transition to university is not only determined by the four constructs, they play a major role in the transition journey. The findings concur with Venezia et al. (2017), who found that students who had not been supported by parents, teachers and members of the public before the transition were found to perform poorly in the texts provided.

From the items used to measure the levels of preparedness, the majority of the students proved not to be comfortable with the courses they were admitted to pursue at the university hence posting a very low mean. A similar response was revealed among the students who participated in focused group discussion where the majority of the students

stated that they were not comfortable with the courses admitted and that they were not well informed about courses they selected. Some of the respondents stated the following:

“Aahh.... I wouldn't say that I was prepared on what I'm doing now....to start with law wasn't something have ever thought of or even passionate about even for the last ten years, I just found myself in law and therefore I have no option but getting used to it and do everything that I'm demanded to do.”(FG1R6/L32-34/P.9-10)

“Ok to me I was not that prepared I knew being in school of arts will take me to be taking the same courses with my colleagues in the school of education.”(FG3R4/L31- 32/P.3)

“Personally I didn't have any idea about penology and security studies so sometime even explaining to my relatives what I was going to do I was very green.” (FG4R1/L7- 8/P.9).

“Okey me I was not informed, I had difficult in selecting the course so I was going through all the programs checking the one that can fit me. So I wasn't informed at all I thought it's a good course because of the name but it was not like I expected.” (FG2R3/L15-17/P.5).

This concurs with a study conducted in Tanzania on students' preparedness from post-secondary to higher learning and the world of work. The study found that the majority of secondary school leavers were not fully prepared in terms of the provision of information about universities and career choices as well. There was a gap between the expectations

of the university and the knowledge first year students were found to possess in terms of their courses and prospective careers (Kalimasi & Chisalala, 2016).

Although a majority of the respondents claimed not to be prepared for course selection, a few stated that they were well prepared by their secondary school teachers for course selection. Below are some of the respondents:

“I was prepared for my course I wanted, I consulted with my career master as we were selecting, and he advised me and what jobs I can get.” (FG2R7/L13-14/P.6)

“I was prepared for what I was coming to do but I was not expecting to do such a course.” (FG3R5/L2-3/P.4)

From the findings of the current study, both male and female students possess similar levels of preparedness unlike in Cook’s (2014) study where he found that female students were more prepared than their male counterparts. Wangeri et al., (2012) are also in support of the current study that both male and female first year students have similar levels of preparedness for transition to university.

4.8.1 Time management

From the current study, a majority of the students indicated that they were able to balance their leisure and study time hence posting a high mean of 2.6609. Contrary, the findings from focused group discussions were different where the majority of students who participated in the discussion confessed that they had a problem managing their time, since they had a lot of free time at university. Some of the respondents said the following:

“There is just enough free time for yourself and the things you love to do but then there is excess.”(FG1R9/L20-21/P.8)

*“Majority of the first year student normally they have a lot of wasting time.”
(FG3R8/L29/P.12)*

Other students claimed that they were not able to manage their time at the university because in high school there were bells and teachers that guided them on what to do.

*“We had bells in high school, we had teachers telling us what to do, we had morning prep, and then I’m here being told that I’m support to be in class by eight a.m., and there is no morning prep, there is no bell. I can’t make it.”
(FG1R1/L23- 25P.17)*

This disagrees with a study conducted in Tunisia among first year English students at the Institute of Languages, whose results found that the students were able to manage their time properly and also eager to learn (Amri,2014). On the other hand, it agrees with the quantitative research findings that majority of the students indicated that they were able to balance their class and leisure time.

4.8.2 Academic readiness

A number of students who participated in filling out the questionnaires proved to have a challenge in doing assignments independently. This was also replicated by participants of focused group discussions, though a few of them claimed that during their free time they conducted research on the assignments given. Some of the respondents said the following:

“I used to work under some rules this time, you need to do this then when you come to the university there is no rule.”(FG3R6/L30-31/P.13)..... “But here in the university no one is interested even my friend can’t ask me whether I have done my assignment sometime I even end up not collecting my assignment because I have nobody to push me.”(FG3R6/L.33-35/P.13)

Other respondents in the focused groups confessed that the majority of them do not do assignments but instead, wait for a few of their peers to complete them, then copy them.

“A few student do assignment but the rest could take from them so a few do for the others it is called degree ni ya harambee (its combined effort) .But majority do copy paste only a few attempt.”(FG3R8/L4-5/P.15)

Majority of first year students were found not able to manage their time hence affecting their academic work. They reported that they were not able to read on their own especially conducting research in the library.

4.8.3 Social skills

From the questionnaires, respondents seemed to have no problem in relating and communicating with other students. This was indicated by a very high mean that was posted. On the other hand, the findings from focused group discussions seemed not to agree since the majority of respondents stated that they are not able to interact with other students because of various reasons.

“It becomes difficult to interact with others because most of us comes from different backgrounds.” (FG3R6/L37-38/P.10)

“You find a roommate from a rich background and you are from a poor background you find it difficult interacting with them because most of the times things that he does are beyond your reach.” (FG3R2/L14-16/P.10)

“Another problem for the interaction between students you find that students are drug addict so to cope up with them is a problem.”(FG3R8/L31-32/P.9)

A study conducted in Kenyatta university on the challenges facing first year students' transition reported similar findings to the above in that the majority of the students surveyed were not compatible with their roommates and also had social problems in their current environment (Wangeri et al., 2012). The majority were found willing to change their roommates, which is not different from the report of the current study.

In terms of the group of first year students with social skills inadequacy, the current study disagrees with Wangeri et al.(2012) and Sadowski et al.(2017), that the majority of first year students from rural areas were found to have inadequate social skills as compared to those from urban areas. From the findings of the current study, first year students from rural and urban areas possess similar social skills apart from the language command. This was evident during focus group discussions, where the students that live in urban areas seemed to be composed in their language than those from rural areas. In some cases, those from rural areas were not willing to contribute to the discussion for fear of being laughed by others because they could not speak in fluent English. These findings are similar to Cabrera et al.(2006) that students from urban secondary schools who are believed to come from well up families have good language command compared to those from rural secondary schools.

Furthermore, some students stated that they were not able to understand the flow of information at the university in relation to class attendance and therefore they ended up missing some classes. Some claimed that the mode of communication used at the university was so poor, since some of their phones could not access the internet.

“The only challenge I experience is that most of the times classes are posted on the group if you don’t have a whatsapp you will not be able to know if there is a class or someone to tell whether there is class.”(FG3R10/L9-11/14)

Amri (2014) reported similar findings when he conducted a study on high school transition to university among first year English students at the Institute of Languages in Tunis. The study reported that the students were unable to understand the flow of information in the university hence were not informed of important happenings.

From the findings presented above on preparedness, it can be concluded that first year students have different levels of preparedness depending on various factors like economic background, family background and even availability of mentors before and after joining university. Social skills seemed to have least level of preparedness among majority of students hence not able to cope with university environment. This in turn contributes to academic preparedness.

4.9 Parental/guardian support

From the statistics of the quantitative analysis, the majority of first year students consulted their parents and guardians for advice, but they did not receive full support. This was depicted by a very high mean posted by the item in table 4.3. All the items used

to measure parental support had very high means, apart from the one where the majority of parents were not able to provide all the needs to their learners to enhance a smooth transition to university, hence affecting their ability to settle down at university. The results of the regression analysis also suggested that parental support had a positive statistical significant effect on the level of first year students' preparedness for transition. This means that as the level of parental/guardian support increases, the level of preparedness also increases.

The above findings were also reflected in the focus group discussions. The respondents reported that they consulted their parents and guardians for direction on course selection and in other sectors in life. From the discussion, it was evident that the majority of parents and guardians provided full support to their students on transition to university. As much as parents and guardians supported their children, some of the students were not happy by the fact that they influenced their career choices without considering their interests first.

"I wanted to be an English teacher. So my parents said no no no! But you can still do law.so when I learnt that law is a prestigious course and that my parent is ready to pay my law fees. So I won't say that I was well prepared."
(FG1R2/L11-13/P.9)

"Concerning what she has said, about parents push their children to do certain courses like in my example, my father did computer engineering and my mother did pharmacy so I come from nowhere and I tell them I want to do music, they are like you where did you come from?"(FG1R9/L26-29/P.10)

“my parents wanted me to do a course on aaaa....on health like medicine, public health, nursing because in our family there is no one who has done a course in health on medicine..... But what saved me is that I had not done biology in high school.”(FG1R4/L1-4/P.11)

Another student reported that she had already started a different course by the time she was being admitted to university as a result of the influence by relatives who were in the same field. As a result of this, the student became confused, since she did not want to annoy her parents. This results in some students changing courses at university, hence taking longer to complete their programs of study. This view is succinctly summed up as follows:

“when I was being admitted to do law I had already enrolled at USIU for pharmacy, and already confused by relative phamarsists that oh pharmacy is good so I think it’s good for parents to let their child do what they want and comfortable with.” (FG1R4/L29-32/P.9)

“There are students who are in certain career choices. Your parents thinks being a lawyer is good for you, being a doctor is the best for you, being a pilot is actually the best for you. You know they actually forget that this child has preferences in life so that when they come to university, they are hit by the wave that this is not where I belong and therefore they become confused. So many of my friends have changed from what their parents started them to do and they started another course.”(FG1R8/L16-21/P.10)

The findings of this study concur with the findings from a study conducted in Australia among Melbourne secondary schools students, that found that the majority of secondary school teachers, especially career teachers and parents know very little about the courses being offered in the Universities hence they mislead the students when it comes to career choice (Abramson et al., 2000; McCarthy & Kuh,2006).

On the other hand the findings arising from the current study, disagree with the findings of Moore et al., (2010) in a study conducted on transition, among university students in context using a case of Gusii students of southwestern Kenya. The study found that the majority of students who came from middle class families were fully prepared to join university, which is contrary to the findings of the current study.

Some respondents stated that their parents and guardians did not prepare them to be responsible in performing household chores, since everything was being done for them by parents and teachers. As a result, they were not able to cook and wash utensils for themselves hence buying junk food. One of the students expressed this view point as follows:

“I would like to outline is that I have a problem in washing utensils..... When I’m in holiday my parent washes utensils for me.”(FG1R9/L-4/P.19)

“After eating now there is this problem of washing utensils.so we go and buy fast food.”(FG1R10/L8-9/P.19)

Majority of parents were found willing to support their children to transit successfully to university. However, the highest percentage are ignorant of what university courses entails and how they can support them to transit without influencing their course

selection. From the findings, the majority of first year students end up selecting courses according to their parent's preferences hence not performing well or others transfer to other faculties. Responsibility was another challenge among first year students where from quantitative statistics, the majority of first year students consulted their parents and guardians in making decisions hence not able to think on their own. This was found to encourage laziness to an extent that they cannot do house duties.

4.10 High school guidance program

From the statistical mean calculated (1.7093), the majority of first year students seemed not to be adequately prepared by their secondary school teachers for university courses. This was evident from the low mean as depicted in table 4.4 and statistical standard deviation posted by the item. Other items that were used to measure high school proved to be effective, hence posting a very high mean and standard deviation. Regression results indicated that high school guidance had a positive statistical significant effect on level of preparedness. These findings were replicated among the respondents of the different focus groups. Some of the respondents stated the following:

“In my school we never had a good career choices we we're not taught on how we should go and choose your courses.”(FG3R4/L22-23/P.1)

“Personally I was not informed because I thought the course am going to pursue was maths oriented and then here comes the case the first two lectures is history and I personally I hated history since back in high school.”(FG3R2/L22-24/P.3).

“when I was applying for my courses was not well informed about the courses you know for the high school student you have passed well so you feel you are the giant now you go online and find courses with big names the names sound sweet so you say I can fit there let me try.” (FG5R5/L6-9P.7)

Other students confessed that they were very confused with the courses that they attended at the university due to a lack of proper guidance from secondary school.

“For me I didn’t know even the course I was to select. Even I didn’t know about clusters. In fact I was reading the course I was just reading the name.”(FG2R9/L11- 12/P.2).....“I even ended up choosing a course that had low cluster points.” (FG2R9/L14/P.2)

“Aahh... I was called to be a musician, but I ended up in law... (all laughed)....I was not informed at all about my course selection, I started researching about law when I bonded a mat from Nairobi to Eldoret, easy coach to report.”(FG1R7/L3-5/P.10)

“Law dint ring in my mind but people started telling me you are very talkative you can do law or something like journalism but sometimes..... at last I decided to do computer engineering so I did computer engineering for like three months but latter I realized this is not where I belong coz I could be busy discussing politics when are very busy trying to integrate with computers and me I’m busy with politics especially because it was electioneering period, then people could ask me, are you really in the right course?”(FG1R2/L2-8/P.9)

The above findings concur with that of Kalimasi and Chasilala (2016), who conducted a study in Tanzania on students' preparedness from post- secondary to higher education and the world of work. The study found that the majority of secondary school leavers were not provided with adequate information relating to universities and career choices as well. This was also not different from the report of a study conducted at the University of Ulster on the preparedness of first year students for transition to University (Cook, 2014). The study indicated that 17 % of the first year students were not aware of course selection in the first year and only 14% were acquainted with the choices that could be made. In the same study, 18% were found to be completely oblivious to how these choices were assessed, 26% were not aware of whether the courses involved selection. Similarly, in a study conducted in the US the findings showed that of the 2.2million first year students, between 25 and 30 % change their courses when they reach the second semester of their first and the first semester of their second year (Rausch & Hamilton, 2006).

One of the respondents stated that in their secondary school, teachers were guiding them on courses according to their preference without considering the students' needs, while others were not conversant with the current courses that universities offered hence misguiding the students.

“you find that when you are being counseled on what career to take the teacher was counselling you according to the job opportunities available and not according to your passion that you are going to do.”(FG3R5/L28-30/P.1)

“In career development, you find that somebody is coming she or he is specializing on law so when he comes he will talk about law, medicine but they

are some of the things like my course I knew it when I was coming to Moi university. I didn't know if it actually exist.”(FG4R3/L35-36/P.1)

“Some teachers were giving us courses which were not offered on campus.”(FG3R3/line14pg1)..... “Some teachers wanted us to do some specific courses which they saw best for us which were not inclined with what we wanted to do.”(FG3R3/L15-16/P.1)

The findings of this study concur with a study conducted in Australia among Melbourne secondary schools students, that found that the majority of secondary school teachers, especially career teachers and parents know very little about the courses being offered in the Universities hence they mislead the students when it comes to career choice (Abramson et al., 2000); McCarthy & Kuh,2006).

Furthermore, some students said that guidance and counselling in secondary school was not effective, since most of the issues discussed were about life in secondary school, with limited reference to focusing on university life. In some secondary schools, some respondents reported that they did not have a department of Guidance and Career Development, hence they were not prepared for university transition.

“They handle high school issues, they tell you do not do drugs and study a lot, but they do not prepare you for future.”(FG1R2/L20-21/P.1)

“About career development, we were just told to read for exam and get an A you go to campus but we were not told about the bad things in campus.”(FG5R1/L9-11/P.1)

“It’s a failing department in as much as or when you consider preparedness levels in transition to university.”(FG1R2/L 22-23/P.1)

“Some high schools aaah...back in the village do not even have a department for guidance and counselling.”(FG1R1/L5-6/P.1)

Hodgson et al. (2011) found similar results in a study conducted in China on the experiences of first year students in the Universities. Among other findings was that the assessment in secondary school was about getting a good grade to attend University and not a focus on individual growth. This was not any different from a study conducted in Malawi, where secondary school teachers were found to have forgotten their roles in preparing students for transition and were now focusing on students passing exams (Zozie & Kayira, 2012).

In as much as the Department of Counselling in school was not effective in preparing the students for transition, some of the students also confessed that they had negative attitudes towards counseling, hence they did not attend the sessions, while others sleep during the sessions of counselling. From this therefore, students’ attitudes matter a lot when it comes to the preparation for the transition to any stage in life, or even in education.

“in high school when most talks are about to happen, that is the time people are planning to go sleep during the talk coz that is what used to happen like you find people carrying jackets and sweaters when when the whole time people are talking they haven’t focused on that coz they term it as a boring thing.”(FG1R3/L32- 35/P.1)

“Personally I was not that into talks.”(FG1R1/L.12/P.1)

Contrary to the above discussion, some respondents reported that guidance programs in their respective secondary schools were effective in preparing them to university transition especially in the area of career development. One of the students reported that they had job shadows in their secondary school, during which they would be taken to different fields for experience before selecting university courses.

“Okay on the career point, I think our school was effective. So we had master, we had a career day, it was part of the term dates. The career master would organize people from KU the big big universities, they would come and give us a talk, and by the time we were choosing our courses, I think we were well prepared.”(FG2R2/L33-36/P.2)

“I was prepared for my course I wanted, I consulted with my career master as we were selecting, and he advised me and what jobs I can get.”(FG2R7/L13-14/P.6)

“According to me the guidance and counselling was very effective because we find that on my previous high school they taught us about those moral values on how to socialize with people from different communities but not on career guidance.”(FG5R6/L6-8/L.2)

“In my high school we actually went for job shadows so that you are able to be acquainted with what you wanted to do.”(FG1R5/L13-14/P.2)

The findings on the preparation given through secondary school guidance programs on transition to university shows that there is a gap between the two stages. A majority of the secondary school guidance programs seems to have concentrated on secondary school issues at the expense of preparing students to successfully transit to university. Some of the teachers were reported to lack information about different courses offered at the university while others forced students to select courses of their own interest without putting the needs of the learner first. On the same finding, a majority of first year students expressed lack of knowledge about cluster points hence facing challenges during university course selection.

4.11 Peer support

Descriptive statistic in table 4.5 revealed that the majority of first year students consulted continuing senior students for guidance in transition to university. This item posted the highest mean of the items that were used to measure peer support. On the same statistics, the majority of first year students seemed to have faced challenges in adjusting to new friends at the university, which led to loneliness among them. This was supported by the statement that the majority of respondents proved not to be comfortable relating to other students, but they gave their reasons why they were not comfortable. The two items posted the lowest mean respectively under descriptive statistics. Similarly, in regression analysis, it was found that there was a positive statistical significant effect of peer support on students' level of preparedness. Peer support enhances students' preparedness for transition from secondary school to university. The findings were similar to Kalimasi and

Chasilala (2016) who alludes that a majority of first year students consult their peers in university course selection.

Furthermore, the above findings were not different from the findings arising from the focus group discussions. The majority of the students stated that they had consultations with their peers especially the continuing students. They prepared them for transition to university, especially academically and socially. The findings concur with Moore et al., (2010) who conducted a study on transition, among university students in context using a case of Gusii students of southwestern Kenya. The study found that those students who had siblings who had attended university, were found to be aware of university expectations and those from families with no siblings at the university were willing to learn more about the university hence working harder to be admitted. One of the students highlighted this viewpoint as follows:

“It was just on the personal basis where by being that I had a friend that was here before so that friend of mine was the one who helped me on course selection.”(FG3R8/L35-36/P.6)

“Most of us are not informed and majority of us learn from peers.”(FG3R8/L/19/P.8)

One challenging part that seemed to be replicated by the respondents relating to their peers is the negative peer influence especially on their social life, both by fellow first years and continuing students. Some of the information provided to them by their peers about the university, not helping them much but instead, giving them false expectations

and hopes about the university leading them to feel frustrated on arrival. This view point is indicated by the following students:

“From high school people from university come and hype you up about campus life like you can’t miss this and they do not tell anything about importance of studying in the university they tell like imagine having all the freedom in this world and life away from parents you know. So you are eager for that life without parents so when you come here you just want to live a reality.” (FG1R7/L8-12/P.8)

“I had too much expectation in campus from the story you have heard that campus is like 7th heaven but then reaching in campus I found something totally different.”(FG3R5/L23-25/P.13)

“many people are misinformed when we come to campus as like as your friend will come and tell you there is freedom in the university there is a lot of time na ukienda (and when you go to) university usijifungie (don’t be strict to yourself) you must socialize with people there is a lot of time a person will come and tell just go and see how people do in clubbing freshers night.” (FG4R9/L19-23/P.7)

The above report agrees with Cook (2014), that some students have the notion that a University is a holiday camp, where people are not expected to work hard and others have the expectation of having freedom for different social activities away from their guardians, hence affecting the successful transition to University.

Other respondents confessed that as a result of interaction with their peers, they were led to engage in bad behaviour, expressed as follows:

“Other students are influential like my roommate likes ladies, so every time he comes with ladies and they romance when you are seeing there so you also have that feeling that you do the same.”(FG3R4 /line22-24/10)

“You might find that majority of the friends are drinking, you because you have relationship with them you opt to joining that team of drinking hence you continue drinking.”(FG4R7/L12-14/P.18)

“On that the major challenge generally there is peer pressure may be your friend you stay with him in a room luckily he is involved in a relationship you see the kind of life with the lady so you see the life so interesting and you try get into it.”(FG5R7/L12-14/P.14)

“Some student they have peer pressure like if you see some girls with some expensive clothes you also feel you should also wear if you are from a poor background you want to have some boyfriend that can provide.”(FG3R8/L 9-11/P.15)

One of the respondents said that academically, he was influenced by his peers negatively to copy exams so that he could perform as well as they did.

“During exam most student use their phones to copy the exam so I used to feel like to do the same they will get the first class second class I should also copy during exam.”(FG3R5/L33-35/P.14)

In relation to the above, another respondent stated that she was discouraged from pursuing the course she wanted by the continuing students.

“I liked to do education but when I ask some advices from those who were ahead of me they discouraged me.”(FG5R8/L24-25/P.7)

The largest percentage of first year students consult their peers in making various decisions during their transition to university. From the results, there is intensive negative peer pressure from the peers especially on social life among first year students. As a result, they interfere with their academic transition hence affecting their careers. Some first year students were also found frustrated with their university expectations that were not met.

4.12 Orientation program received at university

The overall mean (2.3430) for the items used to measure the university orientation program, was the lowest among the constructs measured in the study. The majority of students seemed not to have been supported by the university orientation in understanding their career paths. This was the same with the orientation provided on the support services available at the university, because it also posted a very low mean. Consequently, the orientation program received, did not prepare the majority of students on the requirements of courses they were admitted to pursue. Contrary to the above statistics, the majority of students seemed contented with the orientation provided on spiritual growth, since it scored a relatively average mean of 2.4740.

In general, from the descriptive statistics calculated, the majority of first year students who participated in filling out questionnaires were of the opinion that the orientation program received at the university was not effective in preparing them for university life. This was in terms of academics preparation, social life and time management. Regression

results indicated that the orientation program received had a negative significant effect on level of preparedness. This means that the current orientation being offered to first year students is not preparing them for transition to university.

Similar findings were found among the students who participated in the focus group interviews. A group of respondents said that there was overcrowding in the hall where orientation was done and that it did not help them in terms of their career. Some of the respondents said the following:

“For me, I knew a little bit about my course I consulted before choosing the courses but I thought the orientation will help me understand little bit about my courses but unaenda (you go)there so many people in the hall wengine wanalala (others are sleeping), others are talking, you cannot even hear what they are saying. It was not effective and then they were not even talking about our course so unajua (you know) about your course as you continue with the course itself.”(FG2R5/L-32/P.5)

“I think the orientation program was so poor, like it was so crowded, students from all schools together and if it’s like school of business, they talk about it in general, they don’t talk about the specific courses.”(FG2R1/L 18-20/P.6)

“I attended two orientations, the one by the vice chancellor and the one for the purely school for education that one was like an introduction not orientation the things we were given as orientation were introduction like Moi is like this not being told that this is what is offered so most part for orientation for me was introduction.”(FG3R1/L30- 33/P.4)

“Orientation dint help student to understand better on what they are coming to partake in the university.” (FG3R7/L19-20/P.5)

Even the student leaders did not help students during orientation, instead they focused on their positions and part of social life.

“the students council come, they dint actually help, they told us how we should call them when we get arrested in town in clubs to get us out, how we are a prestigious course, bragging about their positions, how they got it, they didn’t help us in any way about catching up with the university life, the real about what to expect in campus and they tell us you know you will survive.”(FG1R6/L 6-10/P.12)

In terms of orientation on support services available at the university, the majority of respondents stated that it was not adequately done, and even the ones they were introduced to were not keen in offering them the support they need. They expressed their views as follows:

“For the support services we were not well informed about them because we even find, because as in in general the student they even don’t know some of them, they are inactive.”(FG3R1/L11-12/P.7)

“Some of these support services are not active, and majority of them I don’t know where the offices are.”(FG3R4/L33-35/P.7)

“Waaah! We even don’t know the support services available at the university. All laughed.”(FG1R1/L32/P.13)

Another group of respondents stated that even the support offices they were introduced to were not effective in facilitating their settling down at the university. Their views were as follows:

“There is a guidance and counseling office that is always locked, and the counsellor does not pick call or reply text.”(FG1R3/L1/P.14)

“The career department you find that whenever you go there for consultation the office is always locked.”(FG3R1/L16-17/P.7)

“Career office should be very active we were just oriented about that but we have never seen it helping us in any way. The office is most of the time locked.”(FG5R8/L24-25/P.9)

“Ok another concern I would like to make it is about the interaction between the administrators, supporting staff and students, you find it is difficult because majority of them they are always never there, so you interacting with them is very difficult because anytime you go to the office you find it locked.”(FG3R3/L31-34/P.11)

One of the respondents said that as a result of support services not being effective, female first year students were not sure who to report to when they faced harassment from male lecturers, hence they found themselves keeping quiet not reporting their challenging experiences. One student expressed this concern as follows:

“But most like likely for example if a lecturer is persuading you like black mails you like if you don’t do this and this for me like your grades are going to be

affected.....like who do you run to ? Is it this counsellor who is never available for students and never picks up the call or you discuss with a lecturer who will probably go and discuss with the lecturer in question? And then they will just all affect your grades. You get like there no one to run to?”(FG1 R3/L6-10/P.17)

The above findings are in line with a study conducted in Tanzania on students' preparation from post-secondary to higher education and working life (Kalimasi & Chasilala, 2016). It was reported that the majority of universities provide insufficient information; they take orientation as “one shot “especially public universities. They also use media to advertise about the courses only during the intake, but not throughout the year. Another challenge that was found among university staff in charge of first year students was that they either attended orientation sessions briefly or did not attend at all or they came unprepared to provide information required by first year students, hence confusing them. Similar findings were reported from a study conducted in Malawi (Zozie & Kayira, 2012).

4.12.1 Lecturers' orientation

The majority of students felt that they were not adequately assisted by lecturers during the orientation program. Even when they commenced lectures, it was the same experience where the majority of lecturers did not support students to understand the course they were pursuing. This posted the lowest mean of 2.0277. From focused group discussions, one student summed up this view as follows:

“When the lecturers came and they sat in front they introduced themselves, they came and put on a fake face. Some of them put a very serious face, and they instill

some fear in you, some put on a smile and telling how you will have an engaging lesson, you can consult me, but when the lessons starts they are very serious and they are not even engaging at all, very boring, does not ask any questions, he is just there, smiling when you don't know anything, and then goes and comes back kesho (tomorrow) come with a different perspective.”(FG1R8/L18-24/P.12)

In terms of lecturers' availability for consultation by students, the majority of students reported that many lecturers were not available for consultation. They went ahead and said that even their environment created by lecturers was not conducive for consultation which they expressed as follows:

“There is a very big gap because the lecturer only appears at the time when he or she is coming to lecture but for high school the teacher was around all through.”(FG3R9/L10-11/P.2)

“The lecturer has not created that environment where every student can approach them. So most students think like they are above so they have that fear I won't talk to them right they don't see them as normal h/being they see them as very superior.... So most of the students have that fear within them.”(FG1R2/L29-32/P.4)

“You wouldn't come to class, you are so serious, you are just academics we are learning only and expect me to approach you you know, there is no that warmth you know, that environment is not there is not there they have created a very professional.”(FG1R3/L35-38/P.4)

“Me I think the lecturers are not available for students coz most of the time, unawaonanga tu time ya class (you only see them during the lecturers) then after that they are gone. hatakama uko na shida you want to see he lecturer you won’t find him, because alikuja tu class akafunza akatoka akaenda (even if you have a problem and you want to see a lecturer you can’t find them because they teach and go).”(FG2R3/L3-7/P.3)

Other respondents claimed that some lecturers did not want to ask them question in class, while others gave students their room numbers where they could consult them, but they never available. These views were expressed by students as follows:

“According to me they are not available for consultation because most of the times even when I want to consult and I knew the office of the that lecturer so after going to his office he was not around I went the next day and the next day he was having a class so after class I saw the lecturer jumping in his saloon car so am just saying they are not available.”(FG4R1/L5-8/P.3)

“The lecturers are very serious when they come to class so a times it becomes so difficult to go for these consultations.” (FG1R1/L19-20/P.4)

“For me, I can say that the lectures are not available coz even in class you find that some lectures don’t want to be asked questions. Like even in first first lecturers would come to class and tell you ujue mimi nimesoma kukuliko (know that I’m more learned than you) so you can’t ask me questions.”(FG2R8/L32-35/P.3)

“I don’t think they are really available for consultation because some of them will tell us, if you want to find me come this place, but then when you go there you won’t find them, you get the door locked or you get someone else.”(FG2R10/L22-24/P.4)

“Anytime you go to the office you find it locked.”(FG3R4/L1-34/P.11)

Contrary to the above discussion on the orientation program received by first year students, a few students stated that they were assisted by the program. Others also felt that some lecturers were available for consultation by students, but this was however a smaller percentage.

“For me the orientation was very effective because they told us the requirement needed to do like what time you are supposed to attend classes you should not miss cats.line1-2pg5). “On the library part we were all oriented those guys who are working in the library they taught us what is in the library and it was effective.”(FG3R4/L25-28/P.14)

“We have another lecturer who is always available for consultation. I think they are only a few lecturers that are always available for consultation, like 2 percent of lecturers are available for consultation.”(FG2R7/L25-29/3).

Orientation program received at the university by first year students was not helpful to them both by the administration and the lecturers. The majority of first year students seem not contented with the kind of information given during orientation in helping them to transit and settle ready, to learn at the university. The support offices were not accessible to them since on numerous occasion they are locked. The lecturers on the other

hand, were not available for consultation by students hence making their life difficult at the university. Moreover, some students confessed that they were not aware of the support services available at the university due to poor orientation. Some female students also seemed to be facing challenges with their male lecturers but they do not have someone to share their problem with, hence ending up as victims.

4.13 Students' recommendations

Below are some of the recommendations proposed by first year students to support them in preparedness for transition to university;

The majority viewpoint was that schools needed to be creative in their school guidance programs. An analysis of the students' focus groups revealed that many students would like a program that was in line with the current generation's learning style that focus on interactive learning using digital media, to avoid boredom. These views are expressed as follows:

“If it's to work, then we have to be so creative in our systems in our g/c departments, you know we could involve the use of videos or something, something that a normal highschooler would enjoy.”(FG1R2/L26-29/P.1)

“For example if music festivals were asked to incorporate campus life as part of the theme in a particular year, then students would learn from that.”(FG1R10/L24-25/P.3)

Others recommended that there should be general secondary guidance for all secondary schools in Kenya and that this preparation should not only be done among form four, but instead should start from form one.

“The government should be involved and we should find way as in which it can be generalized for each and every high school schools coz we come from different high schools we don’t find like one high going to one university.”(FG1R6/L25-27/P.2)

“Let this issue of transition not just be a matter of form four let us just it from the very beginning in form one.”(FG1R8/L7-8/P.3)

With reference to the university orientation program, the analysis of students’ focus groups revealed that the majority of students were in favor of the following proposals:

“orientation programs should not be conducted by lecturers .they do not stay in school, they are hardly in school , they don’t associate with what we go through, so if they could get professionals to conduct these orientation progarmmes, it would really be beneficial to first years who come during those early moments.”(FG1R9/L3-6/P.13)

“Orientation should have example of refreshment most people love it now if you entice some people for orientation to come that there will be something small they will come I think that can work.”(FG4R10/L13-15/P.11)

“I would suggest next they do it as per the school and also department so that students can be in a position to ask their question.”(FG2R1/L21-22/P.6)

“The university should ensure that if they are aware that they are still admitting student they should wait until that time they ensure all student have been admitted where they can carry the orientation or they can decide to do it 1 month after the actual admission.”(FG5R9/L6-9/P.15)

“The orientation as much as it was done in a one place that we all be brought together to share I think it should be something done on a regular basis not just once.”(FG3R4/L14- 16/P.6)

Similar findings were proposed in a study conducted in Malawi, that there be follow-up activities after the orientation and that orientation be prolonged to even two weeks after reporting (Zozie & Kayira, 2012). The same study proposed that there should also be special programs for the students who do not attend, especially because of genuine reasons like late reporting due to some challenges, which are lacking in universities.

Relating to the lecturers attitudes, the majority of students proposed that they build rapport with the students so that interpersonal relationship between lecturers and students could improve. These views were expressed as follows:

“I think our lecturers what they just need to do is start creating rapport with the students.”(FG1R8/L3/P.6)

Furthermore, it was proposed that parents should support their children in transiting from secondary school to university without interfering with their career choices.

“Parents should let their children be who they want.”(FG1R9/L31/P.10)

“Parents should be advised on on how to guide their children on course selection.”(FG1R6/L7/P.11)

It is evident that a majority of first year students were not contented with the support given to them by different stakeholders. This is especially high school guidance programs and orientation program received at the university having given many recommendations on them.

4.13 Discussion of key issues

The findings emerging from the study, indicate that although the four determinants of first year students’ level of preparedness for transition were being provided, little was done in some areas. This is especially on the orientation program received at the university, which seems not to help the students in any way in successful transition to university. It seems that there is a mismatch between the current orientation program at the university and the needs of first year students.

According to the regression analysis above, first year students’ preparedness for transition from secondary school to university is not only determined by the four constructs measured above (secondary school guidance, parental support, peer support and orientation program received), there are also other factors that play a role in the transition process, but the most important determinants according to the study are the four measured above, since they cover a very high percentage of preparedness.

From the above data presentation, all the null hypotheses were rejected and instead alternative hypotheses upheld. This therefore means that the four constructs (school

guidance, peer support, parental/ guardian support and orientation program received) are useful in measuring levels of preparedness among first year students, since they all had a significant effect on level of preparedness.

Although students were prepared on time management, the majority of students still seemed to have a problem with managing their time at the university. This was evidenced by the narratives they gave during the discussions on how they used their free time. The majority said they used their free time to visit friends, for clubbing, sleeping and watching movies. This means that they did not consider the academic work as part of exercises to be done during their free time. Students need preparation on how to balance their time at the university. This is because from the focus group analysis, the majority stated that before joining university, they were told that there was a lot of freedom and free time at the university. This could be the reason why some are copying assignments and exams since they are not able to balance time for their studies, some reported that they were tempted to copy exams just like their friends and that degree is “harambee”, meaning combined effort.

Many students in the study were also found to experience financial management problems. This could be related to the extensive free time they claimed to have and they did not know how to budget for their money, it supported their friends' visits and also clubbing. Due to this therefore, some of them, especially ladies, looked for men who could support their financial means hence diverting attention from their academic activities which should have been prioritised.

It emerged that although career guidance was offered in secondary schools, the majority of students were still not prepared for course selection. Many reported that they were confused on what course to select, since they did not have the knowhow on the content and selection of courses. By the time they selected courses, some did not know about the different cluster points required by different courses. Could it be that the teachers responsible for career guidance in high schools are also not versed in these requirements? Those who knew peers, who were already part of the program stood a better chance of preparedness for course selection, compared to those who did not know.

It emerged from the study that the majority of first year students were initially optimistic that the university's orientation program would respond to many of their questions and express concerns relating to university life. This was however not the case since many students complained that the orientation did not help them in any way, and that it was a waste of time to have attended orientation. The Orientation program was not effective and it did not shed light on courses they were about to pursue at university. The only part of the orientation that was effectively covered, according to students' focus group viewpoints was chaplaincy which focuses on spiritual growth and the library.

Some first year students felt that they had inadequate social skills, especially in terms of socializing with students from different social classes and backgrounds. University should be a universal learning institution where students from different racial and social backgrounds share ideas and work collaboratively. However the study indicated that there was some segregation based on social classes.

Lecturers, on the other hand, were not left out in frustrating the expectations of first year students who were used to a close relationship with their secondary school teachers. The majority of first year students thought that lecturers would be there for them especially in supporting them to adapt to their new courses that they at times encountered challenges with, this did not happen. Many stated they had tried to consult, but they were never available, hence creating a big gap between students and lecturers. From the focus group analysis, the majority stated that the lecturers did not create a conducive environment for interaction with students, which widened the gap between them. A minority group of first year students, mainly the class representative reported to have interacted with lecturers. This can even result to frustrations among the students because they cannot all be class representatives in order to interact with lecturers.

The majority of first year students were supported by their parents/ guardians in transiting from secondary school to university. However, the parents were not always able to support their children with all the basic needs and some students said that they were still struggling to get basic needs such as food and school fees which was affecting their transition to university. Moreover, the analysis showed that many first year students, who were assisted by their parents in course selection, were not comfortable with their courses, since the parent/ guardian tried to influence them to follow particular fields of study financially. Parents did not consider student interest and ability, but instead, expected them to study towards more lucrative careers. This could be attributed to lack of awareness about the university culture that entails both academic and social life.

A number of students consulted their peers on matters pertaining to university life and course selection. While some provided useful advice others felt that they were misled by their peers through peer influence to make poor choices. The statistical evidence indicated a very high mean indicating that there was much consultation among the peers. Some were innocently introduced to drugs by their peers, while others claimed that they acquired irresponsible sexual behaviour from their peers.

Some first year students displayed a successful transition from secondary school to university. They were comfortable with the course selection, adapted very quickly to the new environment, and were able to interact freely with different groups of people. This group of students experienced very few situation that did not affect their personal development, which agrees with Havighurst's (1972) Developmental Task Theory and Erikson's (1994) developmental theory.

In terms of applying Havighurst's and Erikson's frameworks to the overall findings of the study it is clear that the majority of first year students are stuck, not able to transit successfully from secondary school to university. The majority of them seem to have stagnated at adolescent stage, facing challenges of transiting to early adulthood stage. First year students that were well supported by the four stakeholders discussed in the study were found to have a successful transition to university were they begin their early adult life without any crisis. As a result of this therefore, they have developed some crisis as a result of frustration such as poor performance leading to drop outs, change from one course to another and antisocial behaviour. They are not able to identify career choice, make decisions on their own, behave according to societal norms at that stage and are

also not able to identify with new groups of people away from the family. If this is not addressed, they will likely develop crises in their lives leading to poor academic performance, drug abuse, anti-social behaviour and even dropping out of university. This will then lead to the unsuccessful transition to the employment stage.

4.14 Summary

This chapter presented findings from quantitative and qualitative data collected for the purposes of this study. Both sets of data provided valuable insights into the determinants of first year students' preparedness for transition from secondary school to university.

The method of data collection was outlined to provide clarity and to direct the reader in understanding the findings of the study. The findings were presented according to students' views, their preparedness for transition from secondary school to university, secondary school guidance, parental/guardian support, peer support, orientation program received and finally recommendations proposed by students to improve on their preparedness for transition to university. The findings indicated that there are other determinants of first year students' preparedness for transition from secondary school to university apart from secondary school guidance programs, parental/ guardian support, peer support and orientation program received at the university. The findings showed that the above four contribute only 66% of first year students' preparedness for transition to university. The findings indicated that the majority of first year students were not well prepared to transit to university by the stakeholders measured above. The implication of these findings therefore is that the level of students' preparedness for transition to university depends on the role played by various aspects especially the four that were

measured in the current study. This does not mean that these are the only determinants of first year students' preparedness for transition to university, but however, their contribution is significant.

The chapter concluded by focusing on the key issues emerging from an interpretation of the data collected for the purposes of the study as a whole.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of findings, conclusions, recommendations and areas for further study according to the outcomes realized in the study. The study sought to investigate the determinants of first year students' preparedness for transition to university. The study has cited literature on some stakeholders involved in students' transition to university (parental support, high school guidance, peer support and orientation program received at the university)

5.2 Summary of research findings

The summary of the findings is based on objectives. Given the compelling discussion on level of preparedness, this study set four objectives and four hypotheses with corresponding research questions.

5.2.1 What is the effect of parental support on students' preparedness for transition to Moi University?

It was found that parents/ guardians play a major role in first year students' transition to university. Students who were well supported by their parents / guardians in the transition process were found to be well prepared for transition, hence took a shorter period to settle into the university. This was depicted by a very high overall mean of 2.7186 that was posted by the items that were used to measure parental support. The regression results also showed that there was a very high positive statistical significance between parental/

guardian support and first year students' level of significance ($\beta= 1.180, p<0.05$). From the items measured, the majority of first year students were influenced by their parents/guardians in their course selection. This resulted in them selecting courses that their parents wanted them to select.

These findings were not different from focused group results where the majority of participants stated that they were influenced by their parents on the courses they selected which ended up misleading them since their parents did not allow them to provide their views on the courses selected. Moreover, it was found that a number of first year students were not prepared by their parents and guardians in decision making, since they indicated that they were not able to make decisions on their own. The majority also experienced challenges in preparing meals for themselves and washing the dishes, hence opting for fast food which was very expensive at the university.

Financial management was another crisis facing the majority of first year students, since in secondary school their pocket money was kept by their class teachers and school accountants who controlled their usage. This is different from university where they are given a lump sum of money by their guardians and also higher education loan board (HELB), and expected to manage it on their own.

5.2.2 What is the effect of secondary school guidance programs on students' preparedness for transition to university?

Secondary school guidance programs were found not to be completely effective in preparing students to transit to university. There was however a positive statistical significance between the level of students' preparedness and guidance programs offered

in secondary school ($\beta=.362$, $p<0.05$). Based on the statistics, the majority of first year students were not satisfied with the support they received from their secondary school to enhance their transition to university. This was depicted by the low means (1.7093, 2.3702, 2.2561) posted by some items measured in table 4.3.

From the focus discussion interviews, the majority of the respondents reported that they were not aware of the cluster points by the time they selected their courses and were therefore unsure on course selection. A number of the students reported that their secondary school teachers were not conversant with the current courses that the university offered hence advised them incorrectly on what programs of study to pursue.

Moreover, some first year students were not prepared by secondary school guidance programs to adapt to university social life, hence they felt lonely and were not able to cope. Some claimed that they were spoon fed by their secondary school teachers in order to achieve good grades to qualify for university admission. This affected their study habits at the university where they were expected to work independently to complete intensive research projects.

However, a few students felt that the guidance programs offered in their secondary school supported them to effect successful transition. This was in the areas of course selection, their social life and time management at the university

5.2.3 What is the effect of peer support on students' preparedness for transition to University?

It was found that the majority of first year students consulted their peers on decisions pertaining to university life, especially on social matters, time management and course

selection. This according to many of them affected them negatively as the advice given was inappropriate. There was a positive statistical significance between peer support and students' successful transition to university ($\beta = .659$, $p < 0.05$).

The findings from focused discussions were not any different from the statistics. It was stated that the majority of first year students followed the advice given by their peers who mostly are the older students at the university. The majority claimed that their social life was predominantly influenced by their peers. Some also stated that they were influenced by their peers to copy assignments and exams as well, which had negative repercussions for them.

5.2.4 what was the effect of the orientation program on students' preparedness for transition to University?

It was found that the overall mean for the items used to measure the university orientation program, was the lowest among the constructs measured in the study at 2.343. The majority of students seemed not to have been supported by the university orientation program in understanding their career paths, which was the same with the orientation provided on the support services available at the university, because it also posted a very low mean of 2.0277. Regression results indicated that the orientation program received had a negative significant effect on their level of preparedness ($\beta = -.832$, $p < 0.05$). This implied that the current orientation offered to first year students was not preparing them adequately for transition to university.

Focused group interviews indicated that orientation halls were very overcrowded with students from all the schools, hence making it ineffective. Moreover, it was reported that

university staff in charge of first year orientation program, appeared unprepared and others did not attend at all. Lecturers on the other hand were found not to be supportive to first year students' transition since they were not available for consultation on their course selection. This contributed to their low levels of preparedness for transition to university among a majority of first year students.

5.3 Conclusions

The study sought to investigate the determinants of first year students' preparedness for transition to university. The review of level of preparedness showed that the majority of first year students were found not adequately prepared for transition to university in terms of academic work, social, financial and emotional life. These conclusions concur with the literature reviewed that there are different stakeholders involved in preparing students for transition to university. However, the literature reviewed showed that students are prepared in some areas while in others they are not. This conclusion was deduced from the four items measured in the study (secondary school guidance programs, parental support, peer support and orientation program received at the university). One was found not to play effective roles in supporting first year students' transition to university. This is the orientation program received at the university that posted a negative statistical effect on students' preparedness for transition.

High guidance programs deals with high school matters mainly and the teachers concentrate with good performance for students to join university but they do not prepare them fully for the transition. Elderly high school teachers are the most affected in that

they are not conversant with the current courses being offered at the university and the university lifestyle.

Parents and guardians seems also not informed on university courses and university life in general. As a result they dictate courses to their children without putting in mind the interest of their children. This might result to frustrations among their children hence dropping out of university, changing courses, poor performance or even indulging in crimes in the university.

Majority of peers influence first year students negatively especially socially and time management in the university. As a result, influenced students are not able to balance class and leisure time hence end up missing classes. Copying of exams in the university is also brought about by poor time management among first year students as a result of influence by other students who have already lost focus.

Orientation program received at the university is not supporting students in transiting successfully to the university. Both teaching and non-teaching staff seem not available for first year students who have many challenges, and as a result they get lost in the crowd. Majority of lecturers teach and go without availing themselves for the students. The orientation is too crowded, the time limit is short therefore everything is done in a rush limiting time for questions.

Due to this therefore, if appropriate measures are not put into place by the concerned in ensuring a smooth transition to university, quality education will not be achieved and deviant behaviour among university students will continue to increase. This will have an effect on the job market, as the students will not have the requisites skills to complete the

required tasks effectively. Below is the regression model showing the contribution of different stakeholders in ensuring smooth transition of first year students to university.

$Y = -1.024 + .362\text{HSGP} + 1.180\text{PGS} + .659\text{PS} - .832\text{OPR}$ whereby;

High school guidance programs (HSGP)

Parental/guardian support (PGS),

Peer support (PS),

Orientation program received (OPR)

5.4 Recommendations

Based on the conclusions drawn from the study the following recommendations are proposed:

- 1) From research question one, parents need to be supported by the Ministry of Education through secondary schools on how to support their children in transiting to university. During schools' general meetings, parents could be made aware of university courses, social life skills. This will enable parents to support their children to transit from secondary school to university without forcing them to pursue courses of study that they expect their children to pursue.
- 2) Furthermore, from the findings of research question two, secondary school guidance programs should place emphasis on career programs which are meant to prepare students for transition to university. Teachers should be made aware of university courses and university life in general so that they

are able to provide their children with relevant information. It is recommended that university preparation be commenced with in primary school to ensure the effective transition later. In addition, all secondary schools should have a job shadow program so that school leavers are better informed about the possible programs of study that they could pursue at university.

- 3) First year lecturers should create a collaborative learning community between first and second year students to enhance positive peer support. This could be arranged in collaboration with first and second year class representatives.
- 4) Consequently, from the findings of objective four which was on orientation program received at the university, universities should collaborate with secondary schools in providing information about university courses, clusters and university life in general through the university counselling office. This can be done through organizing county seminars where all counselling representatives are invited and information about the universities shared. There should also be a uniform orientation program provided by the commission of university education (CUE) to all universities in enhancing first year students' transition to university. In addition, there should be a follow up after the main orientation in the second semester of the first year to assess the effectiveness of the program and to support those students who registered late.

5.5 Suggestions for further research

The debate on level of preparedness for transition to university among first year students by different stakeholders is scanty in Kenya. To generate firm conclusions on university transition, there is need for more studies on the following areas; a comparative study can be conducted between a public and a private` university in Kenya. Moreover, a similar study could be replicated in a public university in another developing country. Consequently, a study could be conducted on other stakeholders' contributions to first year students' preparedness for transition to university apart from the four covered in the current study.

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APPENDIX I : UNIVERSITY PERMIT LETTER



MOI UNIVERSITY
OFFICE OF THE DEPUTY VICE CHANCELLOR
ACADEMICS, RESEARCH AND EXTENSION

Tel: (053) 43355
(053) 43620
Fax: (053) 43412
Email: dvc_are@mu.ac.ke or dvcresearchmu@gmail.com

P.O. Box 3900
Eldoret - 30100
Kenya

REF: MU/DVC/REP/27B

23rd July, 2018

TO WHOM IT MAY CONCERN

RE: PERMISSION TO CARRY OUT RESEARCH – ROSE NJAGE

The above subject matter refers.

Ms. Rose Njage who is a Master under Cermesa scholarship at Moi University has applied for authority to conduct research within Moi University among first year students. We would be grateful if she is permitted to conduct her research on *"First year students' preparedness for transition from secondary school to university: A case of Moi University, Kenya."*


By a copy of this letter authority is hereby granted to her to conduct the research.

After the completion of the research, a complete report both on hard and soft copy will be handed over to the office of Deputy Vice-Chancellor, Academics, Research & Extension.

Any assistance accorded to her will be highly appreciated.

Thank you.

Yours faithfully,


PROF. I. N. KIMENGI, Ph. D
DEPUTY VICE-CHANCELLOR
(ACADEMICS, RESEARCH & EXTENSION)

SK/ta

APPENDIX II : NACOSTI PERMIT LETTER



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

Telephone: +254-20-2213471,
2241349,3310571,2219420
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Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/57604/21668**

Date: **25th May, 2019**

Rose Kanana Njage
Moi University
P.O. Box 3900-30100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“First year students’ preparedness for transition from secondary school to university: A case of Moi University, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for the period ending **25th May, 2019**.

You are advised to report to **the Vice Chancellor, Moi University, the County Commissioner and the County Director of Education, Uasin Gishu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

G. Kalerwa

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

Copy to:

The Vice Chancellor
Moi University.

The County Commissioner

APPENDIX III:NACOSTI PERMIT CERTIFICATE

on the topic: **FIRST YEAR STUDENTS' PREPAREDNESS FOR TRANSITION FROM SECONDARY SCHOOL TO UNIVERSITY: A CASE OF MOI UNIVERSITY, KENYA**

for the period ending: 25th May,2019

THIS IS TO CERTIFY THAT: MS. ROSE KANAMA N/AGE OF MOI UNIVERSITY, 0-80100 Mombasa,has been permitted to conduct research in Uasin-Gishu County

Permit No : NACOSTI/P/18/57604/22632
Date Of Issue : 25th May,2018
Fee Received :Ksh 1000

Applicant's Signature



Director General Technology & Innovation National Commission for Science, Technology and Innovation




APPENDIX IV: QUESTIONNAIRE

Njage K. Rose

School of Education

Department Educational Management and Policy Studies

Moi University

Dear Respondent

My name is Rose, a postgraduate student from Moi University, currently studying towards a master’s degree of education in research. My research topic is on first determinants of first year students’ preparedness for transition from secondary school to university: a case of Moi University, Kenya. I am requesting you to cooperate with me in filling out this questionnaire. Your responses will be confidential, just for academic purposes. Do not write your name and registration number on the questionnaire.

Thank you in advance

Questionnaire number

School /Faculty

Part A: Individual Details

Gender: Male Female

Age: 17 -18 19-20

Above 21

Part B: Level of Preparedness

Read each of the following statements carefully and indicate by using a tick, the extent to which you agree or disagree with the following statement on your level of preparedness for transition to university. Use Strongly Agree(SA) =5, Agree (A)=4, Undecided (U)=3, Disagree (D)=2, and Strongly Disagree (SD)=1.

	I was well prepared	SD	D	UD	A	SA
LP1	On the number of units to be covered in my course	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
LP2	To Adjust to the new social life	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
LP3	To communicate and relate well with my lecturers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
LP4	on how to relate and communicate other students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
LP5	On how to build confidence	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
LP6	To be able to balance my study time with leisure	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
LP7	And hence am comfortable with the course admitted	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
LP8	To work on my assignments independently	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Part C: High School Guidance

Read each of the following statements carefully and indicate by using a tick, the extent to which you agree or disagree with the following statement. Use Strongly Agree(SA) =5, Agree (A)=4, Undecided (U)=3, Disagree (D)=2, and Strongly Disagree (SD)=1.

	High school guidance I received	SD	D	UD	A	SA
HSG1	Effectively prepared me for transition to university	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
HSG2	Was adequate in preparing me for university course	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
HSG3	Prepared me on how to research independently	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
HSG4	Prepared me for university	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
HSG5	Prepared me on how to manage my personal time	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
HSG6	Prepared me to adjust to university lecture method.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Part B: Parental/Guardian Support

Read each of the following statements carefully and indicate by using a tick, the extent to which you agree or disagree with the following statement on Parental/Guardian Support you received for transition to university. Use Strongly Agree(SA) =5, Agree (A)=4, Undecided (U)=3, Disagree (D)=2, and Strongly Disagree (SD)=1.

	Parental/Guardian Support	SD	D	UD	A	SA
PGS1	My parents/guardian prepared me for the transition	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
PGS2	My parents/guardian Provided a my needs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
PGS3	My parents/guardian Paid all the requisite fees in time	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
PGS4	My parents/guardian Provided all the basic needs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
PGS5	My parents/guardian counseled me on university life	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
PGS6	My parents/guardian heed me settle down	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Part B: Peer Support

Read each of the following statements carefully and indicate by using a tick, the extent to which you agree or disagree with the following statement on Peers Support to you received for transition to university. Use Strongly Agree(SA) =5, Agree (A)=4, Undecided (U)=3, Disagree (D)=2, and Strongly Disagree (SD)=1.

	Peers Support	SD	D	UD	A	SA
PS1	I received some guidance from my peers.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
PS2	I my roommates/housemates who are ready to advise me	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
PS3	I am comfortable relating to other students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

PS4	I did not have any challenge in adjusting to new friends	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
PS5	My friends are helpful	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
PS6	My friends are ready to help	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Part C: Orientation Program Received

Read each of the following statements carefully and indicate by using a tick, the extent to which you agree or disagree with the following statement on orientation program received to you received for transition to university. Use Strongly Agree(SA) =5, Agree (A)=4, Undecided (U)=3, Disagree (D)=2, and Strongly Disagree (SD)=1.

	Orientation Program I Received	SD	D	UD	A	SA
OPR1	Was effective in preparing me for university life	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
OPR2	Helped me in spiritual growth	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
OPR3	At the university has helped me on my career expectation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
OPR4	Was adequate on the hostel and the services available	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
OPR5	Equipped me on the requirements of the course	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
OPR6	Was adequate on the learning resources in the library	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
OPR7	Was adequate support services offered in the university	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

APPENDIX V: RESPONDENTS CONSENT

My name is Rose K. Njage. I am a Master student from Moi University, carrying out a study on students' preparedness for transition from secondary schools to universities; a case of a public university in Kenya. The information will be used for academic purpose only and also by the universities in ensuring comfort and quick settling down among first year students.

Participation in this study will require that I ask you some questions and I note down your responses as the discussion continues. I may also audio tape your responses to help me transcribe later for data analysis. I may have to take videos and photographs of you as the discussion continues.

Kindly note that your involvement in this study is voluntary. You have the right to refuse getting involved in this study. Please remember that refusing to be involved in the study will not have any consequence whatsoever.

You can ask the questions about the study at any time. You may reject to answer any questions. You can also withdraw from the study any time without interference with the services you get from any institution, organization, or even leaders.

Questions about social aspects, sometimes touching on personal life or duties are some of the questions to be asked, which may make you a little uncomfortable. If you so wish; you can refuse to answer some of these questions.

There are no direct benefits with your participation in the study, but it will help future first year students in the universities to easily cope with the environment having gone through thorough preparation. Moreover, it will help the administrators in identifying the challenges experienced by fresh students in the university.

Your name will not be included in either focused group discussion or on the questionnaire to ensure confidentiality. The questionnaires will be kept in a locked cabinet for safety.

If you have any questions you may contact me on mobile number 0713662150 or email njagerose@gmail.com.

The above information regarding my participation in the study is clear to me. I have been given a chance to ask questions and my questions have been answered to my satisfaction. My participation in this study is entirely voluntary. I understand that the information I will provide will be kept in private and that I can leave the study at any time.

Name of participant

Signature

Date.....

Investigator’s statement

I, the undersigned, have explained to the volunteer in a language she/he understands the procedures to be followed in the study and the risks and benefits involved.

Name of interviewer.....

Signature.....Date

APPENDIX VI: FOCUS GROUP DISCUSSION QUESTIONS

Njage K. Rose

Phone: 0713662150

Email:njagerose@gmail.com

School of Education

Department Educational Management and Policy Studies

Moi University

Dear Respondent,

My name is Rose Njage, a postgraduate student from Moi University currently undertaking the Masters of education in research (CERMESA). My research topic is on first year students' preparedness for transition from secondary school to university: A case of Moi University, Kenya. I am requesting you to cooperate with me in the discussion of the questions below. Your responses will be confidential, just for academic purposes. I will use a tape recorder to record the interviews and also take some photos of the participants, to be used only for academic purposes. Your name will not be included anywhere in your response. In case of any query, you can contact me through the contact above. Kindly read the following questions.

Thanking you in advance.

- 1) Comment on the guidance and counseling and career development program in secondary school in preparing students for university education.
- 2) Are the lecturers available for consultation by students? Explain
- 3) How do you use your free time in the university?
- 4) How informed are you about your course to which you were admitted for at the university?

- 5) In your own opinion, how would you describe the orientation program and how effective was the program? Provide some recommendations in relation to the improvement of the orientation program that the university offers.
- 6) How informed are you in terms of the support services available in the university?
Explain
- 7) What were some of the challenges that you encountered during your interaction with other students/ lecturers/ administrators/ other support staff? In which ways do you think that the school/ other stakeholders did not prepare you for the challenges experienced?
- 8) In general, outline some of the challenges encountered in adjusting from Secondary School to university with examples based on your experiences.

APPENDIX VIII: SAMPLE SIZE SELECTION TABLE

Required Sample Size [†]								
Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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