

**FACTORS INFLUENCING TRANSITION OF PUPILS FROM  
PRIMARY TO POST-PRIMARY EDUCATION: A CASE OF  
MASHURU DIVISION, CENTRAL KAJIADO DISTRICT,  
KENYA. "**

**BY**

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## **DEDICATION**

**This project research is dedicated to my parents Mr. and Mrs. Lumasia. Without their patience, understanding, support the completion of this work would not have been possible.**

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## **ABBREVIATIONS AND ACRONYMS**

<b>ADEA</b>	<b>Association for the Development of Education in Africa</b>
<b>AED</b>	<b>Academy for Educational Development</b>
<b>AIDS</b>	<b>Acquired Immune Deficiency Syndrome</b>
<b>CAMFED</b>	<b>Campaign for Female Education</b>
<b>EFA</b>	<b>Education for All</b>
<b>FGM</b>	<b>Female Genital Mutilation</b>
<b>FAWE</b>	<b>Forum for African Women Educationalists</b>
<b>FEMSA</b>	<b>Female Education in Mathematics and Science Project</b>
<b>GCE</b>	<b>Global Campaign for Education</b>
<b>GPI</b>	<b>Gender Parity Index</b>
<b>HIV</b>	<b>Human Immuno-deficiency Virus</b>
<b>ICT</b>	<b>Information and Communication Technology</b>
<b>MDGs</b>	<b>Millennium Development Goals</b>
<b>NGO</b>	<b>Non-Governmental Organisation</b>
<b>OVC</b>	<b>Orphans and other Vulnerable Children</b>
<b>G&amp;S</b>	<b>Guidance and Counselling</b>
<b>PGNs</b>	<b>Practical Gender Needs</b>
<b>SFAI</b>	<b>School Fee Abolition Initiative</b>
<b>SGNs</b>	<b>Strategic Gender Needs</b>
<b>SMT</b>	<b>Science, Mathematics and Technology</b>
<b>SWAp</b>	<b>Sector-wide approach</b>
<b>UIS</b>	<b>UNESCO Institute for Statistics</b>
<b>UNESCO</b>	<b>United Nations Educational, Scientific and Cultural Organisation</b>
<b>UNGEI</b>	<b>United Nations Girl Education Initiative</b>
<b>UNICEF</b>	<b>United Nations Children's Fund</b>
<b>UPE</b>	<b>Universal Primary Education</b>
<b>USAID</b>	<b>United States Agency for International Development</b>

## **ABSTRACT**

As countries in Africa move towards achieving the Millennium Development Goals (MDGs) and Education for All (EFA), Kenya has demonstrated a leading example in the provision of free primary education for all. However, it is imperative to think beyond primary school. Kenya has made notable progress in increasing primary enrolment and improving gender parity, although much more remains to be done. This research project explores the factors that influence transition of girls and boys from primary to from primary post-primary education. The purpose of this study is to analyze factors that affect transition of boys and girls from primary to post-primary education and suggest the way forward. The broad objective of this study is to analyze the factors that influence transition of boys and girls from primary to post primary education with specific objectives being to establish the economic factors influencing transition of boys and girls from primary to post-primary education; to determine the cultural factors influencing transition rates of boys and girls from primary to post-primary education; to examine the role social factors influencing transition of boys and girls from primary to post-primary education and to compare transition rates of boys and girls from primary to post-primary education. The study was conducted in three stages beginning with an initial survey at stage one and case studies at stage two. At the third phase of the study, focus group discussions will be held with the students. The study seeks to find out any gender disparities in transition from primary to post-primary education and whether boys are given preferential treatment. The research design was cross-sectional. The researcher utilized different groups of people who differ in age but share the same ethnicity, in this case the students of both Class 8 and Form 1, both from Mashuru Division of Central Kajiado District. Interviews were conducted with pupils in their final year of primary school (Class Eight pupils) as well as those newly enrolled in institutions of post-primary education (Form 1 students). This involved the use of structured interview to collect quantitative data using questionnaires with closed-ended questions. Focus group discussions were also held with the students. Data collected was then analyzed using frequencies and percentages. The mean was used to analyze and compare the number of girls in institutions of post-primary education against the number of boys. From the study, it is apparent that boys were given more opportunities in transition to post-primary education with girls facing more challenges in transition to post-primary education. Socio-cultural practices have also had adverse effects on girls than boys. The study recommended the education of parents on the importance of post-primary education, provision and sensitization of students on Guidance and Counseling and its roles, provision of more schools to students within their home environment, creating awareness on importance of educating the girl child and educating the public on better practices for circumcision that will allow quicker recovery for boys and sensitization of parents on the dangers of FGM. If properly executed, these would bridge the gap between primary and post-primary enrolment.

## **CHAPTER ONE:**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Education is a human right and catalyst for development. It has been identified as a powerful tool for poverty reduction and economic growth (UNESCO, 2003, 2005; World Bank, 2002). Education, it is argued (Bruns, Mingat and Rakotomalala, 2005; UNESCO, 2003, 2005) is needed in order to reduce illiteracy and enable economic development in line with the poverty reduction programmes, the Millennium Development Goals (MDGs) and the universal declaration of Education for All (Kane, 2004; World bank, 2002). But according to the UNESCO Global Monitoring Report (UNESCO, 2003) there are 104 million out of school children and 56% of them are girls while women account for two thirds of the world's illiterate adults (UNESCO, 2003; World Bank, 2002). According to the United Nations Development Programme Human Development Report (UNDP, 2005:24) 115 million children in the world are denied even basic primary education and 45.5 million of them are in the sub-Saharan Africa. Several countries including Kenya hoped to achieve basic education in primary and secondary levels by 2005 and achieve gender equality in education by 2015.

The Education for All (EFA) goals and Millennium Development Goals (MDGs) clearly state the commitment of governments and international organizations to enable all children to participate in and complete primary and secondary education and to achieve equity for girls and other disadvantaged children. Despite this commitment, the Kenyan secondary enrolment rates are considerably lower than primary enrolment rates and are said to be largely in favor of males. This structure indicates that there is still a lot of wastage in education for both males and females but with the latter at a bigger disadvantage. Such wastage is occasioned by low transition rates from one level to another as seen from the figure below:

**Table 1.1: Net primary and secondary school attendance ratio 2000-2006**

<b>Region</b>	<b>Primary</b>		<b>Secondary</b>	
	Male	Female	Male	Female
Sub-Saharan Africa	64	60	25	22
East and Southern Africa	66	67	20	19
West and Central Africa	62	55	30	25

*(Source: Extracted from State of the World's Children, 2008)*

UNICEF (2007), with rapidly increasing primary enrolment rates, many countries are not keeping up with the demand for secondary education and this will only become more severe in the near future. In addition to insufficient spaces in secondary schools, selective admission criteria continue to eliminate many students from this option. While individual choice for post primary education is one of the important elements, contextual influences are critical. Many communities do not have the infrastructure to incorporate large numbers of secondary school leavers into jobs leading to rural-urban or even international migration while those who cannot afford to migrate are left with no option.

### **1.2 Statement of the Problem**

Scholars have not paid much attention to the discrepancy between primary and secondary school enrolment in Mashuru Division of Central Kajiado District. UNICEF (2007), although there is a confirmed trend towards more male than female enrolments in tertiary education worldwide, expanded access to secondary school education has led to reductions in gender disparities in most regions. Aikman and Unterhaltner (2005) noted that gender disparities in Kenya remained larger in secondary than in primary education with those born into households that are poor, rural or indigenous facing more disparities.

This study therefore seeks to identify the factors that affect transition from primary to post-primary education in Mashuru Division of Central Kajiado District.

### **1.3 Purpose of the Study**

The purpose of this study is to analyze factors that affect transition of boys and girls from primary to post-primary education.

### **1.4 Objectives of the Study**

The broad objective of this study is to analyze the factors that influence transition of boys and girls from primary to post primary education. Specific objectives include:

- i. To establish the economic factors influencing transition of boys and girls from primary to post-primary education;
- ii. To determine the cultural factors influencing transition rates of boys and girls from primary to post-primary education;
- iii. To examine the role social factors influencing transition of boys and girls from primary to post-primary education;
- iv. To compare transition rates of boys and girls from primary to post-primary education.

### **1.5 Research Questions**

The research questions guiding this study are:

- i. To what extent do economic factors influence transition in post primary education?
- ii. How do cultural factors influence transition rates from primary to post-primary education?
- iii. What is the role of social factors in transition from primary to post-primary education?
- iv. How do transition rates for boys compare with girls from primary to post-primary education?

### **1.5 Justification for the Study**

Literature used in this study was derived mainly from a global perspective. Most of the research was conducted in selected countries across Africa and the findings presented under one umbrella

of sub-Saharan African countries due to inadequacy of literature in Kenya. This study will therefore go a long way in filling the knowledge gap since the area has not been, if at all, adequately covered by previous studies in Kenya. The study will also shed light on the plight of boys in education since most attention has been given to the girls over the years.

### **1.6 Significance of the Study**

The findings of this study will be used by 'Non Governmental Organisations' (NGOs) working towards gender equality in education in Kenya, academics as well as the Ministry of Education to influence policy in secondary school enrolment.

### **1.7 Delimitation of the Study**

Although the ultimate focus of this study is to look at the gender aspect in transition from primary to post-primary education, a special focus is given to girls who are faced with numerous challenges in their quest to achieve post-primary education.

### **1.8 Limitations of the Study**

The growing body of literature about gender and post-primary education is still in its infancy. As such, there is a shortage of detailed descriptions and rigorous research on existing programmes and projects, and on the contextual conditions that influence gender dynamics at post-primary levels. The comparability of some statistical data would be problematic as it was not collected the same year (in some cases we may be comparing 2005 data with 2006 data). One major limitation with existing data is that most of them pertain to both formal schooling and alternative forms of education. To address this situation data was collected on formal education only.

This search was also limited to documents in English, so it does not rely on documents in other languages.

### **1.9 Assumptions of the Study**

The study is based on the assumption that there is a gender disparity in transition to institutions of post-primary education in Kajiado District with girls being the disadvantaged lot. The study is also based on the assumption that the informants will provide accurate information and that they will not be influenced by the interviewer in the face-to face interview.

### **1.10 Definition of Significant Terms**

**Gender:** refers to natural distinctions of sex, either male or female.

**Education:** refers to the process of receiving and/or giving systematic instruction at school.

**Post-Primary Education:** refers to formal or vocational education one receives upon successful completion of primary schooling. For purposes of this study, post-primary education means secondary school.

**Transition:** refers to the process of moving from primary school to post-primary.

**Economic Factors:** refer to a community's way of earning a living. Also relates to a product which can command a price when sold.

**Cultural Factors:** refer to a community's way of life which is usually influenced by customs, traditions and ethnicity.

**Social Factors:** refer to community based practices.

**Gender Parity:** a balance in the number of males and females in a given set up

**Gender Parity Index:** refers to a measure of the relative access to education of males and females



### **1.11 Summary**

In this chapter, the important question is whether boys are given preferential treatment over girls in transition to post-primary education. For purposes of this study, it is necessary to note that previous studies on post-primary education have been focused on girls with very few, if at all, focusing on boys. Since both boys and girls are faced with almost similar challenges, it is important to look at the factors affecting transition rates of both boys and girls in order to chart out ways in which gender disparities in post-primary education can be corrected. The findings of this study go a long way in building onto the already existing information on transition to post-primary education as well as in policy making especially at the Ministry of Education level. An analysis of the factors that influence transition rates of boys and girls from primary to post-primary education would help identify the gaps that exist in transition of both boys and girls from primary to post-primary education as well as charting out ways to fill the gaps hence improving gender parity in post-primary education.

In my view, it is important to include both boys and girls in order to achieve gender parity in education. Countries such as Latin America are already experiencing disparities due to the advocacy that was carried out on girls' education without considering the boys hence girls are currently way ahead of the boys. A comparison of boys and girls transition levels to post-primary education would ensure that such disparities are avoided.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter looks at studies that have been carried out on the transition of both boys and girls from primary to post-primary education by way of research with a view to identifying the gaps which still exist that this study intends to fill.

#### **2.2 Comparative Issues Related to Transition of Girls and Boys**

Aikman and Unterhaltner (2005) classified issues that influence transition to post-primary education as social and cultural practices: citing early marriages, Female Genital Mutilation (FGM) and student pregnancies. Also cited is the low social status of girls and women; poverty, which in some communities has seen girls being married off in order to fetch dowry which would in turn be used to pay school fees for their brothers. Girls' and boys' unequal labour burdens is also an issue to be considered. In-school factors include sexual harassment of both boys and girls, teacher's low expectation of girls' performance, gender stereotyped learning materials, high rates of repetition for both boys and girls and inadequate sanitary facilities.

#### **2.3 The Concept of Transition to Post-Primary Education**

UNCEF (2007) In light of the strides being taken throughout the world towards Universal Primary Education (UPE), lack of attention to post-primary education and more specifically secondary education is increasingly echoed in recent literature and the development agency discussions (e.g. Lewin 2005; UNESCO 2005; World Bank 2005). There is growing concern that a narrow focus on primary education is too limited, whereas implementation of post-primary education would be problematic if it leaves behind primary education concerns. Most governments today are committed to providing universal access to basic education, UNESCO (2008). Lewin (2005) argues that the major focus put by governments and development agencies on the two commitments within the MDGs and EFA goals most directly associated with educational development, universal enrolment and completion of primary schooling and gender equality in primary and secondary access and achievement is short-sighted. He cautions that it "has resulted in major shifts in investment in education in many poor countries to favor

expanded primary schooling to the extent that some now allocate as much as 70% of the recurrent budget to this” (p.409), to the detriment of development at other levels.

In Kenya, basic education requires completion of primary school and a successful transition to secondary school. However, as much as participation in post-primary education is expanding, mainly due to the free primary education, access remains limited for most of the young Kenyans. Disparities in opportunity reinforce persistent inequalities in society. While Kenya’s education policy does not discriminate against girls, their participation is characterized by manifest disparities. There are regional disparities in primary enrolment, particularly in the arid and semi-arid lands where pastoralism and nomadism pre-dominate as well as in other regions practicing harmful cultural practices which hamper transition of girls to institutions of post-primary education, Aikman (2005).

In their study on employment outcomes of secondary school and university graduates, Al-Samarrai and Bennel (2003) argue that poor examination results in secondary schools are symptomatic of chronically under-resourced schools and poorly trained and motivated teachers. However, given the importance that is currently attached to the attainment of universal primary education, there is a danger that secondary and higher education will be neglected. This would have disastrous consequences for human resource development. (P.83).

#### **2.4 Factors that Influence Transition to Post-primary Education in Kenya**

Aikman and Unterhalter (2005), although Kenya’s education policy does not discriminate against girls and women; their participation is characterized by manifest disparities. There are serious regional disparities in primary enrolment, particularly in the Arid and Semi-Arid lands, where pastoralism and nomadism pre-dominate. There are also wide variations in dropout rates between regions and in the last ten years completion rates in Kenya have never exceeded 50 per cent. Low completion rates, especially for girls, mean that few pupils who do succeed in completing their schooling manage to penetrate the labour market as shown in table 2.1 below.

**Table 2.1: Secondary Enrolment rates by Gender and Province (UNESCO, 2005)**

Province	2003		2004	
	Boys	Girls	Boys	Girls
Coast	12.2	11.4	14.3	12.2
Central	25.2	30.3	27.0	29.5
Eastern	19.9	21.8	20.9	21.4
Nairobi	11.6	6.4	22.1	16.2
Rift Valley	17.0	17.1	17.7	17.3
Western	16.9	20.7	19.2	20.3
Nyanza	23.3	21.4	22.3	17.6
North Eastern	2.9	2.0	3.1	1.8
Total	18.2	18.9	19.7	19.1
<b>Grand Totals</b>	<b>18.6</b>		<b>19.4</b>	

*(Source: UNESCO 2005)*

UNESCO (2005), the challenges that confront girls' education in Kenya include both in-school and out of school factors; they span the economic, cultural, social, regional and policy realms. Since 2000, government and non-governmental agencies have tried to address these challenges, which are expressed in the interlinked problems of unequal access, poor rates of retention and poor quality of education for girls. Their concerted efforts have in fact reduced the differential in girls' and boys' participation in basic education.

#### **2.4.1 Economic Factors Influencing Transition to Post-Primary Education**

Oxfam GB (2005), division of labour in households and the work burden on girls has been cited as a negative factor affecting girls' education. One informant said 'if there is a baby to be taken care of, it will be the girl to do so - at the expense of her education' also, parents keep children,

and most often girls at home on market days. Many girls are expected to take their younger siblings with them to school – a practice which many teachers do not encourage. ‘But teachers also realize that forbidding girls to bring siblings increased the girls’ dropout rates, so they allowed them’. In informal settlements in Nairobi, it was reported that girls were overburdened with housework, which included cooking, cleaning, washing and taking care of the young ones while boys engaged in hawking wares at weekends in order to earn money for school fees. Girls on the other hand often work in Salons and some resort to providing sex for money. Most girls lacked money to buy sanitary wear and consequently stayed away from school during their menstrual periods.

UNICEF (2005), the HIV/AIDS pandemic in Eastern and Southern Africa requires re-focusing attention across sectors to examine the ways in which education and HIV are interrelated. Enrolment in formal schooling has decreased in some areas because of children becoming sick and also having to care for sick family members. As teachers become infected, the number of available teachers is affected. More orphans and girls become more vulnerable and sibling care falls on the shoulders of older sisters, creating a “disproportionate caretaking burden” UNICEF (2002).

Ministry of Health (MoH) and the National Aids Council (NACC) 2002 project the number of HIV/AIDS orphans in Kenya to be around 1.5 million in 2005 with informal settlements in Nairobi being hardest hit by the impact of HIV/AIDS. Here, many girls have assumed extra responsibility of looking after their siblings and child-headed families are on the increase.

Oxfam GB (2005), note that both in Kajiado and Nairobi, textbooks were reported to be shared among as many as 5 students, in city council schools in Nairobi, pupils are required to buy a desk on admission and there are up to 115 students in each class. The situation was reported to be bad also in those non-state schools which had no NGO or church sponsorship. On top of paying Kshs. 500 a month, students have to provide their own books, pens, uniform and bags. Whereas some schools have adequate sanitary facilities, some are in very poor condition with pit latrines almost full and posing danger to the students. Elimu Yetu Coalition (2003), in Aikman and Unterhalter (2005) some girls reportedly, assist their mothers in selling illicit brews.

#### **2.4.2 Cultural Factors Affecting Transition to Post-Primary Education in Kenya**

FAWE (2008), the out of school issues that influence girls' prospects of education can be classified as social and cultural practices (early marriage, Female Genital Mutilation and student pregnancies which often followed the cultural initiation); the low social status of girls and women; poverty as well as girls' and boys' unequal labour burdens.

FAWE (2008), the practice of early marriage was found to be most pronounced in Kajiado district, where girls are married at a young age (under 15 years) and often to older, wealthy men in order to fetch a good dowry, which in this region takes the form of cattle. In Nairobi however, early marriage was not so pronounced, although it was found that girls becoming pregnant often dropped out of school and sought marriage. Female Genital Mutilation (FGM) is another factor behind girls' pre-mature withdrawal from school. FGM is widely practiced among the Maasai communities and others in Kenya. Once a girl has undergone it, she is considered an adult woman and ready for marriage. The age at which girls are circumcised has been declining and their subsequent 'adult behaviour' includes sexual activity and a lack of interest in schooling. Medical complications resulting from FGM and pregnancy contribute to drop-out rates in some communities.

Aikman and Unterhalter (2005), noted that in communities where 'traditional' practices such as FGM were widespread, both girls and boys interviewed felt that girls' education was not valued as highly as boys' education. Boys in particular emphasized the fact that girls were often kept at home, but parents insisted that they valued education for their sons and daughters equally. In the informal urban settlements, some parents expressed the belief that educating a girl simply enriches her husband's family, while educating a boy is seen as enriching his own family. Interviewees noted that too much education may prevent a girl from getting a suitable husband, and that educated girls may cause difficulties in marriage, which could lead to divorce.

### 2.4.3 Social Factors influencing Transition to Post-Primary Education

Chege (1995), in Aikman and Unterhalter (2005) Long distances to schools from home expose girls to physical and sexual dangers and lead to drop –out. Distances are long in Kajiado region (16-40km), while in the urban areas commuting to school on public transport poses dangers to girls from harassment by drunks. Teenage pregnancy, a direct result of security and poverty issues outlined above, strongly affects girls’ ability to participate in education. According to the Kenya Domestic Household Survey, adolescent mothers constitute more than half (55 per cent) of adolescent girls. Although the Kenyan Government has a policy of allowing the re-entry of girls to schools after giving birth, many girls and parents are not aware of it, and those who do return suffer from stigmatization, ridicule and abuse from both teachers and other pupils. However, it is the lack of child-care facilities that seems the main factor that keeps girls at home.

**Table 2.2: Secondary Completion Rates by Gender 1999-2004**

Year In		Completing Form 4 (%)		Total
Form 1	Form 4	Boys	Girls	
1996	1999	87.5	85.8	86.7
1997	2000	93.1	85.8	90.9
1998	2001	96.6	93.7	95.2
1999	2002	94.4	89.7	92.1
2000	2003	90.2	88.6	89.5
2001	2004	91.5	87.5	89.6

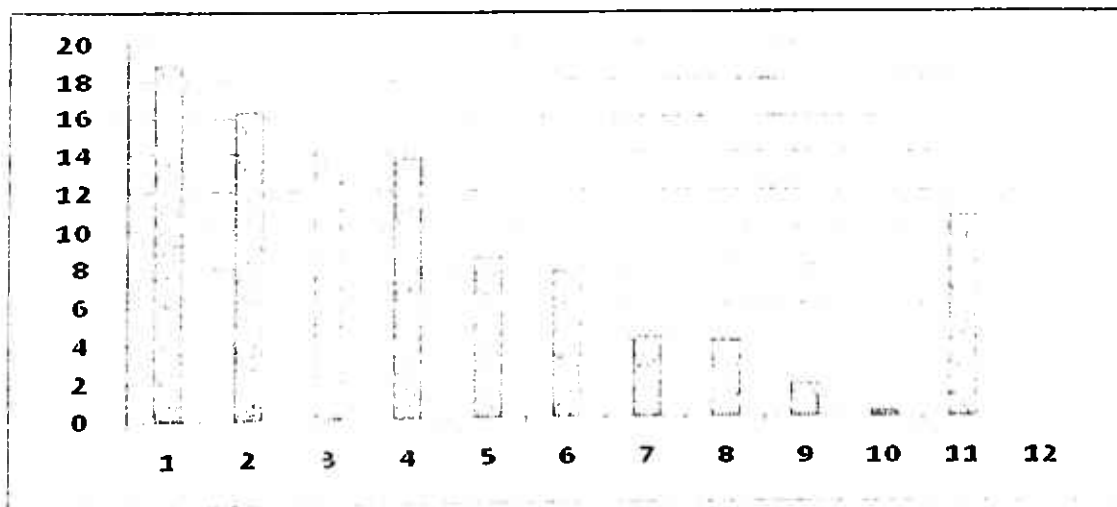
*Source: Ministry of Education 2005*

A clear finding emerged from Aikman and Unterhalter (2005) that both teachers and male pupils harass girls. Teachers seek sexual favours from girls and are sometimes in competition with male pupils. Teachers were said to use girls to fetch water, run errands and cook for them. In their study, Aikman and Unterhalter (2005) noted that lack of female teachers emerged as a key in-school factor affecting girls’ education. Girls expressed the need for female teachers in schools so that they could confide in them and see them as role models. Most girls refused to

discuss their problems with male teachers in the absence of female teachers. In Muslim communities, lack of single sex schools may constitute a barrier to female education.

Aikman and Unterhalter (2005, further noted that late enrolment was another factor affecting girls' drop-out. Teachers force children who do not perform well to repeat a year, a practice which takes a higher toll on girls than boys because it widens the disparity between age and grade. Girls are exposed to ridicule, early sex, pregnancy and eventual drop out before completion.

Oxfam GB (2005), lack of guiding and counseling in schools accelerates the rate at which girls drop out. In interviews with pupils, girls revealed that they had not been prepared by either parents or teachers to deal with changes in their bodies. Some reported having been taught about menstruation by their home science teacher, but this subject has now been removed from the syllabus.



**Figure 1 Person Student would see in the absence of Counselor**

**Key**

- 1. Teacher
- 2. Friend/student
- 3. Peer Counselor
- 4. Class Teacher
- 5. G&C Member
- 6. Head teacher



7. Parent
8. Spiritual Leader
9. Older Relative
10. School Matron
11. Nobody

UNICEF (2005), some teachers interviewed had a low opinion of girls' performance. They believed that science and technical subjects should be left for boys. Student interviewees reported that such teachers undermined and discouraged girls from learning.

Elimu Yetu Coalition (2003), in Aikman and Unterhalter (2005) found drug and alcohol abuse to be a major problem in urban areas such as Nairobi. In some areas, both boys and girls were said to be involved in drug and alcohol abuse.

### **2.5 Needs of the Post-Primary Aged Girl**

Dejaeghere (2004) states that the life cycle and age-specific needs of adolescent girl are significantly different from those of younger girls because of biological changes in their roles in society and the family. These concerns pertain to physical and psychological health, participation in social and civic life beyond the family and economic activity.

Tapela and Mareneke (2004) state that puberty brings on both physical and cultural change. Sexual activity, pregnancy, sexually transmitted diseases (STDs), and HIV/AIDS are the most obvious concerns regarding post-primary aged girls. Negotiating one's emerging sexuality, amid cultural expectations and practices, requires more than cursory mention of these topics. A girl's social worth is often measured by having a boyfriend and sexual activity becomes an indication of the strength of that relationship. Boys on the other hand can pursue sex as a way of asserting selfhood and social worth. Educating adolescent girls and boys is critical not only about health concerns but also about societal and cultural norms, and, for girls, about their own agency in resisting and challenging practices that are not in their best interest. Girls' Voices reveal that with the high rates of HIV/AIDS deaths and resulting absence of parents, who serve as resources and mentors for adolescents, many youth rely on each other to figure out how to navigate

adolescence and early adulthood. Tapela and Mareneke (2004) convincingly show how HIV/AIDS can function to reinforce the objectification of girls as sexual objects.

Raynor (2005) noted that, like boys, girls become more involved in life beyond the family as they mature. Even in cultures where women are sequestered, many are active in collectivities and women's groups designed for mutual support and income generation. Whether involvement in social life is sex segregated or not, young women can benefit from becoming empowered in this realm. Women in many cultures have primary responsibility for their children and their education. Being empowered to enable their daughters to continue in school is but one area where this is important. Sexuality becomes a more salient issue during this age. Boys and girls develop sexual identities and often begin engaging in sexual relationships. This is also a time when girls and boys are being prepared for their traditional gender sex roles in society. Girls can also become sexual prey in some circumstances. HIV/AIDS also affects girls such that they are called upon to be caregivers for parents and siblings. With added responsibilities of loss of family members due to HIV/AIDS deaths, they are left more vulnerable to the influences of other if they are not knowledgeable about their options. The understanding of sexuality is expected to lead to a more deliberate control of fertility, reduced number of births and a reduction in Sexually Transmitted Diseases (STDs). Sexuality becomes a more salient issue during this age. Boys and girls develop sexual identities and often begin engaging in sexual relationships. This is also a time when girls and boys are being prepared for their traditional gender sex roles in society. Girls can also become sexual prey in some circumstances. HIV/AIDS also affects girls such that they are called upon to be caregivers for parents and siblings. With added responsibilities of loss of family members due to HIV/AIDS deaths, they are left more vulnerable to the influences of other if they are not knowledgeable about their options. The understanding of sexuality is expected to lead to a more deliberate control of fertility, reduced number of births and a reduction in STDs.

Tostan (2006), Situating curricular issues within a human rights frame would empower students in demanding their own rights, as well as making choices that do not compromise the rights of others. Education about discrimination against women and human rights would enable girls to know that they have a right to education, a right to be free of violence and other tights.

Becoming aware of women's legal rights (e.g. land ownership, inheritance and voting) is a prerequisite to demanding them.

UNESCO (2008), about two thirds of the world's adults who are not literate are women. As more girls are educated and grow up, the literacy of women is expected to improve. Beyond basic literacy, there may be important gendered dimensions of choices about language use in schools. Aikman and Unterhaltner (2005), In Kenya, mother tongue (or first language) is used in early primary grades with increasing use of official or colonial languages in later years. While mother tongue instruction is necessary for acquiring literacy and gaining access to the content of schooling, second languages are increasingly beneficial particularly as globalization progresses.

Boserup (1970), Post-primary educational experience should include skill development and knowledge generation that would be useful in earning a livelihood. It has long been understood that women engage in sustenance or income-earning activities at high rates African countries, and that this economic activity is critical for national development. Socio-economic infrastructure is not sufficiently developed in many countries to provide jobs to all secondary school graduates. Income-generation opportunities outside of the formal job market can stimulate local development in ways that cannot be done through secondary education. In addition, economic interests are intertwined with other life concerns. Because people's lives are diverse, approaches to serving the educational needs of post-primary-aged youth should also be diverse.

## **2.6 The Emancipatory Theory of Education in Relation to Transition**

Scholars have looked into education theories related to transition of both boys and girls from primary to post-primary education as highlighted below:

Stromquist (1999) stated that emancipatory knowledge is what helps free girls and women from oppressive gender relations. Helping girls to become employed will help them earn money but helping them see themselves within a border set of gendered economic relations can promote a form of empowerment that may minimize the iniquities inherent in some forms of work and

employment relations. Molyneux (1985) argues that we would need to address strategic gender needs (SGNs) in addition to practical gender needs (PGNs) in order for change to be possible. Moser (1993) SGNs focus on the underlying cause of gender inequities, PGNs refer to immediate needs but solving them does not eliminate the causes that brought them about. Aikman and Unterhalter (2005) argue that gender analysis needs should include structured reflections in the curriculum. Through this, the knowledge becomes integral to educative processes that empower women and girls. This includes: legal rights, women's rights, human rights, fluency in high status language and critique of gendered social and cultural structures and norms that restrict equality, equity and empowerment.

### **2.7 Needs of the Post-Primary Aged Boy**

Ramsey (2000) argued that boys also have gender specific needs that have to be addressed. He argued that one unforeseen effect of the Strategies for Girls' Education has been to condemn boys to the role of being the inhibitors to the learning of girls. This, he argues, has had a negative impact on the self-concept of boys throughout their school years. He also noted that boys are brought up and socialized differently from girls which has impacted their learning styles, self concept and social relationships.

Wolpe, Quinlan and Martinez (1997) identified boys as having a reading disability when compared with girls to the ratio of 10:1. This was attributed to the maturational, biological and environmental factors which influence the ways in which boys process information, and therefore, learn. The influence of teachers in the early years of schooling who often treated boys in more negative ways, passive learning models are also cited as contributors to reading disability.

Ramsey (2000) noted that traditional sex-role stereotypes and traditional teaching methods tend to reinforce each other. He argued that in spite of more than a decade of action, sex-role stereotyping is still the norm. Parents often reinforce the stereotypical role through their expectation of their children. The expectation of boys to be inclined towards mathematics, science, technology and sport become self-fulfilling through parental resourcing, emotional reaction and advice.

Bishop (1986) Boys develop their concept of masculine behavior as a result of a number of influences including family background, cultural background, media, peers and significant role models. As society has changed and issues of sexism and gender have become more topical, boys have been receiving mixed messages about appropriate masculine behavior. These messages often result in confusion, anxiety, stress, low self-esteem and acting out behaviour. Though teachers cannot fundamentally change masculine behavior patterns, it is important that they emphasize appropriate masculine behavior by discouraging anger, physical aggression, rebellion, verbal abuse, obscene language and sexual harassment among others.

Ramsey (2000), boys are influenced by a variety of social and cultural pressures that may lead to the development of sexist attitudes. It is essential that the school is aware of sexist behavior, understands the reasons for such behavior and is willing to implement strategies to limit the extent of such unacceptable behavior. He argues that boys from backgrounds where sexist attitudes are well entrenched in daily life may not understand that their behavior is likely to cause offence to others but that the issue of deliberate sexual harassment should be addressed.

UNESCO (1999), recognized a relationship between student self-esteem and achievement. Longitudinal studies have shown that the relationship between self esteem and reading levels is higher than that of Intelligence Quotient (IQ) and self esteem. The relationship was particularly strong with boys and set up a pattern of persisting learning disability. By the time boys reach adolescence, they are affected by hormonal changes, social pressures and the development of self-doubt which may result in a feeling of hopelessness. Teachers should therefore develop strategies that create a positive learning environment through the boosting of self-esteem. Tapela and Mareneke (2004) identified sexually transmitted diseases, drug abuse and rebellion as some of the challenges facing the post-primary aged boy.

In an attempt to meet the needs of the post-primary aged boy, Ramsey (2000) identified the following strategies: involving fathers in reading with boys at pre-school ages; there should be active policies to promote positive male role models across all socio-economic groups so that learning and education is seen as worthwhile for boys; teacher pre-service and in-service training

should be upgraded to include skills relating to the identification and response to the reasons behind inappropriate behavior patterns and that measures should be taken to prevent the exclusion of boys from educational activities because of their sex and perceived associated behavior.

## **2.8 Interventions in Transition to Post-Primary Education in Kenya**

Although educational opportunities have indeed expanded for all children in Kenya, girls in marginal and urban poor areas still face many obstacles to education. Government and civil organizations recognize the need for gender equality and have responded in a range of different ways. This section looks at some of the key interventions to transition of girls to institutions of post-primary education in Kenya.

The Ominde Report (1964), produced by a commission that was set up immediately following independence, and all other education reports, such as Gachathi Report (1976), Mackay Report (1981), Kamunge Report (1988), Master Plan on Education and Training (1998) and the Koech Report 2000, all made reference to the need to accelerate improvements in the education of girls. The Koech Report, which proposed which proposed a new structure to the education system but was later shelved, also recognized the efforts already made by government to improve girls' education, including affirmative action in the expansion of facilities to enable girls to study science and technical subjects and a policy of allowing girls who drop out due to pregnancy to continue with education. Kenya's commitment to redressing problems concerning girl's education is evidenced through participation in international forums on gender and girls education.

The country is a signatory to nearly all international conventions on education and has ratified several international instruments relating to gender equality, thus joining the global community's commitment to redressing imbalances relating to gender, learning and underdevelopment. Progress has been made towards institutionalization of the strategies but, as the previous section illustrates, there are still gaps to be closed and challenges to be met in terms of translating the policies into good practice. Local efforts by the Kenyan government to meet the goals of Education for All (EFA) at the primary level include the following:

UNICEF (2007) Establishing a disaggregated system of unit costs for essential teaching/learning and other activities, as when the government introduced free primary education and cut down on the cost of tuition fees for secondary schools, under which funds are allocated to specific school activities. Upon successful completion of free primary education, the government, depending on availability of funds would introduce free secondary education. Enacting (in 2001) the Children's Act, which recognizes that education is the basic human right of every child. The act combines into one several pieces of legislation affecting children, including the Children and Young Persons Act. There is now a Children's Court which is subordinate to the High Court of Kenya with a presiding magistrate. At the time when research was conducted in 2003, the Kenyan Government had a range of policies to promote girls education, but they were scattered across policy documents such as the reports of different commissions and committees on education. The Ministry of Education was at the time in the process of developing a Gender Education Policy Paper with aims that included elimination of gender disparities in access, transition, retention and performance in education.

UNICEF (2007) Non Governmental Organisations (NGOs) have undertaken some activities to improve girls' transition to post-primary education. These include: the re-entry programme, which allows girls who have given birth to be re-admitted into schools. The Lutheran World Federation (LWF) established a project, funded by UNHCR, to cater for girls who had dropped out of school due to pregnancy and wished to return. The Western Kenya Girl Child Network Chapter has helped teenage mothers to return to formal education after delivery.

May A. Rihani (2006) Sponsorship is used as another intervention in girls' education. The Girl Child Network (GCN) – a network bringing together all actors on girls' education in Kenya and the Christian Children Fund (CCF) sponsor girls from poor backgrounds. With the introduction of free primary education, GCN turned its attention to sponsoring girls in secondary schools while the CCF buys uniform, books and other school needs for children from needy backgrounds. The Young Muslim Association gives preference to girls in its bursary awards, while Oxfam GB supports a partner in Wajir which provides uniform for school girls and builds separate toilets for girls in schools. According to a research carried out by Oxfam GB, pupils of

Mashimoni Squatters Primary School in Kibera reported that they receive clothes, uniforms, bags and food from Calvary Evangelistic group. This group offers breakfast, lunch and supper to orphans. All sponsored children have their meals in the school. Sinanga Centre in Nairobi rescues children employed as domestic workers and sponsors bright pupils in basic literacy to benefit from formal education in boarding schools. The centre has withdrawal and counseling programme whereby girls are withdrawn from work as house girls, counseled, taught basic literacy before they are sponsored to join formal education. Government bursary funds also play a major role in reducing the rate at which girls drop out of school.

Action Aid Kenya (2004) in Oxfam GB (2005), in promoting girls' education, Action Aid Kenya (AAK) arrived at an alternative approach to education known as non-formal education (NFE). In Samburu, which is predominantly a pastoralist region, AAK conducts evening and after work classes. Initially, the project targeted older children of both sexes but it emerged that 65 per cent of the pupils were girls of school going age who were left at home to milk and take care of the weaker animals during times of drought, while boys took animals far from home in search of pasture. In collaboration with the government, AAK has assisted in the establishment of out-of-school centres in Samburu next to the *Manyattas* (traditional houses of the Samburu). The Ministry of Education runs these centres, enrolling disadvantaged girls. Most teachers in these centres are formal professionals employed by the government. They are motivated by incentives such as training courses in multi-grade teaching and exposure visits to other regions in Kenya.

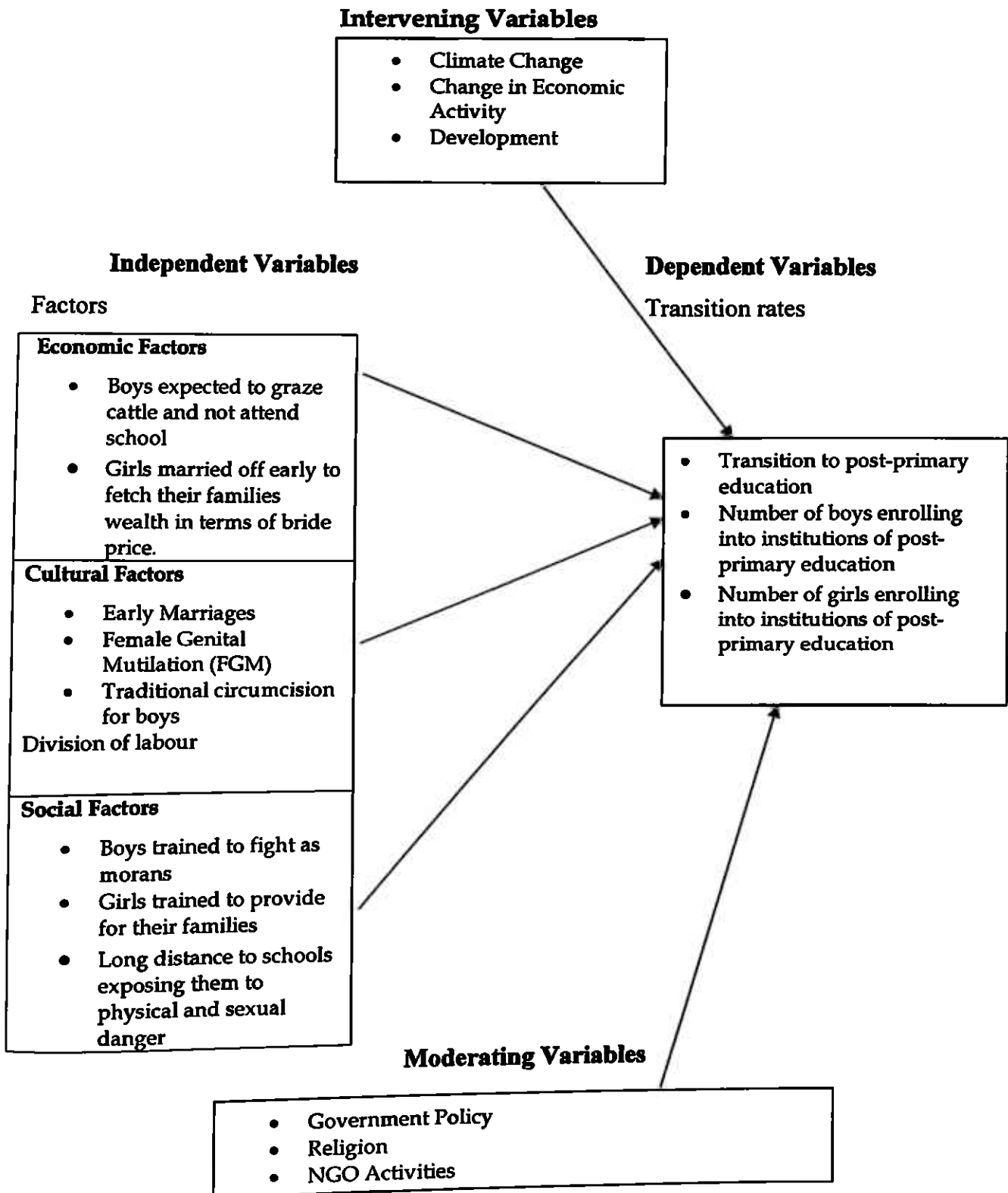
The Standard, Wednesday 29<sup>th</sup> April (2009), Informal schools have been set up in the slum areas of Nairobi with the hopes of raising enrolment from the current 7.8 million to 9 million by 2010. The Mobile School project in North Eastern province is another example of a successful intervention. The government has worked jointly with Oxfam GB to support mobile schools for the children of nomadic pastoralists in the province.

Ministry of Education (2003), both the government and civil Society organizations are engaged in advocacy and sensitization work to improve girls' access and retention. Several advocacy activities mounted by diverse interest groups. For example, Action Aid Kenya (AAK) organizes training on the Children's Act and harmful practices. In Narok district, AAK focuses its training



on early marriages to counter the cultural practice of marrying off young girls immediately after circumcision. During these training courses, local chiefs are mandated with the responsibility of safeguarding the interests of the girl child.

FAWE News, April-June (2001), The Forum for African Women Educationalists (FAWE) has been involved in another type of intervention: the establishment of Centres of Excellence. These model schools are designed to provide an environment conducive to high quality learning and teaching. The schools demonstrate how accumulated information, knowledge and experience can be used to formulate, implement and monitor policies and practices that promote girls' education. Several Centres of Excellence have been established in Kajiado District where parents especially fathers, commonly marry off young girls to older men. The District has special schools which are used as rescue centres. The schools emphasise holistic high-quality achieved through use of regular in-service training of teachers. The teachers are trained in gender sensitivity, with emphasis on the creation of girl-friendly teaching environments, the use of counseling skills and the up-dating of teaching methods.



**Figure 2: Conceptual Framework**

## **2.9 Summary**

From the studies that have been carried, it is apparent that due to economic, cultural and social factors in Africa, girls have been disadvantaged over the years such that they do not have equal access to educational opportunities as the boys. The area of transition from primary to post-primary education has not been given much thought either. In Kenya for instance, the number of primary school drop-outs is alarming and yet it still goes unnoticed since focus is only given to those who join formal post-primary education. This study will build onto the already existing studies to highlight the plight of both boys and girls who do not make it to formal secondary education even after successful completion of primary education.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter elaborates on the method used in conducting the research study. The chapter presents the research design by outlining and explaining the target population and sampling procedure and design and validity and reliability of data collection instruments. Further, a description of the data collection methods and the data analysis methods are provided.

#### 3.2 Research Design

A cross-sectional research design was used to identify factors that influence transition of girls and boys from primary to post-primary education.

#### 3.3 Target Population

Information from secondary data, in this case the Central Bureau of Statistics reveals that Mashuru Division has a population of 35,666 people out of which about 2000 are class 8 and Form 1 students. Cochran (1977) recommends a 10% population sample hence a total number of 200 respondents were identified as per his formula below:

$$n_1 = \frac{n_0}{(1 + \frac{n_0}{\text{Population}})} = \frac{(100)}{(1 + \frac{100}{2000})} = 200$$

Where population size = 2000. Where  $n_0$  = required return sample size = 100

Where  $n_1$  = required return sample size because sample > 5% of Population. Therefore a total of 200 participants were recruited.

From AIC primary school, data was collected from 50 girls at random by picking on every 10<sup>th</sup> student from the class register. With PBS Boys Primary School, the same procedure was repeated and data collected from 60 boys. The sample was picked from a standard 8 class since this is the group that is preparing for transition into post-primary education. The second target

population was Form one Students. Data was collected from 40 form one Girls at AIC Girls Secondary School at random by picking on the 10<sup>th</sup> student from the class register. The same procedure was then repeated with 50 boys from Ol -Kejuado Boys Secondary School.

### 3.4 Sampling Design and Procedure

Due to time and availability of resources, two primary schools and two secondary schools were sampled as a representative sample of the class 8 and Form one school population in Mashuru Division of Central Kajiado District. Random sampling was done.

Schools within the district were sampled according to the following criteria:

- a) Type of school: Primary or Secondary School
- b) Gender Status: Girls or Boys School

A sampling frame derived using this criterion was used to ensure that a representative sample of at least one school in each category is sampled as follows:

**Table 3.1: Sampling Framework**

<b>School Type</b>	<b>Girls School Students</b>	<b>Boys School Female</b>	<b>Total</b>
Primary	50	60	110
Secondary	40	50	90
<b>Total</b>	<b>90</b>	<b>110</b>	<b>200</b>

Students were sampled at random to maximize objectivity and create a balanced overall sample.

### 3.5 Methods of Data Collection

The actual research was conducted in three phases. Each stage in the study included a number of procedures and areas of research. In phase 1, a survey was conducted in four schools. In phase two, the questionnaires were administered and in phase three focus group discussions held with students focusing on transition to post-primary education at the school level.

The first phase of the study involved a variety of qualitative methods which included key informant interviews with the teachers. The second phase involved the use of structured interviews to collect quantitative data using a questionnaire with closed-ended questions. The questionnaires were administered to pupils in their final year of primary school (class 8) and those newly enrolled in institutions of post-primary education (Form 1 students). Data was collected on some issues such as age at time of transition, economic background, cultural and social factors. Focus group discussions were held with the students to obtain qualitative data and to explore further some of the issues that emerge during the in-depth interviews that needed further clarification as well as elicit the respondent's reactions on the factors influencing transition of girls and boys from primary to post-primary education.

### **3.5.1 Key Informant Interviews**

The Key Informants in this interview were the school teachers who were interviewed during the initial survey to provide an overview on the trends within the research area that influenced transition of girls and boys to institutions of post-primary education by examining cultural practices and economic factors.

### **3.5.2 Interviews**

Four girls and five boys from the Secondary Schools were purposively sampled for in-depth interviews to collect qualitative data while in primary school 5 girls and six boys were sampled based on a 10 per cent sample of the population. In-depth interviewing was carried out by the researcher while the research assistant was instrumental in locating the informants.

### **3.5.4 Focus Group Discussion**

Discussions were held with groups of 8-10 students as recommended by Stewart and Shamdasani (1990). This was a central data collection method in this study. In setting up these groups, attention was paid to the homogeneity of the participants based on age and educational levels for a free discussion atmosphere. The discussions analyzed the factors influencing transition of boys and girls to post-primary education. The themes included economic, cultural and social factors influencing transition to post-primary education.

### 3.5.5 Survey Technique

Structured questionnaire with closed questions were administered to teachers during the initial survey of the schools. Through this method, general information on the trends that affected transition to post-primary education.

The questionnaires were standardized for all the respondents.

### 3.6 Validity and Reliability

To assess validity, the researcher discussed with colleagues and the supervisor for content and construct validity.

To assess reliability of the questionnaire, the researcher used the split-half technique. Ideally, a test-retest would have been used but considering the fact that the study was carried out in schools, a second administration of the questionnaires was bound to interrupt learning. The items were split into two groups then the two groups were compared as if they were two separate administrations of the same survey. Each group had 6 items. In total, 12 items (questions) were used in the split-half test. Mugenda and Mugenda (2003) recommends the use of the K-R 20 formula in assessing internal consistency based on the split half reliabilities of data from all possible halves of the instrument.

$$KR_{20} = \frac{(K) (S^2 - \sum s^2)}{(S^2) (K-1)}$$

Where:

$KR_{20}$  = Reliability Coefficient of Internal Consistency

$K$  = Number of items used to measure the concept

$S^2$  = Variance of all scores

$s^2$  = Variance of individual items

**Table 3.2 Reliability Statistics**

Cronbach's Alpha	Part 1	Value	0.821 (a)
		N of Items	6
	Part 2	Value	0.704(b)
		N of Items	6
	Total N of Items		12
Correlation Between Forms			0.599
Spearman-Brown Coefficient	Equal Length		<b>0.750</b>
	Unequal Length		<b>0.750</b>

The Correlation between forms is simply the correlation between the sums of the items in each group. Notice that different splits of the items will produce different estimates of the reliability coefficient. When they are split so that each group contains items that are highly correlated within the group but not between groups (as has been done here), the split-half coefficients will be close to their lowest values. When highly correlated items are paired off and placed into separate groups, then the split-half coefficients will reach their highest values. Both groups had a relatively high value, indicating a significant level of reliability from the respondents.

### **3.8 Methods of Data Analysis**

The responses given by the informants were assigned codes before data entry. Coding was done using the Epidata software. Data was then broken into descriptive statistics. Frequencies and percentages were used to analyse the data since the groups differed in size. A cross tabulation of each of the identified factors that influence transition of boys and girls to post-primary education was given.



#### **4.0 Conclusion**

The Chapter has outlined the research methodology adopted in this study that links with literature review on factors that influence transition of boys and girls to post-primary education. Several methods were used to collect data at various stages. The purpose was to assess economic, cultural and social factors in a far more detailed and comprehensive manner in relation to transition to post-primary education. Though the qualitative data enabled some generalizations to be made, the quantitative approach enabled the researcher to gain insight and understanding of the factors affecting transition of to post-primary education.

**Table 3.4 Operationalisation of Variables**

<b>Variable</b>	<b>Indicator</b>	<b>Measurement</b>	<b>Measurement Scale</b>	<b>Data Collection Method</b>	<b>Type of Analysis</b>
<b>Independent</b>					
<b>Variable</b>	<b>Boys grazing cattle instead of attending school</b>	<b>Number of Post- primary aged boys attending to cattle during week days.</b>	<b>Ordinal</b>	<b>Structured Questionnaire</b>	<b>Descriptive statistics</b>
<b>Economic Factors</b>	<b>Early marriages among girls</b>	<b>Number of married girls aged 12 to 16</b>	<b>Ordinal</b>	<b>Structured Questionnaire</b>	<b>Descriptive statistics</b>
<b>Cultural Factors</b>	<b>-Female Genital Mutilation (FGM) -Early marriages -Division of labour</b>	<b>-Number of girls age of 12-16 who have undergone FGM -Number of girls age 12-16 who are married -Number of chores allocated to boys and girls</b>	<b>Ratio</b>	<b>Structured Questionnaire</b>	<b>Descriptive statistics</b>
<b>Social Factors</b>	<b>-Initiation of boys into Morans -Girls fending for their families</b>	<b>-Number of Morans against school going boys. -Number of girls missing school to fend for their families</b>	<b>Ordinal</b>	<b>Structured Questionnaire</b>	<b>Descriptive Statistics</b>
<b>Dependent</b>					
<b>Variable</b>	<b>-Number of girls and boys enrolled in secondary schools</b>	<b>-Number of girls and boys in school</b>	<b>Ratio</b>	<b>Structured Questionnaire</b>	<b>Descriptive Statistics</b>
<b>Transition of Girls and Boys from primary to Post-primary education</b>					

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter presents the results and findings from the study. Data was obtained from questionnaires distributed to 200 respondents. One hundred and ten questionnaires were successfully filled and returned, placing a response rate of 55%. The research objective was analyzed critically and data obtained used to make inferences and deduction in relation to the research objective.

#### 4.2 Respondent's Response Rate

Out of the 200 questionnaires administered, 110 questionnaires were successfully filled and returned, placing a response rate of 55%. The research objective was analyzed critically and data obtained used to make inferences and deduction in relation to the research objective.

##### 4.2.1 Response Rate per Gender

Table 4.1 discusses the response rate as per gender. Fifty eight percent (58%) of the respondents were male while the remaining 42% were female. This showed that there were more boys than girls in schools.

**Table 4.1: Distribution of Respondent's by Gender**

Gender	Male	Female
Percentage (%)	58	42

##### 4.2.2 Respondent's Education Level

Table 4.2 discusses the respondent's education level. Sixty eight percent (68%) of the respondents were in primary school and the other 32% were in secondary schools. This had a direct correlation with the enrolment rates into secondary schools.

**Table 4.2 Distribution of Respondent's by Education Level**

<b>Education level</b>	<b>Primary</b>	<b>Secondary</b>
Percentage (%)	68	32

This implies a gap between the number of students who complete primary education and those who enroll into secondary schools. There are students who do not make it to post-primary education even after successful completion of primary education.

#### **4.2.3 Respondent's Age**

Table 4.3 shows the respondent's age. The study showed that sixty two percent (62%) of the respondents were in primary school and another 38% in secondary education. This had direct correlation with age as most (60%) of the respondents were below 15 years of age while the remaining 40% were between 15 to 20 years of age.

**Table 4.3 Distribution of Respondent's Age**

<b>Age</b>	<b>Below 15 Years</b>	<b>15-20 Years</b>
Percentage (%)	60	40

This implied that most of the students were out of primary school and ready to proceed to post-primary education by age 15 and that the students were not affected by late enrolment in schools and cases of repeating classes.

#### **4.2.4 Respondent's Family Background**

Table 4.4 shows the respondent's family background in relation to drop out rates. The study revealed that 30% of the respondents were from families that already had cases of school drop outs while the other 70% had no history of drop outs within their families. The 30% cited personal problems as the main cause of their dropping out of school while the remaining 70% had not experienced cases of their siblings dropping out of school.

**Table 4.4 Distribution of School Drop-out rates by Families**

<b>Drop Outs</b>	<b>Families with Cases of School Drop Outs</b>	<b>Families with no Cases of School Drop Outs</b>
Total Percentage (%)	30	70

This implies that cases of drop outs were influenced by other factors than precedents set by other members of the family.

### **4.3 Factors influencing transition from primary to post- primary education**

The study shows the role of social, cultural and economic factors in transition from primary to post-primary education as outlined below:

#### **4.3.1 Social Factors Influencing Transition from Primary to Post-primary Education**

The following social factors were shown to influence transition from primary to post-primary education

##### **4.3.1.1 Parent's Education Level**

Table 4.5 discusses the parent's education level in relation to drop out rates. The study shows an indirect correlation between parent's level of education and their children's education. In families where parents had terminated their education at primary level, the level of school dropouts by the children was at 40%. This level of dropout reduced with the increase in parent's education level.

**Table 4.5 Distribution of Drop-out rate by Parents' Level of Education**

<b>Parents level of education</b>	<b>Drop Outs (%)</b>	<b>No Drop Outs (%)</b>
Primary	40	60
Secondary	22	78
Tertiary	8	92

The study also revealed that the rate of girls' dropout was higher in families where the parents had a low level of education. The study showed that in families where parents had a basic primary education only, the rate of girl's dropout was at 72% while that of boys was at 28%. This reduced with an increase in education level of the parents. In families where parents had up to secondary education, the rate of girls drop out was at 67% while that of boys was at 33% whereas in families where parents had attained up to tertiary education, there was little or no gender bias in transition to post-primary education as indicated in Table 4.6.

**Table 4.6 Cross tabulation of Parent's Level of Education against rate of Drop-out Across Gender**

<b>Parents level of education</b>	<b>% Female dropout</b>	<b>% Male dropout</b>
Primary	72	28
Secondary	67	33
Tertiary	52	48

#### **4.3.1.2 Size of Household**

Table 4.7 discusses the size of household in relation drop-out rates. High drop-out rates were evident in households with large number of occupants. In families with 2-5 members, the drop-out rate was at 8%. An increase to 5-7 members increased the drop-out rate to 18% and a further rise in number of members increased the drop-out rate to 34%. The study revealed a direct correlation between the size of household and drop out levels.

**Table 4.7 Drop-out rate as per Number of People in the Family**

<b>No. of People in Family</b>	<b>Drop Outs (%)</b>	<b>No Drop Outs</b>
2-5 people	8	92
5-7 People	18	82
More than 7 People	34	66

It was evident from the study that boys were given more priority for education than the girls in large families. In families with less than 5 members, 51% of all drop outs were girls and 49% boys. In families with 5 to 7 members 56% of all drop outs were girls whereas 44% were boys and in families with more than 7 members, 57% of all dropouts were girls while the boys were 43% of all dropouts as indicated in Table 4.8.

**Table 4.8 Cross Tabulation of Number of People in Family against rate of Drop-out Across Gender**

<b>No. of People in Family</b>	<b>% Female dropout</b>	<b>% Male dropout</b>
2-5 people	51	49
5-7 People	56	44
More than 7 People	57	43

#### **4.3.1.3 Proximity to School from Home**

Table 4.9 discusses the proximity of school from home in relation to drop-out rates. When asked how far their schools were from their homes, most students were unable to approximate. However, the study showed that the average time it took most students to get from home to school was 42.5 minutes. This implied that the schools were generally a far from the homes. No means of transport was provided by the schools. When asked if they felt that the distance was worth the benefit of going to school, 33% of the students said it wasn't worth it as indicated. The study also showed that 29% of the students felt that if they had an option to quit school because of the distance, they would gladly take that option.

**Table 4.9 Distribution of School Attendance by Proximity to School from Home**

<b>Student's Perception</b>	<b>Somehow not worth</b>	<b>Totally not worth</b>	<b>Totally worth</b>	<b>Somehow worth</b>	<b>Neither</b>
Percentage (%)	23	10	44	21	12

From the study, it is apparent that the long distances to schools were discouraging students from attending school hence leading to high drop-out rates.

#### 4.3.1.4 Presence of Guiding and Counseling Departments in Schools

Table 4.10 discusses the presence of guiding and counseling in schools. When asked if they had guidance and counseling departments in their schools, 47% of the respondents said yes while 53% said no. This implied that the schools had inadequate guiding and counseling facility.

**Table 4.10 Presence of guidance and counseling in school**

<b>Guiding and Counseling</b>	<b>Presence of Guiding &amp; Counseling Departments</b>	<b>Absence of Guiding &amp; Counseling Departments</b>
<b>Percentage (%)</b>	<b>47</b>	<b>53</b>

Table 4.10 indicates the people students would rather turn to in case they needed guiding and counseling. When asked who they would rather talk to in absence of the guidance and counseling, 67% said their friends, 13% their teacher and 15% their parents and another 5% to none implying a communication gap between students, their teachers and parents.

**Table 4.10 Preferred Counselors**

<b>Counselors</b>	<b>Friends</b>	<b>Parents</b>	<b>Teachers</b>	<b>None</b>
<b>Percentage (%)</b>	<b>67</b>	<b>15</b>	<b>13</b>	<b>5</b>

#### 4.3.1.5 Student's Gender

The study also showed that the number of girls who dropped out of school was higher than that of boys. The girls drop out rate stood at 64% while that of the boys was at 36% as indicated in Table 4.11.

**Table 4.11 Distribution of Drop-out rate by Students' Gender**

<b>Gender</b>	<b>Boys</b>	<b>Girls</b>
<b>Percentage (%)</b>	<b>36</b>	<b>64</b>



#### **4.3.1.6 Perception about Gender Preference for Education**

Table 4.12 discusses the students' perception on gender preference. When asked what they felt about the gender preference in Education, 64% of the respondents said that boys were given more opportunities in education than girls whereas another 36% said girls were given a preference.

**Table 4.12 Gender Preference for Education**

<b>Gender</b>	<b>Males</b>	<b>Females</b>
<b>Percentage (%)</b>	64	36

The study shows that boys were accorded preferential treatment in transition from primary to post-primary education.

#### **4.3.2 Economic Factors Influencing Transition to Post-primary Education**

The study highlighted the following economic factors which influence in relation to transition to post-primary education.

##### **4.3.2.1 Poverty**

Table 4.13 discusses the causes of school drop-out in order of priority with the highest percentage being the key contributor. According to the study, poverty is the key contributor to school drop-out (34%) for most of the drop-outs, it was due to lack of basic needs hence school was not given a priority. This was followed by participation in domestic chores and obligations (26%) which overburdened the students and especially girls leaving them with very little time, if at all, to attend school, Lack of interest in education (8%) was also noted as a personal factor where some students generally did not have an interest in schooling hence they ended up being rebellious and dropping out, illnesses in the family (7%) also contributed to school drop outs since the affected students had to drop out of school to take care of ailing parents at the expense of attending school and pregnancies (7%) which led to drop-outs for girls. All these factors outlined trickle down to poverty because in one way or another, they drain family finances leaving them with little or none to invest in their children's education.

**Table 4.13: Causes of school Drop-Outs**

<b>Cause</b>	<b>Percentage (%)</b>
Poverty	34%
Have to participate in domestic Activities	26%
Not interested in studies	8%
Death in the family	8%
Illness of Parents	7%
Pregnancies	7%
Marriage	5%
Reluctance of Parents	3%
Teacher's unfair behaviour	2%

### **4.3.3 Cultural Factors Influencing Transition to Post-primary Education**

The following cultural factors were shown to influence transition from primary to post-primary education.

#### **4.3.3.1 Mother's Education Level and FGM**

Table 4.14 discusses the level of mother's education in relation to FGM. On further inquiring, the study showed that the 58% of the respondents did not consider families with educated mothers as higher in the social-economic status. Thirty six percent (36%) of the respondents considered taking their daughters for FGM instead of having formal education. It was however noted that the preference for FGM over formal education for girls was very prevalent in families where parents had limited or no formal education. The study showed that 31% of parents with primary education or lower preferred their daughters to have FGM over formal education. This was even lower amongst parents who have attained secondary school education and much lower amongst parents with tertiary education. The study shows a direct correlation between mothers' education level and their daughters' participation in FGM which led to dropping out of school since girls were considered ready for marriage after this ritual. Mothers with a higher level of education ensured that their children stayed in school longer since they are not ignorant of the benefits educating their children.

**Table 4.14 Preference of formal education over FGM**

<b>Levels</b>	<b>FGM (%)</b>	<b>Formal Education (%)</b>
<b>Primary</b>	31	69
<b>Secondary</b>	12	88
<b>Tertiary</b>	4	96

#### **4.3.3.2 Arranged Marriages**

Table 4.15 discusses early marriages among the residents of Mashuru division and its impact on transition to post primary education. One of the social practices that affect post primary education as shown by the study is arranged marriages. Twenty one (21%) of the respondents didn't mind arranging marriages for the children, especially the girls while another 79% did not agree with the arrangement. The study revealed further that the average perceived age of a girl getting married was 17.4 years. This implied that girls would be married off right after primary school or shortly after joining secondary schools thus lowering the number of girls who join secondary school and at the same time raising the number of female drop-outs in form one.

**Table 4.15 Chances of marrying off daughters after primary school**

<b>Marriage</b>	<b>Yes</b>	<b>No</b>
<b>Percentage (%)</b>	21	79

#### **4.3.3.3 Domestic Responsibility**

Table 4.16 discusses chances of students missing school due to domestic responsibilities as part of the social factors affecting transition to post-primary education. Other social practices affecting the enrolment of students into post primary education is domestic responsibility. Thirty two percent (32%) of the respondents who had missed school on several instances so as to take care of their domestic chores while 68% were not affected. This mostly affects girls as they are perceived as domestic keepers and would in most instances remain at home while the boys went to school. Girls had to miss school to take care of their younger siblings and other chores which makes them miss out on lessons, find it difficult to catch up, get discouraged and eventually drop-out of school.

**Table 4.16 Chances of missing school in the past due to domestic responsibilities**

<b>Missed School Days</b>	<b>Yes</b>	<b>No</b>
Percentage (%)	32	68

#### **4.3.3.4 Cultural Initiation**

Table 4.17 discussed the number of school days missed due to cultural initiations which included circumcision for boys and FGM for girls. Cultural initiations are another factor that affects post primary education. Although viewed as a positive contributor to a boy's character and behavior, circumcision has often led to delayed reporting in schools. Female genital mutilation has equally contributed to this. Twelve percent of the respondents had missed days of schools in order to attend these rituals. This was even more prolonged in girls as their healing took longer than the boys. The impact of FGM on girls was even worse because once they have undergone this ritual, they are considered ready for marriage. Other than the longer periods of time they require to heal, the community took this opportunity to introduce the girls to gender roles and arranged marriages for them so that as soon as they are fully recovered, they do not go back to school.

**Table 4.17 Distribution of missed school days by cultural initiation**

<b>Missed School Days</b>	<b>Yes</b>	<b>No</b>
Percentage (%)	12	88

The study shows a direct correlation between FGM and school drop-outs since girls got married immediately after FGM while boys missed out on school days to heal from circumcision with some getting married as soon as they healed.

#### **4.6 Summary**

A school dropout is considered, a student who for any reason other than death leaves school before graduation without transferring to another school. Dropping out of school is a well documented social problem and often present daunting circumstances for adolescents. Dropping out is also associated with delinquency, and low school achievements. One of the major reasons for children being kept out-of-school was the lack of education of parents. However, the study has shown that economic factors, with poverty being the key contributor led to low transition rates followed by social and cultural factors which also played a major role in transition to post-primary education. All these factors combined have led to lapse in post-primary school enrolment rates.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The purpose of this study was to analyze the factors influencing transition from primary to post-primary education, examine the role of economic, social and cultural practices in post-primary education and compare the transition rates of girls with those of boys from primary to post-primary education. This chapter addresses the research questions and objectives outlined in chapter one. The section also includes Discussions, Conclusions, Recommendations, Suggestions for Further Research and Study Limitations.

#### **5.2 Summary of Findings**

The findings in this study indicate several factors that influence the transition from primary to post primary education. The factors have been divided into economic, social and cultural factors. The study shows that the main causes of school dropouts are social factors, mainly home and school stability, school experiences, social behavior, and rebellion which was shown to affect boys more than girls. Personal problems affecting students seem to be the main cause for students to drop out of high school. These are heightened by cultural practices, some of which are beneficial in one way or another while others are not. From the study, it is apparent that boys were given more opportunities in transition to post-primary education with girls facing more challenges in transition to post-primary education. Social and cultural practices have also had adverse effects on girls than boys. Economic factors also had a role to play in transition to post-primary education although the study indicates that social and cultural factors played a major role.

#### **5.3 Discussions**

It is evident from the study that there exists a direct relationship between transition to post-primary education and the economics, culture and the social life of the inhabitants of Mashuru Division of Central Kajiado District.

### **5.3.1 Economic Factors**

The study showed a direct relationship between poverty levels and transition with higher drop out levels among children from rural and poor families. FAWE (2008), in their study carried out in Kajiado district showed that girls were married at a young age and often to older, wealthy men in order to fetch a good dowry which in this region took form of cattle. This study also shows that girls were married off early to attract some wealth for their families in terms of bride price whereas the boys were trained as morans to protect cattle which is seen a sign of wealth among the Maasai hence raising drop out levels for boys.

### **5.3.2 Cultural Factors**

The study also showed that there was interruption in education caused by cultural practices. The study showed that, in some families, girls were married off at young ages, thereby interrupting, if not terminating their schooling. This is echoed in FAWE (2008) the practice of early marriage was found to be most pronounced in Kajiado District where girls were married off at a young age. Aikman and Unterhalter (2005) noted that in communities where traditional practices such as FGM were widespread, both girls and boys interviewed felt that girls' education was not valued as highly as boys' education. However, in this study, it is apparent that male circumcision also had a role to play in transition to post-primary education. During this period, boys are left behind by others in studies making it very difficult for them to catch up. The cultural initiation ceremonies targeted ages 12 to 16 who happened to be Class Eight and Form 1 students. This led to missed school days so they can heal from home. After undergoing the cultural initiation, both boys and girls were considered old enough to take up adult responsibility including getting married and starting a family which interrupted their schooling. Girls frequently dropped out of schools to assist their parents in domestic chores, while the boys were allowed to go to school. The study shows that this had adverse effects on girls than boys. Cases of pregnancies were also a major contributor to the lower enrolment of girls in post-primary schools.

### **5.3.3 Social Factors**

It is evident from the study that there exists a direct relationship between the parents' level of education and the chances of school dropouts. The more the parents were educated, the less the chances of the students dropping out of school. This could be attributed to the parents' knowledge and appreciation for education thus instilling this into their children. This also had an effect on the number of children these parents bore. The study showed that families with parents with lower level of education tended to be bigger in size. This had an effect on the families' cash flow patterns and thus causing more dropouts. However, families with more educated parents tended to be smaller in size thus better financial management and education of the children. This Chege (1995) in his study showed that long distances to schools from home exposed girls to physical and sexual dangers leading to drop out as a direct result of security problems. This is supported in my study which shows that the distance that most students had to walk to school was also a major factor in discouraging post- primary education. Most secondary schools were widely apart and this forced the students to walk long distances since the schools couldn't afford buses. Oxfam GB (2005) noted the lack of guiding and counseling in schools which accelerates the rate at which girls dropped out of school. The study showed that the inadequacy of guidance and counseling in schools affected both boys and girls equally. As a result of the low awareness of the guidance and counseling department, most students resorted to seeking counseling from their peers. These were at times misleading as the peers equally lacked sufficient information on matters at hand.

The study also showed that the number of girls who dropped out of school was higher than that of boys. This was more so due the perception that it was better to educate the boys than the girls which still trickles down to the parent's level of education.



### **5.3.2 Comparison of the transition rates of girls with those of boys from primary to post-primary education**

Aikman and Unterhaltner (2005) cited low social status of girls and women, poverty, unequal labour division between girls and boys and in-school factors including sexual harassment, teachers' low expectation of girls' performance and gender stereotyped learning as issues that affected girls' education. It is evident in this study that there is a preference for boys to attend school than girls. It was also evident from the study that the society did not recognize the education of the female parent as a contribution to the economic well being of the family. It is important to note that this was more observed in families with parents who had lower level of education.

### **5.4 Conclusions**

The study has shown that main causes of drop out from school for both boys and girls were reluctance of parents to take their children school and participation in domestic activities at a time when other children of the same age are in school. This has had a major impact in transition to secondary education. Another major reason was problem of financial constraints. Children from poor backgrounds had very slim chances of attending school. The parents' educational status was poor hence they did not give much importance to the education of girls as they did to their sons. They perceived that sons would support them in their old age and should therefore be more educated than the girls who to them would get married off. Poor cultural practices such as girls taking care of domestic chores, and arranged marriages have also contributed to poor educational transition.

The study shows a lapse in the number of girls going through the post primary education as compared to the boys.

## **5.5 Recommendations**

The following recommendations will assist in increasing the enrolment of students into post primary schools as well as smoothening the transition between primary and post primary. These will also improve the level of girls going beyond primary and attaining post primary education.

1. Educate parents on importance of education, especially post primary education. This would enable the parents with low level of education appreciate education and instill the same attitude into their children.
2. Provide and sensitize students on Guidance and Counseling and its roles. This would enable students seek relevant and appropriate advice.
3. Provide more schools to students within their home environment. This would reduce the distance that the students have to walk to school, thereby reducing the negative attitude towards school.
4. Create awareness on importance of educating the girl child. This would enable the society to understand and appreciate the need to educate the girl child, who will in turn pass the knowledge to the next generation.
5. Educate the public on better practices for circumcision that will allow quicker recovery and sensitize them on the dangers of FGM.

## **5.6 Suggestions for Further Research**

There is need for further research into the following:

1. Factors affecting transition to institutions of post – primary education with a special focus on boys.
2. Transition into informal institutions of post primary education including vocational training is also an area of interest for further research.

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**APPENDIX 1:**

**LETTER OF TRANSMITTAL OF QUESTIONNAIRE**

P.O. Box 66773-00800  
Westlands  
NAIROBI

June 23, 2009

**“Factors Influencing Transition of Boys and Girls from Primary to Post-Primary Education: A Case of Mashuru Division, Central Kajiado District, Kenya”.**

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Dear respondent,

This study looks at the factors influencing transition of boys and girls from primary to post-primary education.

In contributing to the success of this key exercise, I invite you to respond to the questions attached. The information on this questionnaire will be treated confidentially, and will not be used for any other purpose other than academic. Data analysis will be done from all the key informants without singling out any individual person. The findings from this research can be shared with participants upon request. The researcher will be at hand to clarify any issues during the data collection process.

I appreciate your time and sincere responses in advance.

Yours Sincerely,

**Dora Lumasia**



**APPENDIX: 2**  
**QUESTIONNAIRE**

**General information**

Date of interview:..... Questionnaire No. 1

1. Gender (tick): Male  male
2. Age (tick): Below 20 years  20 to 30 years  Over 55 years
3. Educational background (tick): Primary  Secondary  Tertiary
4. Name of your school (optional) .....
5. Into which category does your school fall (tick appropriately)?  
Single Sex Secondary   
Single Sex Primary   
Other (specify) .....

6. What is your year of study? (tick appropriately)

- Class 8   
Form 1

7. Number of members in your family (tick appropriately)

- Less than 2   
2 to 5   
5 to 7   
More than 7

Please indicate number of boys.....

Please indicate number of girls.....

b) Number of boys are in school?.....

Number of girls are in school?.....

8. Are any of your siblings married? (tick)

- Yes

No

If yes please indicate their age at the time of marriage

.....

9. Are both your parents salaried? (tick)

Yes

No

10. What is your average family income per month? (specify)

.....

11. Please describe the education levels of your parents? (tick)

Parent	Parents Highest Level of Education		
	Primary School	Secondary School	Tertiary
Mother			
Father			

12. Do you think boys are given priority over girls in transition to secondary schools? (tick as appropriate)

Yes

No

13. What is your opinion on families that have educated their children beyond primary school over the years? (tick appropriately)

Improved economically

No change

14. At what age are girls considered ready for marriage? (tick appropriately)

13 to 18 Years

Over 18 Years

Other (specify) .....

15. Have you/a female member of family undergone Female Genital Mutilation (FGM)?

Yes

No

16. Would you rather educate boys or girls? (tick appropriately)

Boys

Girls

17. Do you think families with educated mothers enjoy a higher socio-economic status? (tick appropriately)

Yes

No

18. a) How far is the school from your home? (tick)

Less than 1Km

1 to 5 Km

More than 5 Km

Others (specify).....

b) How do you travel to school? (tick)

Public Transport

On foot

By Bicycle

19. a) Do you think the school has a shortage of teachers? (tick)

Yes

No

20. a) How many female teachers do you have?

Please indicate:

.....

21. Do you have guiding and counseling in your school?

Yes

No

22. Whom would you rather talk to in the absence of the guiding and counseling teacher?

Teacher

Parent

A friend

Nobody

Others (Please specify).....

23. How important are the following people in making decisions regarding education of children in your family? (tick as appropriate)

	Very important (4)	Important (3)	Fairly important (2)	Not important (1)
Mothers				
Fathers				
Self				

24. Do you consider bride price important? (tick)

Yes

No

25. Do you think poverty levels have led to an increase in school drop outs?

Yes

No

26. Which sex has the most number of school drop outs per year?

Boys

Girls

27. Do girls perform house chores after school? (tick)

Yes

No

28. Have you/ members or your family repeated classes before?

Yes

No

Thank you for your time and sincere responses.