

**INFLUENCE OF SOCIO-CULTURAL FACTORS ON TRANSITION OF GIRLS TO POST-  
PRIMARY EDUCATION: A CASE OF NGAREMARA WARD, ISIOLO COUNTY,  
KENYA**

**BY**

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## DECLARATION

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This research project report is my original work and has not been presented for a degree at any other university.

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## **DEDICATION**

This study is dedicated to my family; my mum Beatrice Wangui, my siblings- Anthony, Miriam and Moses for their prayers, encouragement, and understanding during the entire period of my study, and to Lynn Rossetto for being a fundamental bridge to my academic achievement. I also dedicate this study to all educationists and all those who value and promote girl child education.

God bless you all.

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## **ABBREVIATIONS AND ACRONYMNS**

<b>AIDS</b>	Acquired Immunodeficiency Syndrome
<b>ECD</b>	Early Childhood Development
<b>EFA</b>	Education for All
<b>FPE</b>	Free Primary Education
<b>GCE</b>	Global Campaign for Education
<b>GER</b>	Gross Enrollment Rate
<b>HIV</b>	Human Immunodeficiency Virus
<b>KNBS</b>	Kenya National Bureau of Statistics
<b>LAPSSET</b>	Lamu Port Southern Sudan-Ethiopia Transport
<b>MDG</b>	Millennium Development Goals
<b>MoE</b>	Ministry of Education
<b>MOEST</b>	Ministry of Education Science and Technology
<b>NDMA</b>	National Drought Management Authority
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UN</b>	United Nations
<b>UNAIDS</b>	United Nations Programme on HIV and AIDS
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNFPA</b>	United Nations Population Fund
<b>UNICEF</b>	United Nations Children's Fund
<b>UoN</b>	University of Nairobi
<b>UPE</b>	Universal Primary Education

## ABSTRACT

Education is widely seen as one of the most promising paths for individuals to realize better, more productive lives and as one of the primary drivers of national economic development. Particularly, post-primary education is critical for equipping learners with the knowledge, skills and attitudes necessary to transition to work or higher education, and to be healthy and productive citizens. However, studies point to increased gender gaps during adolescence, with adolescent girls more vulnerable than boys to dropping out of school, shouldering heavy labor demands in the household, being subjected to sexual coercion and violence, being infected and/or affected by HIV and AIDS and facing harmful practices such as early marriage. These socio-cultural obstacles interact with other socio-economic factors and bring an end to a girl's education. Educated girls have greater voice and decision-making power, greater knowledge and self-confidence, and generally develop better outcomes in future income, health status, motherhood and civic participation. Girls engaged in post-primary education serve as role models for other girls to pursue further education necessary to build a base of future professionals. To promote equity and prevent wastage of human potential, the post-2015 development agenda need to re-think approaches to schooling beyond primary school particularly among girls. The general objective of this study was to determine the influence of socio-cultural factors on transition of girls to post-primary education in Isiolo County. The target population composed of 163 respondents, drawn from various groups of actors in education in Isiolo County. Cluster sampling technique was used to select the sample. Questionnaires and interview guides were used as the primary data collecting tools. Descriptive statistics and inferential statistics were used to analyze the data. Content analysis was used to analyze the interview schedules. The findings of the study will provide in-depth understanding of the influence of early marriage, gender violence, HIV and AIDS and mentorship on post-primary education of girls. The government and other planners will benefit from the information generated to form and/or strengthen policies that can be used to improve post-primary education in Kenya. The study established that early marriage makes girls drop out of school never to continue with education. The study further established that when parents die from HIV and AIDS, it is likely that girls will assume the parenting role. The study conclude that gender-based violence has the highest effect on girls transition to post-primary education, followed by early marriage, then HIV & AIDS while mentorship having the lowest effect on the girls transition to post-primary education among Ngaremara Ward, Isiolo County, Kenya. Among other suggestions, the study recommends the integration of formal education system with the non-formal system to help adolescent girls to achieve their educational and developmental needs.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Education in its broadest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual (Best & Khan, 1993). It is the learning of knowledge, information and skills during the course of life. All over the world, education is widely seen as one of the most promising paths for individuals to realize better, more productive lives and as one of the primary drivers of national economic development. Jemuge (2004) observes that education has been widely acknowledged not only as a basic right but also as an effective weapon against ignorance, poverty and diseases - the root causes of restlessness throughout the world. Education has been described by Holyfield (2002) as a critical tool in breaking the cycle of poverty.

All over the world, boys and girls are entitled to a set of human rights as laid out in the United Nations Convention on the Rights of the Child, which covers children up to 18 years. Among the rights are; the right to education and health care; the right to protection from economic exploitation, harmful work, and all forms of sexual, physical, and mental abuse. Besides the provision of education as a human right in the United Nations Declarations on Human rights in 1948 the significance of education has been emphasized by its inclusion in various development blueprints and strategies in many countries. In April 2000, the world conference on Education for All (EFA) was held in Dakar Senegal, setting specific targets with time for action. Among the targets is that by the year 2015, all children particularly girls in difficult circumstances and those belonging to ethnic minorities should have access to and complete free and compulsory primary education and of good quality. The same is captured in the second goal of the Millennium Development Goals (MDG), and country specific plans such as the Kenya's Vision 2030. Following this, the international community has focused heavily on expanding access to primary education with a special attention to girls, and they have made notable progress. However, though important, primary education is by no means enough. Similarly, Lewin (2005) argues that efforts to universalize primary education have already resulted in the substantial increase of students completing primary schools, whereas secondary education is far from keeping pace. Post-primary education is a growing concern for the global community because as access to primary increases, so does demand for post-

primary education. The transition from primary to post-primary education has been noted as a critical educational step for many children (Smyth et al, 2004). It represents a critical link between basic education and the labour market or higher education (UNESCO, 2011). Notes of concern about lack of attention to post-primary and more specifically secondary education are increasingly echoed in the recent literature and the development agency discussions e.g., (Lewin 2005; UNESCO, 2005; World Bank, 2005).

Whilst the international and regional community has made notable strides in achieving Universal Primary Education, girls remain behind in terms of access, retention, transition and completion. Rihani (2009) observes that gender disparities are particularly pronounced at higher levels of education, with many girls failing to make the transition to post-primary school options. Lloyd (2005) argues that girls are particularly disadvantaged among the relatively few children who make the transition to secondary school. According to World Bank (2006), few girls ages 15–19 attend secondary school in many developing countries. They have dropped out before or upon completing primary school, they never attended school at all, or they are still attending primary school. This failed ascension stunts adolescents' lifetime capacity for problem solving and analysis, because typically only post-primary education goes beyond basic literacy and numeracy to teaching the lifelong learning skills of critical thinking.

A wide range of barriers and challenges thwart full educational participation by post-primary-aged youth in many countries particularly girls, the poor, and orphaned and vulnerable children. Cultural beliefs and traditions throughout Africa contribute to the low status of women and exacerbate gender discrimination against girls. Early marriage, the scourge of HIV and AIDS, gender violence and lack of mentorship are among the obstacles that stand in the way of girls not just to attain post-primary education but also to access other socio-economic opportunities. As countries in Africa inch towards achieving the Millennium Development Goals (MDG) and Education for All (EFA), it is imperative to think beyond primary school. In fact, it has been argued that it is unlikely that MDG will be achieved without expanded access beyond primary education (Lewin, 2005). With the 2015 deadline for the MDG fast approaching, the post MDG agenda must emphasize on the access of quality education at all levels.

### **1.1.1 Education in Kenya**

The Kenya government commitment to achieve UPE and offer quality basic education is aligned within developments in the wider international context. The Universal Declaration of Human Rights adopted in 1948, declared education as a right to everyone. The World Conference on Education for All (EFA), held in Jomtien, Thailand in 1990, sparked off a new impetus in basic education especially with its ostensible vision and renewed commitment. Recommitment to basic education was noted as a requirement that would go a long way to serve the basic needs for all. This was further amplified by the Dakar Conference of 2000 that reviewed developments in achieving UPE in the African continent and set as one of its goals the elimination of gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015. Such a perception was further endorsed by the MDG, which among other targets attempts to ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling (United Nations, 2003). Since Kenya is a signatory to both the Dakar Framework for Action and the Millennium Agenda, the country has therefore put greater emphasis on the achievement of some of the common aims found in the Dakar Framework and the Millennium Agenda. This includes basic education indicators such as the provision of UPE by 2015.

When Kenya attained independence in 1963, the founding father Mzee Jomo Kenyatta identified poverty, ignorance and illiteracy as key enemies of development. Action Aid Kenya (2004) reports that, the achievement of independence heightened pressure to increase the school population and a rapid move towards universal primary education. Consequently, Kenya government has attempted to address the challenges facing the education sector by establishing commissions, committees and task forces. The Ominde Commission of 1964, which was established to address the imbalances, recommended primary education for all (Republic of Kenya, 1964). The government of Kenya through Sessional Paper No. 10 of 1965 on African Socialism underscored the need to eradicate ignorance, poverty and disease (Republic of Kenya, 1965). In 1969, the government's election manifesto promised to offer Free Primary Education (FPE) from standard one to seven. In 1971 President Jomo Kenyatta abrogated tuition fees for the economically marginal districts in the country. By July 1973 districts such as Marsabit, Mandera, West-Pokot, Wajir, Tana River, Turkana, Samburu, Garissa and Lamu had free primary education

(Ngaroga, 2001). The government also built and supported boarding schools in these areas. A national feeding program was also launched in these areas.

Although the main idea here was to encourage more parents to retain their children in school and to provide more opportunities to the disadvantaged school age children (Otach, 2008), it has been argued that the purpose of education was political, social, cultural, humanistic and economic UNICEF & World Bank (2009). It was expected that the education would mould a whole individual who would contribute profitably to society. In 1973 another presidential decree made education free for the first four years of primary education throughout the country. The immediate result was increase in enrollments in primary schools from 1.8 million in 1973 to 2.8 million in January 1974 (Ngaroga, 2001). The Ministry of Education had to rethink of its priorities and operations in order to cope with the staggering rise of pupil enrollment. In 1976 the Gachathi Report recommended an extension of the waiver of fees to the full seven years of primary education by 1980 (UNICEF & World Bank, 2009). Despite the existence of free primary education by 1980, the schools witnessed many challenges that eventually contributed to its failure and the introduction of levies in primary schools. In 2001 the Children's Act was enacted by Parliament and it became effective in March 2002. The Act states that education is a basic human right to all children and it is the responsibility of the parents and the government to provide education to the children (Republic of Kenya, 2001). In January 2003, the government reintroduced Free Primary Education (FPE) in Kenya. This was in accordance with the government policy document that underlined its commitment to achieve Universal Primary education (UPE) before 2005 which was a key strategy towards attaining the overall goal of education for all (EFA) by 2012 (Kamotho, 2007). The program created a positive outcome because it resulted in significant increase in enrolment in a majority of the schools (Otach, 2008). According to MOE (2009), enrolment had risen from 5.9 to 7.9 million.

While the past decade has seen tremendous increases in primary school access, secondary school access remains low. Secondary education is neither free nor compulsory. In 2009, the secondary school net enrollment rate was approximately 50% (World Bank, 2009), while the primary-to-secondary school transition rate was equally low at 55% (MOE, 2010). It is evident that a big proportion of pupils who join school in class one do not proceed to the next level or complete primary school, indicating high repetition or dropout rate (MOEST, 2003). Such low transition rates in post-primary education were also noted by the Kenya



Government in the Sessional Paper No. 1 of 2005 (MOEST, 2005). With the increasing demand for secondary school as a result of the FPE program, it is becoming increasingly important to implement programs that address the primary-to-secondary school bottleneck.

Besides the skewed attention towards primary education, the country faces some challenges which include HIV/AIDS pandemic, poverty which is best exemplified in the government policy papers on poverty reduction strategy paper (PRSP) of 2001-2004 and Economic recovery for Wealth and empowerment Paper (ERWEP) of 2003-2007- escalating cost of education and training whereby the government spends significant percentage of Gross National Product (GNP) on education. UNICEF & World Bank, (2009) and UNESCO (2005) note serious challenges that have bedeviled the implementation of the FPE policy challenges among them; increased number of pupils, shortage of teachers, over stretched resources, delay in disbursement of funds and lack of clear guidelines. These challenges have negatively impacted on the quality of teaching and learning on one hand and contributed to indiscipline in schools on the other (Okwach & George, 1997). In addition, there is glaring educational disparities between the arid and semi arid lands (ASAL) and the rest of the country. Abagi and Odipo (1997) observe that primary school enrolment and transition rates in ASAL regions are still very low. Besides, significant barriers still exist in girls' access to, retention in and transition between different levels of education. Many pupils especially girls do not proceed to secondary schools. This is contributed by unfriendly school environment, discriminatory gender roles, poor and inadequate infrastructure which disapprovingly affects girls, gender based violence including sexual harassment, early marriages, and HIV and AIDS among others. According to Wango (2011), these gender disparities are prominent in arid and semi-arid areas when considering enrolment and transition from one level to the next. The deeply engrained socio-cultural barriers, coupled with the increasing level of poverty particularly in ASAL areas in the country are among the major impediments in the attainment of universal primary education (UPE) by both boys and girls.

The government is aware that putting every boy and girl in a good quality school and supporting them complete the cycle would yield immeasurable benefits in terms of health, productivity and social well-being of children today and one of the further generations (UNICEF, 2006). Nevertheless, Kenya's education strategy for primary sub sector over the last decade has concentrated much more on access while little has been done towards retention, transition and quality. Hence the nation requires to change tact in planning,

resourcing and curriculum delivery to give more attention to the overall development of education as opposed to skewed emphasis on access.

### **1.1.2 Isiolo County**

Isiolo is one of the nine arid Counties of Kenya. The County borders Marsabit County to the North, Samburu and Laikipia Counties to the West, Garissa County to the Southeast, Wajir County to the Northeast, Tana River and Kitui Counties to the south and Meru and Tharaka Nithi Counties to the southwest. It is located between Longitudes 36° 50' and 39° 50' East and latitude 0° 05' South and 2° North. Isiolo town lies 163 kilometres North of Nairobi, the Capital City of Kenya. The County has an area of 25,700km<sup>2</sup> and a population of approximately 143000 according to the 2009 Census. About 71 percent of the population lives below the poverty line. Under the devolved system, the County has ten Wards, and Ngaremara; the study area is one of them. Isiolo is inhabited by among other ethnic groups; the Borana, the Somali, Turkana, the Samburu and the Meru. This makes the county among the cosmopolitan counties in Kenya. The Central division is densely populated due to its well-developed infrastructure and being a common rural centre. People in other areas tend to settle around watering points. The County has gained popularity in the recent days after it was targeted for four flagship projects as envisaged in the Vision 2030. These projects are; an abattoir, an international airport, the resort city and a corridor for the LAPSSET project.

With regard to education, the County has 142 public ECD centres and 29 private ones, 93 public and 22 private primary schools, 13 public and 2 private secondary schools. School enrolment rates are quite low. According to Census (2009), the county enrollment rates stood at 16.5 and 13.6 percent for boys and girls respectively.

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

Education is widely seen as one of the most promising paths for individuals to realize better, more productive lives and as one of the primary drivers of national economic development. The value of education is reflected by the commitment of many African countries where it has been inched within their wider development blueprints and strategies such as the MDG and EFA. In Kenya, the citizens and the government have invested heavily in improving both the access and quality of education, in an effort to realize its development goals captured in its vision 2030. Among the efforts include the reinstatement of FPE in 2003. FPE program has successfully increased access to primary education by expanding enrolment rates

especially among poorer households. According to KNBS (2011), there was a growth in enrollment from 7.2 million in 2003 to 8.5 million in 2008. While the past decade has seen tremendous increases in primary school access in Kenya, secondary school access remains low especially among girls. According to Rihani (2006), only 17 percent of girls enroll in secondary school in Sub-Saharan Africa. More recent statistics by World Bank (2009) assert that the secondary school net enrollment rate in 2009 was approximately 50% and girls were underrepresented. It has been noted that girls remain at a disadvantage in pursuit of further education among students who complete primary school (ADEA, 2008). Girls and young women are generally less educated, less healthy, and less free than their male peers. They face systematic disadvantages over a wide range of welfare indicators, including health, education, nutrition, labor force participation, and the burden of household tasks. Because of deprivation and discriminatory cultural norms, many poor girls are forced to marry at very young ages and are extraordinarily vulnerable to HIV, sexual violence, and physical exploitation. Lewis and Lockeed (2006) observe that many of these girls also come from socially excluded populations- rural or ethnic subgroups that face discrimination, in addition to living in poverty.

Various studies have been conducted to investigate the underlying factors that limit the transition of girls to post-primary education. Lewin (2004) argues that patterns of participation at secondary level are heavily skewed by household income, poverty as argued by Moser (1989), culture and religion as observed by Kane (2004), lack of safety in schools, and shortage of facilities among others. However, scanty studies are available that provide in-depth examination of the influence of socio-cultural factors on transition of girls to post-primary education. According to ADEA (2008), many countries do not yet have an extensive research base on post-primary education to supplement the statistical data and analysis on enrolment and attendance rates, transition, persistence and completion rates. To promote strategies that work, it is necessary to seek a deeper understanding of social, cultural, political, and economic dynamics in local communities. Therefore, this study sought to contribute to this endeavour by examining the influence of socio-cultural factors on transition of girls to post-primary education in Arid and semi arid lands of Kenya. The study specifically examined the influence of early marriage, gender violence, HIV and AIDS, and absence or presence of mentorship on the transition of girls to post-primary education. The study findings would assist all the stakeholders in the education sector to devise strategies to address the influences and hence improve post-primary education in Isiolo County.

### **1.3 Objectives of the study**

The general objective of this study was to examine the influence of socio-cultural factors on transition of girls to post-primary education in arid and semi arid lands in Kenya.

#### **1.3.1 Specific Objectives of the Study**

- i. To examine the influence of early marriage on transition of girls to post-primary education
- ii. To explore how gender violence influences transition of girls to post-primary education
- iii. To determine the influence of HIV & AIDS on transition of girls to post-primary education
- iv. To establish how absence of mentorship influences transition of girls to post-primary education

### **1.4 Research Questions**

This study sought to answer the following questions;

- i. How does early marriage influence the transition of girls to post-primary education in Isiolo County?
- ii. To what extent does gender violence influence the transition of girls to post-primary education in Isiolo County?
- iii. To what extent does HIV & AIDS influence the transition of girls to post-primary education in Isiolo County?
- iv. How does absence of mentorship influence the transition of girls to post-primary education in Isiolo County?

### **1.5 Significance of the Study**

The study sought to provide the community in Isiolo County and beyond with more efficient details in regard to influence of socio-cultural factors on the transition of girls to post-primary education. The study also aimed at providing in-depth understanding of certain factors as early marriage, gender violence, HIV and AIDS and mentorship on post-primary education of girls.

The study further provides researchers and academicians with a base upon which secondary material on transition of girls to post-primary education can be drawn. The study also provides good literature on girls' education and also sets a base upon which more studies on girl child education can be done.

The government stands to benefit from this study as the information generated is useful to guide in formulating and strengthening policies necessary to improve education in Kenya.

### **1.6 Delimitations of the Study**

The study focused on socio-cultural factors influencing the transition of girls to post-primary education in Isiolo County. Specifically, the study was carried out in schools in Ngaremara Ward of Isiolo County. The respondents were teachers, parents, school management committees and officials from the ministry of education.

### **1.7 Limitations of the Study**

The researcher is a self-sponsored student relying on savings to advance her studies and therefore limitation on financial resources was inevitable. The need to balance studies with full time employment limited the researcher to a small sample due to research time constraint. Hence, the research may not be as extensive and exhaustive as it ought to have been. This notwithstanding, the researcher devoted all available time to the study and created some time off work to undertake the study. Another anticipated challenge in this study was respondents not providing accurate and complete information. To address this, the researcher used clear and precise tools for data collection and also won the confidence of respondents by giving clear reasons for the research and assured them of confidentiality.

### **1.8 Assumptions of the study**

In this study, the researcher had assumed that the respondents would answer questions honestly and truthfully. As shown on Table 4.2, the respondents were cooperative. The researcher also had hoped that security situation would be ideal for the conduct of the exercise in light of the fact that the County is prone to insecurity occasioned by conflicts over cattle rustling and resources (water and pasture) sharing. As well, the researcher had hoped that schools would be in session at the time of data collection. The county was secure at the time of the study and schools were in session.

## 1.9 Definition of Significant Terms

**Post-primary education:** Any formal or non-formal education beyond primary.

**Socio-cultural:** A set of beliefs, customs, practices and behavior that exists within a population

**Transition:** The movement of students from one level of education to another

**Mentorship:** A personal developmental relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person.

**Early marriage:** Early marriage involves either one or both spouses being children and may take place under civil, religious or customary laws with or without formal registration.

Children are people under the age of 18 years old.

**Gender violence:** Any harm that is perpetrated against a person's will; that has a negative impact on the physical or psychological health, development, and identity of the person; and that is the result of gendered power inequities that exploit distinctions between males and females, among males, and among females.

## 1.10 Organization of the Study

This study is organized in five chapters. The first chapter provides an insight into the structure of the study. It lays the background in which the introduction, statement of the problem, objectives, research questions, significance, delimitation and limitations and assumptions of the study are discussed. Key terms used in the study are also defined in this chapter. The second chapter looks at literature related to education but greater focus is on the transition of girls to post-primary education. Both theoretical and empirical literatures are reviewed. Particularly, the chapter discusses theories of education, and their relationship with transition to post-primary education. The third chapter examines the methods that the researcher used in the collection of data and that aided in answering the research questions. It is divided into research design, study population, sample design, data collection, data analysis methods, ethical issues and chapter summary. Chapter four presents analysis and findings of the study as set out in the research methodology. The study closes with chapter five which presents the discussion, conclusion, and recommendations for action and further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents literature review on the socio-cultural factors influencing the transition of girls to post-primary education in Isiolo County. The chapter begins with a general review of education and narrows down to women education. Four theories: John Dewey's theory on education, social reconstructionism, Paulo Freire theory on education, and Feminist theories are discussed. This section also presents empirical review of the four socio-cultural factors influencing the transition of girls to post-primary education that will be investigated in this study. At the end of the chapter, a conceptual framework and summary of the chapter is presented.

#### **2.2 Girls' transition to post-primary education**

As countries mark the 2015 deadline for achieving the MDG, it is clear that substantial effort has been made to increase access to primary education in many countries. In Kenya for instance the free primary education policy has been described as laudable (Rob et al, 2004), because of its effect on gross enrolment rate (GER) which increased from 92% in 2002 to 104% in 2003 of the school age children population (Otach, 2008), resulting in more than 1.5 million children who were previously out of school joining primary schools (UNESCO, 2005). However, post-primary education is a growing concern for the global community because as access to primary education increases, so does the demand for higher levels, particularly secondary education, which represents a critical link between basic education and the labour market or higher education (UNESCO, 2011). The greatest concern for many countries is the failure to focus on adolescent girls particularly on the targets related to post-primary education and gender equity. According to UNESCO (2011), secondary school comes at a particularly vulnerable age for girls, as they transition into puberty (and thus child-bearing age) and into an age perceived suitable for work (inside or outside of the home). As such, their chances of staying in school reduce. This is consistent with Lloyd et al (2000) who find that gender gaps in enrollment widen during teenage years. A focus on primary access is not enough to ensure gender equality in education or to its impact on wider society. To make sure that progress is maintained and that primary access actually leads to improvement in children, and particularly girls', long-term capabilities and life chances, governments,

donors and civil society need to refocus and expand efforts around retention and, critically, transition to post-primary education, whether that be through formal or non-formal education streams. This is particularly important for girls, given their increased vulnerability at adolescence to factors such as sexual abuse, early pregnancy and gendered roles, and recognizing the impact that education can have in addressing these bottlenecks.

Although Kenya's secondary education has expanded since 1963, access to this sector of learning remains restricted. For instance, if one compares the number of pupils who sat for KCPE and then follow to see how many sit for KCSE, it will be found that many either drop out or do not have the access to secondary education. A report by the Republic of Kenya (2003) reveals that only 47% of pupils who completed primary level education are selected for an entry to the secondary level and girls are underrepresented. The forces that constrain girls' lives and livelihoods in developing countries, Kenya included manifest themselves in many ways. Early marriage, the feminization of the HIV/AIDS burden, and violence against girls and young women stand out as intersections of social and physical factors that leave girls extraordinarily vulnerable. According to Plan (2007), girls spend more time than boys on domestic chores, which can restrict educational, social, and economic opportunities. Furthermore, early marriage and pregnancy drive many girls away from school before they complete a full course of education. Gutman and Ridgley (2000) observe that girls from poor families and minority ethnic groups have been found to be potentially more at risk of not making a successful transition to post-primary school. Besides, barriers within the school environments such as gender-based violence, quality and availability of basic facilities, approaches and materials which reinforce discriminatory gendered norms, expectations and behaviours as well as formal and informal school policies stand on the way of girls' education. Teacher shortages present huge challenges to quality. Particularly, the low proportion of female teachers impacts on the protection and aspirations of girls.

Understanding these challenges in specific contexts is critical when devising strategies to increase educational participation for both boys and girls. Efforts to increase educational access must be accompanied by steps to improve the conditions in which girls and boys live and learn, to remove barriers that constrain their growth and potential and to ensure that relevant skills and competencies are acquired and cultivated. Without concerted action to improve the quality of education and to make more conducive environments for girls in schools, the bottlenecks to girls' retention and transition will remain and the impact of



education for those that are able to progress will be restricted. Malhotra et al (2012) notes that the promotion of education for girls is important not only for improving the livelihoods of the individuals, but also for having positive spillover influences on their families, communities, and economies at large. Particularly, post-primary levels of education are aimed at equipping both boys and girls with advanced knowledge, skills and competencies that enable them to succeed in the world of work, provide security to their families, participate effectively in social and economic development, live a healthy life and become critical and proactive citizens (NORRAG, 2008).

### **2.3 Women and Education**

Getting into and finishing school is just the beginning of a girl's life, and in the end she will benefit most from her education if it translates into a productive life after both primary and post-primary levels. The idea that girls can bring about powerful social and economic change when they have the opportunity to participate in their societies has gained increased recognition in international development dialogue. It is also widely recognized that girls' education is one of the most effective means of development not only for girls themselves but for communities and wider society. A growing body of evidence indicates that girls' well-being is critical to progress on a range of developmental outcomes; better girls' education raises maternal health, reduces child mortality, improves nutrition within the home, and increases the potential workforce and opportunities for economic growth (Levine et al, 2008). Similar benefits of an educated girl are highlighted by UNGEI that investment in girls' education is integral to virtually all aspects of development and economic progress. That, girls with higher levels of education to earn more, marries later, have smaller families, experience reduced incidences of HIV/AIDS, survive childbirth at higher rates, and have children more likely to survive to age five. Malhotra et al (2012) also observed that the promotion of education for girls is important not only for improving the livelihoods of the individuals, but also for having positive spillover influences on their families, communities, and economies at large. Thus educated girls have been seen to contribute to social and political tolerance and higher rates of economic growth both at the local and at the national level. Unfortunately, too often young women and do not obtain education beyond the basic level and transition into careers remain far from reality.

The status of girls shapes the size and productivity of the future workforce in both the formal and informal sectors. There exists a relationship between the education afforded to girls and their future economic activity. Girls with more schooling participate in greater numbers in the labour force when they grow up, and they are able to earn more for their families and society. Indeed, data from all regions show that women with higher levels of education are more likely to engage in paid employment (UN, 2005). Besides, studies reveal that returns to investment in secondary schooling for girls are particularly pronounced. One comprehensive review of returns to investment in education reported that, overall, women receive slightly higher returns to their schooling investments than men (Psacharopoulos & Patrinos, 2004). Wage gains from secondary education have been reported to be appreciably higher for girls than boys (Schultz, 2002). Thus, returns for girls in secondary school are particularly dramatic, and appear to have a greater positive effect on the lifetime welfare of women and the wider society. By failing to respect girls' rights and provide better opportunities for education and economic engagement, their potential contributions are very far from being realized.

Over the past decade or so, the focus on girls' education has been shaped by a number of key commitments including the Beijing Platform for Action in 1995, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), Jomtien and Dakar Frameworks for Action on Education for All and the Millennium Development Goals. Within Africa, the Second Decade of Education for Africa (2006-2015) reflects these commitments with a specific goal: to eliminate gender disparities and ensure gender equality, girls' and women's empowerment throughout the education system (African Union, No date). These and many other regional and country specific strategies seek to reaffirm the understanding of education as a basic human right as provided for by the Universal Declaration of Human Rights. Following this, much attention has been paid to getting girls into primary school. In Kenya for example, the FPE program has realized a significant increase in enrollment (Kamotho, 2007). However, even for those children who manage to complete primary education, transition rates for children, particularly girls remain low. According to United Nations (2008), girls' secondary school enrollments have fallen relative to boys' since 2000 in Africa, and throughout the developing world, young women are underrepresented in the workforce.

The inability of girls in Sub Saharan Africa to achieve the education targets set by many countries is not without reason. Significant barriers still exist in girls' access to, retention in and transition between different levels of education. Millions of girls in the developing world face systemic disadvantage both within schools and in their communities across a range of areas. Crucial among them are generalized poverty, discrimination, harmful practices, domestic chores, gender violence, insecurity in schools, as well as cultural and institutional hurdles. It has been noted by Jones et al (2010) that girls' greater involvement in domestic work and care activities is a key contributor to their lower levels of participation in schooling compared to boys. The HIV/AIDS epidemic is also having a major adverse impact on education quality and accessibility, while lack of employment opportunities for youth leave many questioning the utility of staying in school at all. Constraining socio-cultural norms outside of the school are major challenges in terms of domestic labour, caring for family, and early or forced marriage. Early pregnancy amongst primary and secondary school children is widespread, spelling the end to education for girls in these countries.

As many African countries work towards the improvement in primary education in an attempt towards achieving Universal Primary Education, new challenges arise, including issues related to post-primary educational opportunities, the quality of education, and an understanding of the complexities of gender relations. Much remains to be done to meet the goals of gender equality that African Governments have committed to in education, from pre-primary to adult levels. According to UNESCO (2011), the prospects of achieving the target of gender parity by 2015 are low for many countries in the region without further concerted action for girls' education.

It is clear that post-primary education among girls is essential for poverty reduction and for improved welfare of girls themselves, their families, communities, the society and the nation at large. It is a requisite for social, political and economic development of any country. Post-primary schooling is critical for solidifying girls' knowledge, skills and attitudes necessary to transition to work or higher education, and to be healthy and productive citizens; hence access to post-primary opportunities and completion of secondary education should be a key ask for the post-2015 development agenda. The benefits of educating girls are well established. Girls' attendance in school during adolescence has been correlated with delayed sexual initiation, later marriage and childbearing, lower rates of HIV and AIDS and other reproductive morbidities, fewer hours of domestic work, higher wages and greater gender

equality (Malhotra et al, 2012). Educated girls have greater voice and decision-making power, greater knowledge and self-confidence, and generally develop better outcomes in future income, health status, motherhood and civic participation. Most importantly, girls engaged in post-primary education serve as role models for other girls to pursue further education. Post-primary education of girls is also necessary to build a base of future professionals. Therefore, diversified opportunities should be provided through varied post-primary options including technical, vocational, life skills, and secondary education in both formal and non-formal educational settings.

## **2.4 Theoretical Framework**

Theoretical base of this study was taken from John Dewey's (constructivism) learning theory, social reconstructionism theory of education, Paulo Freire education theory and feminism theory of education.

### **2.4.1 Theories of education**

Dewey's philosophy on education is an analysis of both traditional and progressive education. According to Dewey's (1938), philosophy, neither of these systems is adequate. What he proposes is a carefully developed theory of experience and its relation to education. He argues that education and learning are social and interactive processes, and thus the school itself is a social institution through which social reform can and should take place. In his view, the purpose of education should not revolve around the acquisition of a pre-determined set of skills, but rather the realization of one's full potential and the ability to use those skills for the greater good. Educational structure should strike a balance between delivering knowledge while also taking into account the interests and experiences of the student. Dewey's philosophy has remained foundational in designing innovative educational approaches and programs today.

Education according to Theodore Brameld (1904-1987) in his social reconstructionism philosophy was the means of preparing people for creating a new social order and to achieve specific changes in the social, cultural, and economic institutions.. The most unique characteristic of this theory was a commitment to education as a vehicle for bringing about reconstruction of society along the lines of social justice and the extension of democracy. Reconstructionist educators focus on a curriculum that highlights social reform as the aim of education. The insistence of Educational Reconstruction upon cultural transformation,

involving both radical and structural changes, is exemplified by its method of working towards the goal of peace through the elimination of discrimination and oppression. One of the significant basic tenets of this theory is the belief that education both transmits and transforms culture, which is never static. Education modifies, changes, transforms, and reconstructs society. It builds our civilization through protecting culture while correcting, improving, and altering it by interpretation and transformation. The theory points to the possibility of transforming the socio-cultural values that interfere with education particularly of girls. A similar view is held by William Boyer (1978) who believes that everyone is transformed by and is also a transformer of culture.

Another education theory commonly known as the banking style was advanced by Paulo Freire. The theory places its focus on the education system with an emphasis on the means by which knowledge is passed from the teacher to the learners. The information and knowledge transmitted does not come out of the needs of the learners but from the leaders' norms and values. Freire observes that this model leave women subservient, dependent and oppressed. It does not provide space for them to discuss their own boundaries, to look at and reflect their own issues, knowledge and experience in order to gain insight into their lives. In other words, they are kept silent. Hence, women are generally seen as ignorant while men are seen as the experts in society. Freire proposes a problem-posing approach, a process which encourages the women to look at themselves in relation to the world they live in (Freire, 1988).

A more recent theory was by liberal educational feminists that focused on achieving for the category 'girl' equality of access and equality of treatment. They believed that only through the provision of equal educational experiences for both sexes could a genuinely equal society be developed. Their main aim was to achieve open curricular access and equal experience and participation for boys and girls. Female failure and underachievement at school, in higher education and in the workplace in comparison was seen to be the result of conventional sex role socialization. Liberal educational feminists observed that lack of self-esteem and confidence amongst girls reduced their expectations and narrowed their horizons. Also they identified gender blindness amongst parents, teachers and society generally as drivers of the failure to develop women's potential. Connell (1990) described liberalism as a radical politics of access.

## **2.5 Factors influencing girl's transition to post-primary education**

The empirical literature reviewed here looks at four critical elements in the transition of girls to post-primary education namely; early marriage, gender violence, HIV and AIDS and mentorship.

### **2.5.1 Early Marriage and Girls' Transition to Post-primary Education**

Early marriage in particular has been repeatedly identified as one of the major causes of girls' dropping out of education. Defined as marriage before age 18, early marriage is particularly common in South Asia and Sub-Saharan Africa, as well as parts of Latin America and the Caribbean (Mathur et al, 2003). In most societies where early marriage is common, the social standing of women is defined largely in terms of marriage and childbearing. Jain and Kurz (2007) argue that almost half of all girls in 15 countries in South Asia and Sub-Saharan Africa are married before age 18. Similarly, Population Council (2005; 2007) estimates that one girl in seven in developing countries marries before age 15, and nearly half of all girls are expected to marry by age 20. Lloyd (2005) also reports that 38 percent marry before age 18.

Social norms regarding gender-appropriate behavior, and especially those related to masculinity and femininity, play a key role in promoting early marriage. Norms emphasize a girl's domestic roles and de-emphasize investments such as education that would build her potential for nondomestic options. Such norms prevent girls from having equal access to quality education as boys by reinforcing harmful practices that hold power over girls such as early marriage, abuse, rape and female genital mutilation. Others lack safeguards as in the case of pregnancy or affirmative action for girls (UNICEF, 2005).

In many countries the decision to marry off a daughter early begins when she is born, in anticipation of her perceived cost to her natal family; market rates for the dowry are lower when the girl is married young (Gupta, 2005). For this reason girls are often married early in childhood, but are sent to the husband's home only after puberty. In some traditional communities, marriage will occur early for girls who are then expected to start a family, thus making formal schooling appear irrelevant for their future (Mannathoko, 2007). The negative consequences of early marriage extend across societies, ending girls' education and reaching into the next generation. It has been noted that children of young uneducated mothers are less likely to have a good start in education, to do well in class, or to continue beyond the

minimum schooling (UNESCO, 2011). Daughters of uneducated mothers are especially likely to drop out of school, marry young, and begin the cycle again. This problem is common in a number of Kenyan communities, but more pronounced among pastoral groups, which attach high value to cattle for bride wealth.

Besides being the main factors in girls' dropout rates in the Sub Saharan Africa, early marriage violates girls' individual rights and stimulates a generational cycle of female vulnerability and poverty and early pregnancy. A report by UNICEF (2001) observes that when a girl is married, she is under the "protection" of her husband and consequently is viewed as under his control. Thus, young girls are unable to give the free and full consent to marriage recognized in the Universal Declaration of Human Rights because the decision on marriage is usually made by others in their household. Early marriage tends to create an environment that makes young wives extremely vulnerable to physical, sexual, psychological, and economic abuse. Because early marriage limits young married girls' skills, resources, knowledge, social support, mobility, and autonomy, they often have little power in relation to their husband or their husband's family. Also, many countries' regulations continue to exclude girls from school during pregnancy as well as after childbirth. Even where they are able to return to school, the lack of childcare options, the socio-cultural expectations and pressures of motherhood, a lack of support within schools and potential stigma and bullying from peers all make it significantly less likely that young mothers will continue their education.

Married young girls are frequently taken out of school, are at a higher risk of HIV infection, early pregnancy and health conditions such as obstetric fistula, the most devastating condition, which is often the result of obstructed labour. A report by UNFPA (2003) estimates that more than 2 million adolescent girls live with fistulas, greatly limiting their chances of living a normal life and bearing children. According to the report, the number increases by roughly 100,000 girls per year. According to UNICEF (2001), medical complications from pregnancy are the leading cause of death among girls ages 15–19. Compared with women over age 20 years, girls ages 10–14 are five times more likely to die from childbirth, and girls 15–19 are twice as likely. Very young girls (particularly those under age 15) are physiologically unprepared for childbirth, and the relatively small size of their pelvis makes successful vaginal delivery difficult. As a result, the risk of obstructed pregnancy is much higher, especially for first pregnancies. This is particularly important because an estimated 78 percent of the births that occur before age 18 are first births (Bruce

and Chong, 2006). Additionally, it has been suggested that adolescent mothers are at 35–55 percent higher risk than older women of delivering infants who are preterm and low birth weight. Mortality rates for infants born to mothers under age 20 are 73 percent higher than for infants born to older mothers (Nour, 2006). Other health risks from early pregnancy include under nutrition and malnourishment, both of which are more likely during pregnancy and breastfeeding. If a girl survives childbirth, her children are less likely to grow up healthy and go to school, continuing the cycle of poverty for generations to come.

According to Huq and Amin (2001), early marriage sharply reduces girls' access to education, and anticipation of early marriage often precludes education. Girls' age at or near puberty often coincides with the transition from primary to secondary school and in some communities, parents may discourage them from continuing in school or may pressure them to drop out to preserve their reputation and marriage prospects. The abrupt transition to marriage curtails the aspirations girls may have for a life that includes school, work, later marriage, and later and fewer children. Marriage and fertility can prevent girls from attending vocational training courses. Hicks et al (2011) showed that marriage, maternity and childcare issues were the most important barriers that prevented girls who had won scholarships from enrolling in a course. Poverty has been noted as an underlying factor in perpetuating, motivating and worsening the impact of early marriage. According to IPPF and UNFPA (2006), women who live in rural areas, come from poorer households, and have less schooling are more likely to marry early. In some contexts, particularly where women have low status, giving girls for marriage is an effective way to reduce household poverty and relieve the financial burden they place on their family of origin. Dowries paid to a bride's family may motivate poor families to marry their daughters off at young ages for the additional income, whereas keeping unmarried girls in households may be costly to poor parents who have to feed and clothe them (Greene, 1997).

Even though early marriage in many developing countries appears to be on the decline, substantial proportions of girls are still marrying extremely early (Bruce and Clark 2004). The pervasive socio-cultural norm rooted in many countries needs to be addressed as a priority. Education into post-primary level, particularly secondary school is a key strategy to delay the age of marriage. Delayed marriage allows youth access to secondary schooling and livelihood opportunities (Mathur et al, 2003). Therefore, getting and keeping girls in school may be one of the best ways to foster later, consensual marriage, while also contributing to



delayed sexual initiation, lower rates of HIV and AIDS and other morbidities, and greater gender equality.

### **2.5.2 Gender Violence and Girls' Transition to Post-primary Education**

Girls' wellbeing is of vital concern from her 10<sup>th</sup> birthday through her 20<sup>th</sup>, and beyond. Yet, millions of girls around the world face violence and discrimination in a variety of settings including at home, on the way to school and at school. While the specific challenges faced by adolescent girls vary by context, the important role that girls play in the futures of their families, communities, and countries is universal. In many African communities, there exist power structures that entrench oppression, discrimination and abuse to girls and women. Their origins may be economic, legal, social or political in nature, and are often defined or guided by formal and informal practices that have been institutionalized within society through negative social and cultural norms.

Gender-based discrimination is a social problem that harms both sexes and interferes with the full realization of human potential. In many societies it is women and girls who are most visibly disadvantaged by inequitable gender norms as manifested by their inferior status, limited access to resources and opportunities and vulnerability to gender-based violence and harmful traditional practices. Particularly, school-aged girls are vulnerable to gender-based violence and in some regions of the world are often raped, sexually assaulted, abused, and sexually harassed. Girls are also more likely to suffer from violence both within the home and in the community, including at school or en route to school. In agreement, WHO (2005) reports that nearly half of sexual assaults worldwide are against girls ages 15 and younger, and girls ages 15–19 in developing countries are at a particularly high risk for physical and sexual violence. During adolescence many of these young women may also be subjected to female genital cutting, forced marriage, sexual exploitation, and discriminatory property and family laws (Plan, 2007). According to estimates by the World Health Organization (WHO), rape and domestic violence account for 5–16 percent of healthy years of life lost by women of reproductive age (World Bank, 2007).

Sexual violence is not only an internationally recognized violation of basic human rights, but it can also lead to serious health problems for victims. Nonfatal health consequences for girls include post-traumatic stress disorder, physical trauma and injury, such as traumatic fistula (tearing), sexually transmitted infections, including HIV, spontaneous abortion (miscarriage),

unwanted pregnancy and unsafe abortion. In many countries, girls living in poverty or economic dependency may be forced into risky and exploitative sexual relationships, which expose them to HIV, early pregnancy, sexual molestation in childhood and physical abuse. Each region is characterized with distinct patterns of abuse. In some countries, girls are more likely to be physically abused and girls in others more likely to be sexually abused, a difference that may be attributed to cultural differences in acceptable means for controlling or chastising women. According to a study conducted by Population Communication Africa et al (2002), more than 80 percent of women and girls in Kenya reported having experienced at least one episode of physical violence in childhood, and only 12 percent of those who had been either physically or sexually abused reported the abuse to an authority such as the police or a village elder. The same study found out that nearly half the women surveyed in Kenya (46 percent) said they had experienced at least one episode of sexual abuse in childhood. A study in Ghana found that 21 percent of girls reported being raped as their first sexual experience (Population Council, 1999). Heise et al (1995) also notes that the first sexual experience of as many as a third of unmarried girls in developing countries is coerced.

Adolescent girls' gender and age combine to make them particularly vulnerable to various forms of violence and abuse. The World Health Organization estimates that nearly half of sexual assaults worldwide are committed against girls aged 15 and younger (Garcia Moreno et al, 2005). Once in school, girls are faced with issues that further impact their learning such as sexual harassment and gender based violence, bullying, teenage pregnancy, lack of water and sanitation, nutrition and language of instruction. Safety and security issues, such as sexual and physical harassment from male pupils and teachers are especially rampant in rural schools. Evidence from various countries points to widespread sexual abuse and harassment against girls in and around schools, perpetrated primarily by teachers and male students (Jones et al, 2008). Such abuse is commonly seen as an inevitable part of school life, and education authorities are often reluctant to tackle the problem or bring perpetrators to justice (Plan, 2008). A study of girls ages 18–24 in Ethiopia, Kenya, and Uganda found that teachers, both male and female, were perpetrators of physical, sexual, and psychological abuse against girls under age 18 (African Child Policy Forum 2006). According to Mannathoko (2007), authoritarian management and discipline processes combined with traditional teaching methods and existing patriarchy in most educational systems creates an environment discriminatory towards girls and continues to hold power over them. Violence and the fear of violence in and around schools directly work against girls' enrolment,

transition, completion and achievement (GCE, 2011). Due to the threat of potential physical and sexual violence facing girls, parents may keep girls at home from school to protect them. However, data show that girls who remain enrolled in school are less likely to have had sex than those who are out of school, so securing the school environment is a more balanced solution than keeping girls at home to ensure their safety.

Besides sexual violence, adolescent girls and young women often work long hours in households and engage in informal work. The workload for girls at home is a key factor that negatively affects education. Domestic chores for girls are enormous and very demanding and may not give them ample time to study. Some parents may keep their children off school during market days, planting/weeding seasons among other key events. According to Mannathoko (2007), the timing of the school day and of the school calendar may conflict with the domestic and/or income-generating tasks that girls have to perform and usually, priority is given to the latter.

Education is one of the most effective means through which to protect girls from, and enhance their ability to resist, violence and abuse. Yet studies have indicated that many children, and particularly girls, experience violence within schools from peers and teachers, including physical and sexual abuse, harassment and bullying (GCE, 2011). This gender disparity manifests itself especially in declining girls/women participation at the different education levels. In 1996 for example, girls' participation at primary, secondary and university levels was 49%, 46% and 28% respectively. Women are also grossly underrepresented in other post-school and technical courses (MOE, 1996). The key challenge to achieving greater gender equality and empowerment is to transform the fundamental socio cultural factors that create and perpetuate gender inequalities. In order to escape such systemic and engrained forces or constraints, it takes more than just one woman. It requires efforts of society as a whole. A central aspect of these efforts is the mobilization of a broad spectrum of the community, including parents, teachers and students, to increase awareness of violence, monitor girls' safety and challenge gender norms and attitudes that fuel discrimination and violence against girls. Subrahmanian (2005) defines the way to gender equality in education as the right to education (access and inclusion), the rights within education (gender-sensitive education environments, participation, processes, and outcomes) and rights through education (relevant education outcomes that connect quality education with the wider process of gender justice and employment in society).

### **2.5.3 HIV and AIDS and Girls' Transition to Post-primary Education**

The international community has made numerous commitments to women's literacy, getting more girls into school, and to ensuring that schools are providing empowering quality education. Educating girls is a global priority, especially as two-thirds of young people living with HIV around the world are female (UNAIDS, 2004). Despite numerous international commitments to the right of all children and young people to free and compulsory education there are still major gender disparities in enrollment at all levels in low-income countries, which are often hit the hardest by AIDS. Studies reveal that girls are often the last to enroll in primary school and the first to drop out, and that; even fewer girls succeed in reaching secondary school. According to UNESCO (2007), more than 41 million girls are out of school. Also, concrete action to match these commitments and to address the linkage between access to quality education and HIV prevention has been lacking (UNAIDS, 2008).

The HIV/AIDS pandemic has devastated the education sector in many countries, robbing schools of critical resources, both human and economic. It is particularly catastrophic because it generally kills both parents. In countries hard-hit by HIV/AIDS, a generation of orphans has been created by the pandemic. Statistics by USAID et al, (2004) revealed that Sub-Saharan Africa is home to an estimated 12.3 million children who have lost one or both parents to HIV/AIDS. Projections by the same report suggested that by 2010, more than 18 million children in the region would have lost one or both parents to the disease. HIV and AIDS is having a disturbing impact on children. In addition to the millions of children under 15 living with the virus, millions more, while not HIV-positive themselves, have been made vulnerable by the disease as their family members and other adults in their lives become ill. Where parents are affected and inflicted by the HIV/AIDS pandemic, they leave orphaned children who drop out of school. Often the older children take up the responsibility of the heads of the family. For the orphaned, their participation in school becomes irregular and ineffective, and in many cases they pull out of school. Children are frequently removed from school to take care of ailing family members, or forced to work in order to bring extra income into the household. Children whose family members are sick or dying are traumatized. They may often be left alone with their grief because of the isolation and stigma that can accompany HIV/AIDS. Recent data from sub-Saharan Africa found that children aged 10 to 14 who had lost both of their parents were less likely to be in school than their peers who were living with at least one parent (Demographic survey, 2001). Studies in Kenya, the

United Republic of Tanzania and Zambia found that even when orphans attended school, they were less likely than non-orphans to be at the correct grade level for their age group (Bicego et al, 2003).

A report by UNAIDS (2008) shows that one half of people living with HIV globally are women and 76% of all HIV-positive women live in Sub-Saharan Africa. The report further notes that women account for two thirds of all caregivers for people living with HIV in Africa and that women comprise 70% of the world's poor and two-thirds of the world's illiterate. A more recent report noted that in 2010, women and girls accounted for more than half (about 52%) of all people living with HIV (UNAIDS, 2010). It has further been noted that young women are three times more likely than young men to be living with HIV/AIDS (USAID et al, 2004). From the ongoing discussion, it is evident that the pandemic is raising numbers of orphans and adults in need of social, emotional and economic support to a level that is threatening the traditional systems of care. While many grandparents or older siblings are assuming care of these children, other children and adults often have no relatives to turn to, and the numbers are increasingly overwhelming to these support systems. Consequently, the impact of HIV and AIDS gets heavier on women, particularly adolescent girls compared to their male counterparts. This negatively affects their education particularly retention, transition and completion at various levels. Global Coalition on Women and AIDS (2004) reports that up to 90 percent of the care due to illness is provided in the home by women and girls globally.

In respect to education, HIV/AIDS has major impacts. In addition to the increasing loss of teachers and other education manpower, there is a compromise in the enrolment, completion and transition rates of orphaned children who are left with no one to fend for them (MOEST, 2003). HIV/AIDS presents a set of issues that affects adolescent girls in unique ways. Girls are either infected with HIV and/or are often called on to be caregivers for parents and siblings. Early sexual initiation both within and outside marriage, multiple partnerships, and unprotected sex are included among the behaviors that make girls vulnerable to HIV. It is estimated that up to 20 percent of pupils in Kenya between the ages of 14-17 years are infected with HIV/AIDS the majority of them being girls (Yildiz, 2002). Girls are particularly vulnerable to HIV infection because of limited knowledge of HIV risk and the means of prevention and treatment, physical vulnerabilities, lack of information about their own HIV status, and lack of power to protect themselves within unequal relationships. Bankole et al

(2004) observes that even when girls have a basic understanding of how or by whom HIV/AIDS is spread, they usually lack knowledge about how to protect themselves. Evidence points indisputably to the important intersection of HIV and gender inequality.

The burden of caring and of household domestic labour falls on girls and women in traditional gendered roles. Girls do most household chores. Hence they are more likely to be withdrawn from school when needed at home. This is compounded by the increasing number of orphans and ill adults in homes due to HIV/AIDS and the need for caregivers, often, female children. With the added responsibilities of loss of family members due to HIV/AIDS deaths, they are left more vulnerable to the influences of others if they are not knowledgeable about their options. In situations of poverty or where parents are unable to work due to illness such as HIV and AIDS, these burdens are intensified and the value of having girls at home to undertake domestic chores, look after siblings or care for sick family members may be perceived to outweigh that of remaining in school. This is particularly the case in a context where girls' futures roles are widely believed to be solely in the household.

Education is one of the best defenses against HIV and its implications on women and girls. To change the course of the pandemic, good quality basic education and skills-based HIV/AIDS prevention education must be extended to girls and boys equally. The UNAIDS (2010) report on the Global AIDS Epidemic emphasizes that efforts to promote universal access to HIV prevention, treatment, care and support services require a sharper focus on women and girls. The underlying principle of HIV/AIDS prevention education is to have as many people accessing HIV information, and to take special measures for those most vulnerable, girls especially. Education represents the best opportunity not only for delivering crucial information on HIV/AIDS, but also for eliminating ignorance and fear, the attitudes and practices that perpetuate infection. The risk of HIV infection is reduced for young people, particularly girls, who stay in school and complete basic education. For instance, UNESCO (2010) notes that women with post-primary education are five times more likely than illiterate women to be educated on the topic of HIV and AIDS. A report by UNAIDS et al (2004) affirms that keeping all children in school and making it easier for girls to attend will dramatically prevent the spread of HIV and other diseases.

Given the importance of education as HIV prevention strategy and the many barriers that girls face in getting to and staying in school, it is necessary to ensure the progress on girls' education remains an urgent international priority. In order to reduce the impact of HIV and

AIDS, the first priority must be to get more girls into school. To encourage girls to stay in school, education systems must be transformed to challenge gender stereotypes, train girls in skills to enhance their economic opportunities, reinforce girls' participation and empowerment and promote knowledge and skills related to their sexual and reproductive health and rights. A report by UNICEF (2004) found that girls who had completed secondary education had a lower risk of HIV infection and practiced safer sex than girls who had only finished primary education. It is clear that strengthening girls' education is inextricably linked to effective HIV prevention. Indeed, growing evidence points to the fact that education levels are often correlated with factors that substantially lower HIV risk, such as delayed sexual debut, greater HIV awareness and knowledge. Keeping girls, notably the most vulnerable and marginalized, in school, beyond primary, into post-primary is therefore critical. It is also important to ensure that schools remain safe and empowering spaces for girls and women, where they can learn free from all forms of violence and discrimination.

It needs not be overemphasized that HIV/AIDS is a national disaster that requires effective socialization methods and development of appropriate life skills. Educators have an extraordinary opportunity and a responsibility to provide children and young people with a safe space to understand and cope in a world of HIV/AIDS. The new UNAIDS strategy (2011-2015) emphasizes that meeting the HIV needs of women and girls and calling for zero tolerance for gender based violence are essential to advancing global progress toward universal access to HIV prevention, treatment, care and support and to halting, managing and reversing the spread of HIV. To be effective, responses to the AIDS pandemic need to address the inequality, discrimination and marginalization that render women and girls more at risk to HIV and exacerbate the consequence of HIV on them, their families and their communities. In fact, UNAIDS (2004) argues that the spread of HIV/AIDS will not be stopped unless the human rights of women and girls are at the centre of the response. These include socio-cultural norms on sexual behaviour, access to education, and ability to use prevention and health services. Therefore in order to reach the millions of women and girls that are out of school or have never received any formal schooling, it is important to diversify women's and girls' educational opportunities beyond basic education by ensuring their access to quality technical, vocational, literacy and life skills education and training.

#### **2.5.4 Mentorship and girls' transition to post-primary education**

Young people need a range of caring adults in their lives to be successful. Yet, as many as 1 in 5 youth and even more of those living in poverty lack this vital resource (America's Promise Alliance 2006). Mentorship is an important key to shaping young people's careers. It is a voluntary learning relationship that offers personal development for the mentee. Mentoring works to address the preconceived notions about adulthood and transitions that come with it that may discourage them from participating in life changing ventures. Mentoring is particularly crucial for teenage girls. Girls around the world confront obstacles to growing up and reaching their full potential. Research concurs that greater access to opportunity, and to more information and guidance on educational plans and career development may be a need shared by all girls (Sadker & Sadker, 1994). Girls need guidance and psychosocial support to help them successfully navigate through the physical and emotional transformation that comes with adolescence, and socio-cultural obstacles that stand in their way to growing up. They need positive female role models- women who have overcome similar or related obstacles to become successful. In fact, Gilligan (1990) notes that women can foster healthy development by validating girls' feelings and experiences even when they are at odds with convention and by assisting girls' efforts to recognize and resist idealized social norms. For example; studies have shown that higher numbers of female teachers increase the rate of girls' enrolment and help to sustain their participation in education (UNESCO, 2010). In recent years many formal mentoring programs have been initiated. The objectives of such programs range from assisting youth to improve self-confidence and build a sense of responsibility to reducing school dropout or preparing students to make the transition from school to work. Many programs build on relationships that help apprentices to build skills and to improve their personal circumstances (Flaxman & Ascher, 1992).

Children between 9 and 15 are commonly at important turning points in their lives. It is during this time that they may permanently turn off from serious engagement in school life and turn to a variety of risky behaviors that can limit their chances of reaching productive adulthood. Encouragingly, this is also the age bracket during which preventative intervention is most successful and youth are most capable of envisioning a positive future and plotting the steps they need to take to reach their goals. They are at the right stage of development to best absorb and benefit from the skills of a strong mentor (Rhodes and Lowe, 2008). Girls



begin to mature into young women when they are in upper primary and secondary school. They go through many changes and need support. During this time, girls benefit from information that they may not hear from their parents or teachers. When girls receive information that will help them make good decisions about all aspects of their life, including education, they are more likely to stay in school, take care of themselves, and be successful in future activities. With correct information, they can protect themselves from being hurt by others or doing things that will hurt themselves. Mentoring has received considerable attention in discussions of how adults can serve in the social, psychological, and educational development of adolescents (Darling 1991), and research suggests that programs adhering to a youth-development framework are more likely to promote positive youth outcomes (McLaughlin, 2000).

The problems confronting girls differ across racial, cultural and regional divide, but sometimes they are surprisingly similar. Adolescent girls in developing countries spend less time in school than boys, perform a disproportionate share of domestic work, have less mobility outside the home and fewer acceptable public spaces for leisure activity, and claim fewer friends, mentors, and social outlets. In particular, rural girls suffer disadvantages in accessing education, which undermine their potential for skills development, economic empowerment and access to decent work (ILO, 2010). Besides gender-based violence, girls especially in rural areas also face issues such as child marriage, early pregnancy and child labour that hinder their transition to secondary and or completing their studies. Girls who have less access to parental support in their lives, for example because of an absent or deceased parent, and those whose environments or personal characteristics or behaviors put them at risk for various negative outcomes have been widely viewed as having a special need for mentoring. Whether the girls' situation involves poverty, drugs and alcohol, prostitution, low self-esteem, sexual harassment, illiteracy, teen dating violence or bullying, they need the help of mentors who have successfully navigated the path from adolescence to adulthood.

Growing up can be hard for anyone. Many children are raised in homes completely lacking in positive role models or by single parents who must work and thus have little time to provide necessary guidance. This lack of parent and child involvement often results in low aspirations, high levels of aggression, and an absence of self-esteem. This problem is particularly acute in developing countries, where much of parents' energy is focused on providing the basic necessities for family survival, leaving little time for participation in their

children's education. In many places, growing up is even harder for a girl. Hence mentorship may be life changing for certain girls. With the right kinds of support and by establishing mentorship programs and connecting girls with established role models, young people could put themselves on a path toward bright, productive futures, and make vital contributions to their families, neighborhoods and nation. Mentoring programs represent one promising avenue for helping to meet this need. They can improve key developmental outcomes for youth across a wide variety of areas. Studies have illuminated the varied benefits that mentoring programs can provide, including improving academics and relationships with others and reducing involvement in problem behaviours. Rhodes (2005) observed that by developing trusting, caring relationships with mentors, youth, may begin to see themselves and others in a more positive light, develop cognitive and social skills that they can transfer to other important relationships and envision their futures with greater optimism and clarity. Studies have also shown that participation in mentorship programs contributes to reduced drug use and juvenile crime, and lower dropout and teen pregnancy rates among youth, as well as higher standardized test scores, college attendance rates, better handling of conflicts, more cooperative relationships, better social skills, and improved self-confidence (Fashola, 1998; Huang, 2000). Mentorship increases girls' sense of self worth, improves girls' perspective toward education, help girls develop and define their short-term and long-term goals, provide support and encouragement to girls, and help girls become self-sufficient and motivated adults. This is in accord with Freedman (1993) who identified a number of important benefits of mentoring programs including; provision of information and opportunities, nurturance and support, preparing youth for adulthood and helping youth cope with difficult circumstances.

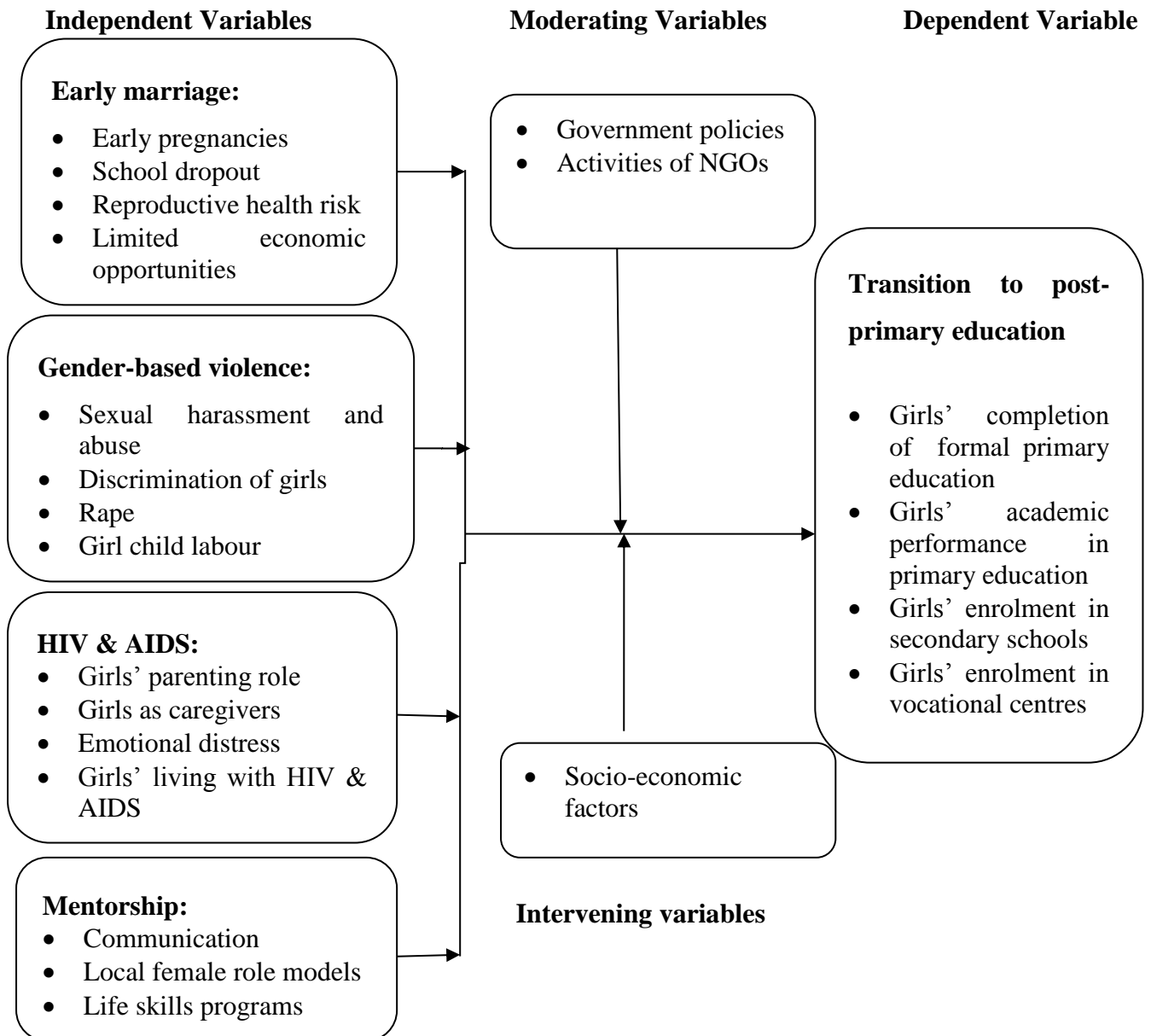
Mentoring programs could yield numerous benefits for youth in academic, social and behavioural domains. Research has found out that mentoring show promise for academic outcomes; in school-related behavior, performance, and attitudes (Tierney et al, 1995). Research has also shown that mentoring has significant positive influences on two early indicators among high school dropouts; high levels of absenteeism (Kennelly & Monrad, 2007) and recurring behavior problems (Thurlow et al, 2002). Mentorship encourages girls to stay in school and have aspirations for themselves beyond school. It gives girls the chance to spend time with a trusted mentor who accepts them for who they are, praises them when they do well in their studies and inspires them to do their best and helps them to succeed. According to Sperandio (2000), an environment where girls lack adult role models, social

networks and protection mechanisms leads to their subordination and isolation, reducing their ability to voice their feelings and demonstrate a strong sense of self. Girls who have access to mentorship find it easy to inquire about issues that they would not be able to ask anyone else, such as health and sex, boyfriends, school, work, and future goals and aspirations. They receive guidance, love, support, and kindness in their journey to becoming successful women. Girls who have been mentored reflect on what the community expects and values most and they help their communities fight poverty, violence and abuse, and prevent HIV. Besides benefitting girls, mentorship helps parents to raise daughters who are more informed about their families' needs and can better support their families' well-being.

There is no doubt that many youth particularly girls benefit from a positive, supportive relationship with an adult (mentor) within or outside of their immediate family- a family friend, relative, coach, teacher or formal mentor. Connections between girls and mentors contain the potential to let girls know that they matter and that they can make a difference. Providing girls with channels of social support and guidance can help to alleviate such risks and ensure girls develop vital social competencies and skills. Recognizing the value of supportive social networks such as access to mentors for girls and young women, civil society organizations (including faith-based organizations) can play a critical role in creating and maintaining safe spaces for girls to obtain supportive guidance. However, girls' mentorship programs should go beyond assisting girls with the common problems of adolescence and include ways to empower them; to ensure their success in a world where they may have to fight for their rights, enlighten them about the perils of domestic violence, trafficking and human rights abuses against women around the world, and, most importantly, expose them to the avenues they have to redress these issues. Governments, donors and civil society all have a role in providing resources and spaces within and outside school where girls can learn and be heard as well as accessing mentors and role models (Levin et al, 2008). Such programs need to be flexible and girl-driven so as to serve the needs of girls, not of mentors. Since mentoring alone cannot address structural and cultural inequalities that prevent the progression of women and other underrepresented groups, educational opportunities need to provide opportunities for girls to develop confidence and leadership skills thereby helping them better articulate their needs, protect their personal assets, and overcome barriers as they grow older and navigate through life.

## 2.6 Conceptual Framework

This study is set to establish the influence of socio-cultural factors on transition of girls to post-primary education in Isiolo County. The independent variables in this study are; early marriage, genders violence and safety in schools, HIV & AIDS and mentorship. This study seeks to determine the influences of the independent variables on the dependent variable (transition to post-primary education).



Source: Author

## **2.7 Summary of the Chapter**

Various studies have been done to investigate the factors influencing the education sector. In regard to girls' education, early marriage, FGM, domestic labour, discrimination and poverty are highlighted among the key obstacles. From the literature, it is evident that in Kenya, greater focus has been on access to basic education through the FPE program. The challenge is to match this access with smooth transition to secondary and other post-primary education opportunities. The empirical review in this study presents findings from a collection of various studies and how they bring out the influence of early marriage, gender violence, HIV and AIDS and mentorship on the transition of girls to post-primary education. UNFPA (2003) and UNICEF (2001) for instance detail the relationship between early marriage and health of girls, Huq and Amin (2001) also brings out the linkage between early marriage and access to education. However, the influence of early marriage on the transition of girls to post-primary education is not addressed. WHO (2005) reveals the forms of gender based violence that girls are likely to suffer but the linkage of this violence to transition of girls to post-primary education is lacking. In regards to HIV and AIDS, UNAIDS (2008) notes that action to address the linkage between education and HIV prevention is lacking. From the review, no studies have been conducted to investigate the influence of socio-cultural factors on the transition of girls to post-primary education in Isiolo County. This presents a glaring knowledge gap that calls for study. Therefore, this study attempts to examine the influence of early marriage, gender violence, HIV and AIDS and mentorship on transition of girls to post-primary education in Isiolo County.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter provides the guidelines for the conduct of the study. It covers research design, target population, sampling design, data collection procedures, data analysis, validity and reliability of research instruments, ethical issues in the research, operational definition of variables and the chapter summary.

#### **3.2 Research Design**

The design of this research was a descriptive survey research. This design refers to a set of methods and procedures that describe variables. It involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data. Descriptive studies portray the variables by answering who, what, and how questions (Babbie, 2002). According to Mugenda and Mugenda (2003), descriptive design is a process of collecting data in order to test hypothesis or to answer the questions of the current status of the subject under study. Its advantage is that, it is used extensively to describe behaviour, attitude, characteristic and values. This study also hoped to integrate both qualitative and quantitative methods. Quantitative research produces discrete numerical or quantifiable data (Mugenda and Mugenda, 2003). It emphasizes quantification in the collection and analysis of data. Qualitative research method was employed to tackle non-numerical data which emphasizes words rather than quantification.

#### **3.3 Target Population**

Mugenda and Mugenda (2003) describe population as the entire group of individuals or items under consideration in any field of inquiry and have a common attribute. The population for the study was a cross section of actors in education including; teachers, parents, school management committees from the six schools in Ngaremara Ward, and staff from the Ministry of education Isiolo County. The target population comprised of 163 people. This population was chosen since the different categories have a stake in education in Isiolo County and thus are well conversant with the study area.

**Table 3.1: Target Population**

Category	Population	Percentage
Teachers	27	14
Parents	98	63
School management committee	33	21
County officials from MoE	5	2
<b>Total</b>	<b>163</b>	<b>100</b>

### 3.4 Sampling Design

This research study used cluster sampling method to select the sample size. The clusters in this study were; teachers, parents, school management committees and officials from the County ministry of education. Area chiefs and other leaders were used as key informants in the study. From each cluster the study used simple random sampling to come up with the sample population. These groups represented the diversity of all those who have a stake in the education sector in the county.

### 3.5 Sample Size

A sample population of 114 was arrived at by calculating the target population of 163 with a 95% confidence level and an error of 0.05 using the below formula taken from Mugenda and Mugenda (2003):

From Normal distribution the population proportion can be estimated to be

$$n = \frac{Z^2 PQ}{\alpha^2}$$

Where: Z is the Z – value = 1.96

P Population proportion 0.50

Q = 1-P

$\alpha$  = level of significance = 5%

$$n = \frac{1.96^2 \times 0.5 \times 0.5}{0.05^2}$$

$$n = 384$$

Adjusted sample size

$$n' = 384 / [1 + (384/163)]$$

$$\text{Approx} = 114$$

Besides, discussions were held with key informants in the Ward to determine the influence of early marriage, gender violence, HIV and AIDS, and mentorship on the transition of girls to post-primary education.

**Table 3.2: Sampling frame**

Category	Population	Ratio	Sample size
Teachers	27	0.702	19
Parents	98	0.702	69
School management committee	33	0.702	23
County officials from MoE	5	0.702	3
<b>Total</b>	<b>163</b>		<b>114</b>

### 3.6 Data collection Procedure

Both primary and secondary data were used in the study. Primary data was obtained through self-administered questionnaires with closed and open ended questions. According to Sproul (1998), a self-administered questionnaire is the only way to elicit self-report on people's opinion, attitudes, beliefs and values. As much as possible, a 5-point Likert scale was used to investigate the influence of early marriage, gender violence, HIV and AIDS and absence of mentorship on the transition of girls to post-primary education in Isiolo County. The questionnaires included structured and unstructured questions and were administered through drop and pick method owing to the busy schedule of the researcher. Closed ended questions enabled the researcher to collect quantitative data while open-ended questions enabled the collection of qualitative data.

Secondary data was collected by use of desk search techniques from published reports and other documents. In order to increase the accuracy of the data, an in-depth interview was conducted with key informants in the county. These included chiefs, NGO representatives



and heads of government departments. The various data collection methods were an attempt at triangulation and were deemed to complement the data collected using research instruments.

### **3.7 Validity of Instruments**

As noted by Robinson (2002), validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. Mugenda and Mugenda (2003) asserted that the accuracy of data to be collected largely depend on the data collection instruments in terms of validity and reliability. This study increased validity through continuous liaison with the supervisor for guidance in designing the research instruments. Setting objective questions also ensured validity of the instruments was increased.

### **3.8 Reliability of Instruments**

Reliability refers to a measure of the degree to which research instruments yield consistent results (Mugenda and Mugenda, 2003). Instruments in this study were pretested to identify and change any ambiguous, awkward, or offensive questions and techniques as emphasized by Cooper and Schindler (2003). The pilot study was conducted in Ngaremara primary school with a sample of 10 respondents that represented about 9% of the sample size. Mugenda (2003) avers that a pretest size of 1% to 10% is adequate depending on the sample size. The pretest provided useful comments and suggestions that were used to improve the questionnaires used in the main study.

### **3.9 Data Analysis Techniques**

The collected data was thoroughly examined and checked for completeness and comprehensibility. The data was then summarized, coded and tabulated. Descriptive statistics, mainly frequency distribution was used to analyze the data. Data was then coded and entered into the Statistical Package for Social Sciences (SPSS) for analysis. SPSS was used to perform the analysis as it aids in organizing and summarizing the data by the use of descriptive statistics. Data presentation was done by the use of tables, percentages and measure of central tendency for ease of understanding and analysis. This ensured that the gathered information is clearly reported. Cooper and Schindler (2003) notes that the use of percentages is important for two reasons; first they simplify data by reducing all the numbers to range between 0 and 100. Second, they translate the data into standard form with a base of

100 for relative comparisons. Karl Pearson’s product moment correlation coefficient was used to measure the degree of correlation between the dependent variable (transition of girls to post-primary education) and the four independent variables (early marriage, HIV and AIDS, gender violence and absence of mentorship).

### 3.10 Ethical Considerations

Ethics as noted by Minja and Aswani (2009) refers to norms that govern human conduct which have a significant impact on human welfare. It involves making a judgment about right and wrong behavior. As observed by Devettere (2000), ethics is about choice between good and bad. To uphold ethical standards in this study, confidentiality and respect to the respondents was ensured. One way this was done was by concealing the names of the respondents.

**Table 3.3 Operational definitions of variables**

<b>Objectives</b>	<b>Type of variables</b>	<b>Indicators</b>	<b>Measures of indicators</b>	<b>Scale</b>	<b>Data analysis</b>
	<b>Dependent variable:</b> Transition of girls to post-primary education	Girls’ completion of formal primary education Girls’ academic performance in primary education Girls’ enrolment in secondary schools Girls’ enrolment in vocational centres	Enrollment rates to secondary schools or technical courses Range of options for formal/non-formal education for class eight leavers	Ordinal Nominal	Descriptive Content Correlation
To examine the influence of early marriage on transition of girls to post-primary education in Isiolo County	<b>Independent variable:</b> Early marriage	Early pregnancies School dropout Reproductive health risk Limited economic opportunities	Prevalence of pregnancies among school girls Rates of school dropout Level of economic opportunities among class 8 leavers	Ordinal Nominal	Descriptive Content Correlation

To explore how gender violence and safety in school influences transition of girls to post-primary education in Isiolo County	<b>Independent variable:</b> Gender violence	Sexual harassment and abuse Rape Girl child labour Gender discrimination	Incidences of sexual harassment, abuse and rape Level of girls' involvement in domestic chores Extent of educational opportunities for girls	Ordinal Nominal	Descriptive Content Correlation
To determine the influence of HIV & AIDS on transition of girls to post-primary education in Isiolo County	<b>Independent variable:</b> HIV and AIDS	Girls' parenting role Girls as caregivers Emotional distress	Incidences of girls headed households Usage of girls as caregivers to parents/guardians from related HIV/AIDS ailments. Extent of distress among school girls due to HIV/AIDS	Ordinal Nominal	Descriptive Content Correlation
To establish how the presence or absence of mentorship influences transition of girls to post-primary education in Isiolo County	<b>Independent variable:</b> Mentorship	Communication Local female role models Life skills programs	Opportunities for girls to share their concerns Level of motivation among girls Extent of life changing skills	Ordinal Nominal	Descriptive Content Correlation

### 3.11 Chapter Summary

Chapter three describes how the study was conducted in order to understand more about the influence of socio-cultural factors on the transition of girls to post-primary education in Isiolo County. As discussed, the study used scientific methods to select respondents and statistical applications were used to analyze the data.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter discusses the interpretation and presentation of the study findings. It presents analysis of the data on the influence of socio-cultural factors on transition of girls to post-primary education in arid and semi arid lands in Kenya: a case of Ngaremara Ward, Isiolo County, Kenya. The chapter also provides the major findings and results of the study.

#### 4.2 Response Rate

The study targeted a sample size of 114 respondents from which 88 filled in and returned the questionnaires making a response rate of 77.2%. This response rate was excellent and representative as it conforms to the stipulation by Mugenda and Mugenda (1999) that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent.

#### 4.3 Demographic Characteristics

The study sought to establish the background information of the respondents' gender, categories, age bracket and highest level of education. The results obtained by the researcher are as shown below.

##### 4.3.1 Gender of the Respondents

The study sought to establish the gender of the respondents. The responses are presented in Table 4.2.

**Table 4.1: Gender of the Respondents**

	Frequency	Percentage
Male	46	52.3
Female	42	47.7
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the findings, 52.3% of the respondents indicated they were male while 47.7% of the respondents indicated they were female. This clearly shows that male respondents for this study were more than females.

#### 4.3.2 Age bracket of the respondents

As well, the respondents were requested to indicate their gender. The findings were as shown below.

**Table 4.2: Age bracket of the respondents**

	Frequency	Percentage
15-25 yrs	6	6.8
26-35 yrs	25	28.4
36-45 yrs	23	26.2
46 and above	34	38.6
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the findings tabled above, 38.6% of the respondents indicated that they were aged 46 years and above, 28.4% of the respondents indicated that they were aged between 26 and 35 years, 26.2% of the respondents indicated that they were aged between 36 and 45 years whereas 6.8% of the respondents indicated they were aged between 15 to 25 years. From the findings above we can deduce that most respondents were aged 46 years and above.

#### 4.3.3 Category of the respondents

**Table 4.3: Category of the respondents**

	Frequency	Percentage
Teacher	15	17.0
Parent	56	64.5
School management committee	15	17.0
County MoE official	2	1.5
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the findings, 64.5% of the respondents indicated that they were parents, 17% indicated they were teachers with the same percentage indicating they were school management committee members while 1.5% indicated they were County MoE officials. From these findings, we can infer that most respondents were parents.

#### 4.3.4 Highest level of education

The respondents were also requested to indicate their highest level of education. The results were as tabled below.

**Table 4.4: Highest level of education**

	Frequency	Percentage
Primary level	44	50.0
Secondary level	24	27.3
College	13	14.7
Postgraduate	7	8.0
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the findings, 50% of the respondents indicated that their highest level of education was the primary level, 27.3% indicated secondary level, 14.7% indicated college level while 8% indicated post graduate level. From these findings, we can deduce that for most respondents, their highest level of education was the primary level.

#### 4.4 Influence of early marriage on transition of girls to post-primary education

The study set out to examine the influence of early marriage on transition of girls to post-primary education. The results were as follows.

##### 4.4.1 Early marriage cases for class 8 leavers

The respondents were asked to rate early marriage cases for class 8 leavers. Their responses are as follows.

**Table 4.5: Early marriage cases for class 8 leavers**

	<b>Frequency</b>	<b>Percentage</b>
Very high	29	33.0
High	38	43.2
Average	12	13.6
Low	3	3.4
Very low	6	6.8
<b>Total</b>	<b>88</b>	<b>100.0</b>

The results showed that 43.2% of the respondents rated early marriage cases for class 8 leavers as high, 33% rated them as very high, 13.6% rated them as average, 6.8% rated them as very low while 3.4% rated them as low. From the results we can deduce that early marriage cases for class 8 leavers are high.

#### **4.4.2 Influences of early marriage**

The respondents were further requested to indicate the extent to which they agree with the following influences of early marriage in relation to transition of girls to post-primary education. Their responses are as shown below.

##### **4.4.2.1 Early pregnancies**

With regard to whether early marriage results in early pregnancies and usually the end of schooling for girls, the respondents gave the following responses;

**Table 4.6: Early Pregnancies**

	<b>Frequency</b>	<b>Percentage</b>
Great extent	45	51.1
Very great extent	43	48.9
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the findings shown above, 51.1% of the respondents agreed that early marriage results in early pregnancies and usually the end of schooling for girls to a great extent with 48.9%

agreeing to a very great extent. Therefore, the study can infer that to a great extent, early marriage results in early pregnancies and usually the end of schooling for girls.

#### 4.4.2.2 Dropping out of school

The study also requested the respondents to indicate whether they agree that early marriage makes girls drop out of school never to continue with education. The results were as shown below.

**Table 4.7: Dropping out of school**

	<b>Frequency</b>	<b>Percentage</b>
moderate extent	3	3.4
Great extent	29	33.0
Very great extent	56	63.6
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the findings, 63.6% of the respondents indicated that they agree that early marriage makes girls drop out of school never to continue with education to a very great extent, 33% indicated that they agree to a great extent whereas 3.4% indicated their agreement was to a moderate extent. From these findings, we can deduce that to a very great extent, early marriage makes girls drop out of school never to continue with education.

#### 4.4.2.3 Major health risks during childbirth

The respondents were also requested to indicate their level of agreement that early marriage for girls poses major health risks during childbirth. The results are as tabled below.

**Table 4.8: Major health risks during childbirth**

	<b>Frequency</b>	<b>Percentage</b>
Moderate extent	31	35.2
Great extent	39	44.3
Very great extent	18	20.5
<b>Total</b>	<b>88</b>	<b>100.0</b>



From the results show above, 44.3% of the respondents indicated that they agreed that early marriage for girls poses major health risks during childbirth to a great extent, 35.2% of the respondents indicated that they agreed to a moderate extent while 20.5% indicated they agreed to a very great extent. From the results we can infer that most respondents agreed that early marriage for girls poses major health risks during childbirth to a great extent.

#### 4.4.2.4 Limited economic opportunities

Further, the respondents were requested to indicate their level of agreement with the statement that girls who are married early have limited economic opportunities. The results were as shown below.

**Table 4.1: Limited economic opportunities**

	Frequency	Percentage
No extent at all	2	2.3
Moderate extent	12	13.6
Great extent	45	51.1
Very great extent	29	33.0
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the findings, 51.1% of the respondents agree that girls who are married early have limited economic opportunities to a great extent, 33% indicated to a very great extent, 13.6% indicated to a moderate extent while 2.3% indicated to no extent at all. From these finding, we can infer that girls who are married early have limited economic opportunities to a great extent.

#### 4.4.3 Other influences of early marriage

Apart from the ones mentioned above, the respondents were asked to list other influences of early marriage on the transition of girls to post-primary education. The respondents indicated that early marriage could also lead to girls' infection of sexually transmitted diseases and this could destroy their self-esteem. Also, some respondents indicated that early marriage could cut girls' future careers. Further, some respondents indicated that early marriage could make girls live a life of cyclic poverty and at times lead to early divorce rate leading to prostitution.

Patterns where girls are influenced to do like their parents or aunts are also possible influences. This is caused by lack of role models. Another effect is the existence of unwanted children who are subjected to a difficult life and rejection. Girls who are married early also suffer rejection from their friends who proceeded to post-primary education.

Others influences include: exposure to illegal economic activities like making illicit brews and charcoal burning; exposure to HIV/AIDs due to promiscuity and ignorance; unhealthy family due to poor nutrition; increase of crime in the community; high mortality rates due to poor medical care; poor lifestyle; poor socio-economic opportunities; unfaithfulness in marriage due to wide age gaps where girls are married to older men; domestic violence; single motherhood; abortion, and peer influence of school going girls by the married lot.

#### **4.5 Influence of gender violence on the transition of girls to post-primary education**

The study further sought to explore how gender violence influences transition of girls to post-primary education. The findings obtained are represented below.

##### **4.5.1 Transition of girls to post-primary education**

The respondents were asked to indicate whether or not gender violence influences the transition of girls to post-primary education. The results were as follows.

**Table 4.2: Transition of girls to post-primary education**

	<b>Frequency</b>	<b>Percent</b>
Yes	88	100.0
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the findings, all (100%) the respondents indicated that gender violence influences the transition of girls to post-primary education. We can infer that indeed gender violence influences the transition of girls to post-primary education in Ngaremara Ward, Isiolo County, Kenya.

#### 4.5.2 Violence against girls

The respondents were as well requested to indicate the kind of violence experienced by girls. The results were as follows.

##### 4.5.2.1 Rape

With regard to rape as violent act against girls, the respondents indicated the following.

**Table 4.3: Rape**

	<b>Frequency</b>	<b>Percentage</b>
Yes	48	54.5
No	40	45.5
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the findings tabled above, 54.5% of the respondents indicated that rape is a violent act against girls while 45.5% disagreed. From this, we can infer that rape is a violent act against girls.

##### 4.5.2.2 Sexual harassment

With regard to sexual harassment as a violent act against girls, the respondents indicated the following.

**Table 4.4: Sexual harassment**

	<b>Frequency</b>	<b>Percentage</b>
Yes	88	100.0
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the findings, all the respondents agreed that sexual harassment is violent act against girls. It is clear that sexual harassment is a violent act against girls in Ngaremara Ward, Isiolo County, Kenya.

#### 4.5.2.3 Child labour

With regard to child labour as violent act against girls, the respondents indicated the following.

**Table 4.5: Child labour**

	<b>Frequency</b>	<b>Percentage</b>
Yes	75	85.2
No	13	14.8
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the findings, 85.2% of the respondents agreed that child labour is a violent act against girls while 14.8% disagreed. From these findings, we can infer that child labour is a violent act against girls.

#### 4.5.2.4 Discrimination in educational opportunities

With regard to discrimination in educational opportunities as a violent act against girls, the respondents indicated the following.

**Table 4.6: Discrimination in educational opportunities**

	<b>Frequency</b>	<b>Percentage</b>
Yes	75	85.2
No	13	14.8
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the findings, 85.2% of the respondents agreed that discrimination in educational opportunities is a violent act against girls while 14.8% disagreed. From these findings, we can deduce that discrimination in educational opportunities is a violent act against girls.

### 4.5.3 Statements on gender violence and the transition of girls to post-primary education

The respondents were as well requested to indicate the extent to which they agree with the following statements on gender violence and the transition of girls to post-primary education. The findings were as shown below.

#### 4.5.3.1 Adolescent girls carry out bulk of household tasks

The respondents were additionally requested to indicate the extent to which they agree with the statement that adolescent girls usually carry out the bulk of household tasks that affect their performance in school and hence their transition to secondary education. The results were as shown below.

**Table 4.7: Adolescent girls carry out bulk of household tasks**

	<b>Frequency</b>	<b>Percentage</b>
Neutral	11	12.5
Agree	44	50.0
Strongly agree	33	37.5
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the Table above, 50% of the respondents indicated that they agreed with the statement that adolescent girls usually carry out the bulk of household tasks that affect their performance in school and hence their transition to secondary education, 37.5% indicated they strongly agreed while 12.5% were neutral to the issue. From these findings, we can deduce that adolescent girls usually carry out the bulk of household tasks that affect their performance in school and hence their transition to secondary education.

#### 4.5.3.2 More value given to boys' education than girls

The respondents were also asked to indicate whether their community attaches more value to boys' education compared to that of girls. The results were as shown below.

**Table 4.8: More value to boys' education than girls**

	Frequency	Percentage
Disagree	1	1.1
Neutral	54	61.4
Agree	13	14.8
Strongly agree	20	22.7
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the findings, 61.4% of the respondents indicated they were neutral to the statement that their community attaches more value to boys' education compared to that of girls, 22.7% of the respondents indicated that they strongly agree with the statement, 14.8% of the respondents indicated they agree with the statement while 1.1% of the respondents indicated that they disagree with the statement. From the findings, we can deduce that most respondents were neutral to the statement that their community attaches more value to boys' education compared to that of girls.

#### 4.5.3.3 Victims afraid to report

The respondents were further requested to indicate whether they agreed with the statement that most girls who are raped or sexually abused are afraid to report hence they suffer in silence and choose to stay away from school. The results are as show in the Table below.

**Table 4.9: Victims afraid to report**

	Frequency	Percentage
Agree	8	9.1
Strongly agree	80	90.9
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the results, 90.9% of the respondents indicated that they strongly agree that most girls who are raped or sexually abused are afraid to report hence they suffer in silence and choose to stay away from school while 9.1% of the respondents agreed with the same statement. From the findings, we can infer that most girls who are raped or sexually abused are afraid to report hence they suffer in silence and choose to stay away from school.

#### 4.5.3.4 Supportive environment for girls

The respondents were as well requested to indicate whether they agree with the statement that with supportive environment, girls are as good as boys in post-primary education. Their responses were as shown below.

**Table 4.10: Supportive environment for girls**

	<b>Frequency</b>	<b>Percentage</b>
Neutral	8	9.1
Agree	18	20.4
Strongly agree	62	70.5
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the findings, 70.5% of the respondents indicated that they strongly agree that with supportive environment, girls are as good as boys in post-primary education, 20.4% agreed with the statement while 9.1% were neutral to the statement. From these findings, we can deduce that with supportive environment, girls are as good as boys in post-primary education.

#### 4.5.4 Other forms of violence

The respondents were also asked to indicate other forms of violence experienced by girls and which have influence on their transition to post-primary education. They indicated lack of freedom, lack of decision making power, rejection, early marriage to old men, domestic violence and verbal harassment.

### 4.6 Influence of HIV and AIDS on the transition of girls to post-primary education

The study further sought to determine the influence of HIV & AIDS on transition of girls to post-primary education. The findings obtained with regard to this objective are presented as follows.

#### 4.6.1 HIV and AIDS influence on the transition of girls to post-primary education

The respondents were further requested to indicate the extent to which HIV and AIDS influence the transition of girls to post-primary education. The Table below shows the responses given.

**Table 4.19: HIV and AIDS influence on the transition of girls to post-primary education**

	Frequency	Percentage
Low extent	5	5.7
Moderate extent	34	38.6
Great extent	42	47.7
Very great extent	7	8.0
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the findings, 47.7% of the respondents indicated that HIV and AIDS influences the transition of girls to post-primary education to a great extent, 38.6% indicated to a moderate extent, 8% indicated to a very great extent whereas 5.7% indicated to a low extent. From these findings, we can infer that HIV and AIDS influence the transition of girls to post-primary education to a great extent.

#### **4.6.2 Statements on HIV and AIDS and the transition of girls to post-primary education**

The respondents were also requested to indicate the extent to which they agree with the following statements on HIV and AIDS and the transition of girls to post-primary education. The results were as follows.

##### **4.6.2.1 Parenting role**

The respondents were requested to indicate the extent to which they agree that when parents die from HIV and AIDS, it is likely that girls will assume the parenting role. Table 4.20 presents the results.

**Table 4.11: Parenting role**

	Frequency	Percentage
Great extent	42	47.7
Very great extent	46	52.3
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the results, 52.3% of the respondents indicated that they agree that when parents die from HIV and AIDS, it is likely that girls will assume the parenting role to a very great extent



whereas 47.7% of the respondents indicated to a great extent. From these findings, we can deduce that when parents die from HIV and AIDS, it is likely that girls will assume the parenting role to a very great extent.

#### **4.6.2.2 Caregivers to parents/relatives due to HIV and AIDS related complications**

The respondents were further requested to indicate the extent to which they agree that girls are usually targeted as caregivers to ailing parents/relatives from HIV and AIDS related complications limiting their chances to post-primary education. The results are as follows.

**Table 4.12: Caregivers to parents/relatives due to HIV and AIDS related complications**

	<b>Frequency</b>	<b>Percentage</b>
Moderate extent	6	6.8
Great extent	8	9.1
Very great extent	74	84.1
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the findings, 84.1% of the respondents indicated that they agree that girls are usually targeted as caregivers to ailing parents/relatives from HIV and AIDS related complications limiting their chances to post-primary education to a very great extent, 9.1% of the respondents indicated they agree with the statement to a great extent whereas 6.8% of the respondents indicated they agree with the statement to a moderate extent. From these results, we can deduce that to a very large extent, girls are usually targeted as caregivers to ailing parents/relatives from HIV and AIDS related complications limiting their chances to post-primary education.

#### **4.6.2.3 Girls orphaned as a result of HIV and AIDS**

The respondents were further requested to indicate the extent to which they agree with the statement that girls orphaned as a result of HIV and AIDS are more emotionally disturbed compared to boys. The results were as shown below.

**Table 4.13: Girls orphaned as a result of HIV and AIDS**

	<b>Frequency</b>	<b>Percentage</b>
Moderate extent	19	21.6
Great extent	49	55.7
Very great extent	20	22.7
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the results tabled above, 55.7% of the respondents indicated that they agree that girls orphaned as a result of HIV and AIDS are more emotionally disturbed compared to boys to a great extent, 22.7% of the respondents indicated they agree with the statement to a very great extent while 21.6% indicated they agree with the same to moderate extent. From these findings, we can deduce that girls orphaned as a result of HIV and AIDS are more emotionally disturbed compared to boys.

#### **4.6.2.4 Dropping out of school**

The respondents were lastly requested to indicate the extent to which they agree that girls living with HIV and AIDS are likely to drop out of school. The findings were as the following.

**Table 4.14: Dropping out of school**

	<b>Frequency</b>	<b>Percentage</b>
Moderate extent	22	25.0
Great extent	36	40.9
Very great extent	30	34.1
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the findings, 40.9% of the respondents indicated that they agree with the statement that girls living with HIV and AIDS are likely to drop out of school to a great extent, 34.1% of the respondents indicated to a very great extent while 25% indicated to a moderate extent. From these findings we can infer that girls living with HIV and AIDS are likely to drop out of school.

#### 4.6.3 Other influences of HIV and AIDS on the transition of girls

The respondents were further queried to indicate the other influences of HIV and AIDS on the transition of girls to post-primary education. They indicated poverty, lack of basic needs, child labour especially when girls are made to take care of younger siblings and unhealthy relationship with their peers and friends. Also, they indicated that it destroys individual self-esteem, economic activities are affected, the girls experience poor health, there is absenteeism in school and that there is lack of hope to carry on with life. Further, they indicated that girls affected by HIV/AIDS experience rejection, stigmatization and that some join orphanages and their fate is unknown. Poor academic performance because of absenteeism and other pressures of life make the girls to consider committing suicide.

#### 4.7 Influence of mentorship on the transition of girls to post-primary education

The study's fourth and last objective was to establish how the absence of mentorship influences transition of girls to post-primary education. The results were as follows.

##### 4.7.1 Absence of mentorship

The respondents were requested to indicate the extent to which absence of mentorship influences the transition of girls to post-primary education. The results were as shown in the Table below.

**Table 4.15: Absence of mentorship**

	<b>Frequency</b>	<b>Percentage</b>
Moderate extent	9	10.2
Great extent	36	40.9
Very great extent	43	48.9
<b>Total</b>	<b>88</b>	<b>100.0</b>

According to the findings, 48.9% of the respondents indicated that absence of mentorship influence the transition of girls to post-primary education is to a very great extent, 40.9% of the respondents indicated to a great extent while 10.2% indicated to a moderate extent. From these results, we can deduce that absence of mentorship influence the transition of girls to post-primary education is to a very great extent.

#### 4.7.2 Statements on mentorship in relation to transition of girls to post-primary education

The respondents were further requested to indicate the extent to which they agree with the following statements on mentorship in relation to transition of girls to post-primary education. The results are presented in the subsequent Tables.

##### 4.7.2.1 Lack of mentorship

The respondents were as well requested to indicate the extent to which they agree with the statement that lack of mentorship reduces girls' chances to pursue post-primary education. The results are tabled as follows.

**Table 4.16: Lack of mentorship**

	<b>Frequency</b>	<b>Percentage</b>
Neutral	8	9.1
Agree	50	56.8
Strongly agree	30	34.1
<b>Total</b>	<b>88</b>	<b>100.0</b>

According to the findings depicted above, 56.8% of the respondents indicated that they agree that lack of mentorship reduces girls' chances to pursue post-primary education, 34.1% of the respondents indicated they strongly agree while 9.1% of the respondents were neutral to the statement. From these findings, we can infer that lack of mentorship reduces girls' chances to pursue post-primary education.

##### 4.7.2.2 Female role models

The respondents were further requested to indicate the extent to which they agree with the statement that girls without local female role models lack motivation to pursue education beyond primary level. The results are tabled as follows.

**Table 4.17: Female role models**

	<b>Frequency</b>	<b>Percentage</b>
Neutral	6	6.8
Agree	46	52.3
Strongly agree	36	40.9
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the findings, 52.3% of the respondents indicated that they agree that girls without local female role models lack motivation to pursue education beyond primary level, 40.9% of the respondents indicated they strongly agree while 6.8% of the respondents were neutral to the statement. From these findings, we can infer that girls without local female role models lack motivation to pursue education beyond primary level.

#### **4.7.2.3 Lack of communication channels**

The respondents were additionally requested to indicate the extent to which they agree with the statement that girls lack communication channels where they can open up about obstacles that prevent their transition to post-primary education. The results are tabled below.

**Table 4.18: Lack of communication channels**

	<b>Frequency</b>	<b>Percentage</b>
Neutral	12	13.6
Agree	35	39.8
Strongly agree	41	46.6
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the results, 46.6% of the respondents indicated that they strongly agree that girls lack communication channels where they can open up about obstacles that prevent their transition to post-primary education, 39.8% of the respondents indicated they agree while 13.6% of the respondents were neutral to the statement. From these findings, we can infer that girls lack communication channels where they can open up about obstacles that prevent their transition to post-primary education.

#### 4.7.2.4 Mentorship programs for girls

The respondents were further requested to indicate the extent to which they agree with the statement that mentorship programs for girls build their confidence and life skills useful in pursuit of post-primary education and careers. The results are tabled as follows.

**Table 4.19: Mentorship programs for girls**

	<b>Frequency</b>	<b>Percentage</b>
Neutral	3	3.4
Agree	39	44.3
Strongly agree	46	52.3
<b>Total</b>	<b>88</b>	<b>100.0</b>

According to the findings, 52.3% of the respondents indicated that they strongly agree that mentorship programs for girls build their confidence and life skills useful in pursuit of post-primary education and careers, 44.3% of the respondents indicated they agree while 3.4% of the respondents were neutral to the statement. From these findings, we can infer that mentorship programs for girls build their confidence and life skills useful in pursuit of post-primary education and careers.

#### 4.7.3 Other influences of mentorship on the transition of girls to post-primary education

The respondents were asked to indicate other influences of absence of mentorship on the transition of girls to post-primary education. They indicated carelessness, promiscuity, lack of vision, fear, poor academic performance and inability to interact with boys/men freely. Further, the respondents indicated that the victims feel unwanted, have low self esteem, have limited exposure, lack direction in life, despondency and that they lack creativity and critical thinking useful for decision making. All these influences were said to negatively influence the transition of girls to post primary education.

#### 4.8 The trend of girls' transition to post-primary education

The respondents were requested to rate the following questions regarding the trend of girls' transition to post-primary education for the last five years. Their responses are presented as follows.

#### 4.8.1 Girls completing class eight

The respondents were requested to rate how the number of girls completing class eight changed in the last five years. Table 4.29 shows the results.

**Table 4.29: Girls completing class eight**

	<b>Frequency</b>	<b>Percentage</b>
Decreased	5	5.7
Constant	35	39.8
Improved	33	37.5
Greatly improved	15	17.0
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the findings Tabled above, 39.8% of the respondents rated how the number of girls completing class eight changed in the last five years as constant, 37.5% rated it as improved, 17% rated it as greatly improved while 5.7% rated it as decreased. From these results we can infer that the number of girls completing class eight in the last five years has been constant.

#### 4.8.2 Girls' performance in KCPE

The respondents were additionally requested to rate how girls' performance in KCPE changed in the last five years. The results were as shown below.

**Table 4.20: Girls' performance in KCPE**

	<b>Frequency</b>	<b>Percentage</b>
Greatly decreased	2	2.3
Decreased	10	11.3
Constant	40	45.5
Improved	36	40.9
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the findings tabled above, 45.5% of the respondents rated how girls' performance in KCPE changed in the last five years as constant, 40.9% rated it as improved, 11.3% rated it

as decreased while 2.3% rated it as greatly decreased. From these results we can infer that girls' performance in KCPE changed in the last five years has been constant.

#### 4.8.3 Number of girls enrolling in secondary schools

The respondents were further requested to rate how the number of girls enrolling in secondary schools changed in the last five years. The results were as shown below.

**Table 4.21: Number of girls enrolling in secondary schools**

	<b>Frequency</b>	<b>Percentage</b>
Decreased	12	13.7
Constant	58	65.9
Improved	14	15.9
Greatly improved	4	4.5
<b>Total</b>	<b>88</b>	<b>100.0</b>

From the findings tabled above, 65.9% of the respondents rated how the number of girls enrolling in secondary schools changed in the last five years as constant, 15.9% rated it as improved, 13.7% rated it as decreased while 4.5% rated it as greatly improved. From these results we can infer that the number of girls enrolling in secondary schools in the last five years has been constant.

#### 4.8.4 Enrolment rates to vocational training institutes

The respondents were in addition requested to rate how enrolment rates to vocational training institutes changed in the last five years. The results were as shown below.

**Table 4.22: Enrolment rates to vocational training institutes**

	<b>Frequency</b>	<b>Percentage</b>
Greatly decreased	31	35.2
Decreased	8	9.1
Constant	43	48.9
Improved	6	6.8
<b>Total</b>	<b>88</b>	<b>100.0</b>



From the findings tabled above, 48.9% of the respondents rated how the number of girls enrolling in secondary schools changed in the last five years as constant, 35.2% rated it as greatly decreased, 9.1% rated it as decreased while 6.8% rated it as improved. From these results we can infer that the number of girls enrolling in secondary schools in the last five years has been constant.

#### 4.9 Correlation Analysis

In this study, a correlation analysis was conducted to test the influence among predictor variables. The research used statistical package for social sciences (SPSS V 21.0) to code, enter and compute the measurements of the multiple regressions.

**Table 4.33: Correlation Matrix**

		Girls' transition to post-primary education	Early marriage	Gender-based violence	HIV & AIDS	Mentorship
Girls transition to post-primary education	Pearson Correlation	1				
	Sig. (2-tailed)	.				
Early marriage	Pearson Correlation	.638	1			
	Sig. (2-tailed)	.029	.			
Gender-based violence	Pearson Correlation	.764	.523	1		
	Sig. (2-tailed)	.017	.016	.		
HIV & AIDS	Pearson Correlation	.622	.743	.597	1	
	Sig. (2-tailed)	.031	.012	.028	.	
Mentorship	Pearson Correlation	.529	.533	.720	.531	1
	Sig. (2-tailed)	.047	.009	.002	.014	.

The data presented before on early marriage, Gender-based violence, HIV & AIDS and Mentorship were computed into single variables per factor by obtaining the averages of each factor. Pearson's correlations analysis was then conducted at 95% confidence interval and 5% confidence level 2-tailed. The Table indicates the correlation matrix between the factors (Early marriage, Gender-based violence, HIV & AIDS and Mentorship) and Girls transition to post-primary education. According to the Table, there is a positive relationship between Girls transition to post-primary education and early marriage, Gender-based violence, HIV & AIDS and Mentorship of magnitude 0.638, 0.764, 0.622 and 0.529 respectively. The positive relationship indicates that there is a correlation between the factors and the girls' transition to post-primary education. This infers that gender-based violence has the highest influence on girls' transition to post-primary education, followed by early marriage, and then HIV & AIDS while mentorship having the lowest influence on the girls' transition to post-primary education in Ngaremara Ward, Isiolo County, Kenya. The significance values for relationship between early marriage, Gender-based violence, HIV & AIDS and Mentorship were 0.029, 0.017, 0.031 and 0.047 respectively. All the variables were significant ( $p < 0.05$ ).

## CHAPTER FIVE

### SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the discussion of the key study findings, conclusion drawn from the findings and subsequent recommendations. The conclusions and recommendations drawn were focused on addressing the objectives of the study. The section also highlights suggested areas for further study.

#### 5.2 Summary of findings

The study sought to establish the influence of socio-cultural factors on transition of girls to post-primary education in arid and semi arid lands in Kenya: a case of Ngaremara Ward, Isiolo County, Kenya. The key findings are presented in Table 5.1 as follows.

**Table 5.1 Summary of findings**

<b>Objective</b>	<b>Main findings</b>
Influence of early marriage on transition of girls to post-primary education	The study deduced that early marriage cases for class 8 leavers are high. It was also established that early marriage results in early pregnancies and usually the end of schooling for girls. Further, the study established that early marriage makes girls drop out of school never to continue with education. The study showed that early marriage expose girls to reproductive health risks which further limits the chance of continuing with education. In addition, it was established that girls married early have limited economic opportunities to support their education beyond primary level i.e. in vocational training institutes.
Influence of gender violence on the transition of girls to post-primary education	Among the four socio-cultural factors addressed in this study, gender violence was found to have the greatest influence on the transition of girls to post-primary education in Ngaremara Ward, Isiolo County, Kenya. It was established that rape, sexual harassment, child labour and discrimination in educational opportunities are violent acts against girls. Also, the study established that adolescent girls usually undertake the bulk of household tasks that affect their

	<p>performance in school and hence their transition to secondary education. Additionally, the study found out that most girls who are raped or sexually abused are afraid to report hence they suffer in silence and choose to stay away from school. The study further established that with supportive environment, girls are as good as boys in post-primary education. In regard to equal educational opportunities for boys and girls, the study established a neutral view.</p>
<p>Influence of HIV and AIDS on the transition of girls to post-primary education</p>	<p>The study established that HIV and AIDS influences the transition of girls to post-primary education. From the study it is clear that when parents die from HIV and AIDS, it is likely that girls will assume parenting role thus interrupting their education. Additionally, the study established that girls are usually targeted as caregivers to ailing parents/relatives from HIV and AIDS related complications limiting their chances to post-primary education. As well, the study found out that girls orphaned as a result of HIV and AIDS are more emotionally disturbed compared to boys, and that girls living with HIV and AIDS are likely to drop out of school. Other influences such as stigmatization, rejection, absenteeism and confinement in children homes are among influences identified as influencers of girls' transition to post-primary education.</p>
<p>Influence of mentorship on the transition of girls to post-primary education</p>	<p>This study also revealed that absence of mentorship influences the transition of girls to post-primary education to a very great extent. It established that lack of mentorship reduces girls' chances to pursue post-primary education. The study further established that girls without local female role models lack motivation to pursue education beyond primary level. Additionally, the study established that girls lack communication channels where they can open up about obstacles that prevent their transition to post-primary education. Moreover, the study established that mentorship programs for girls build their confidence and life skills useful in pursuit of post-primary education and future careers.</p>

### **5.3 Discussion of findings**

This section discusses the effect of early marriage, gender violence, HIV & AIDS and presence or absence of mentorship on transition of girls to post-primary education in the light of previous studies done.

#### **5.3.1 Influence of early marriage on transition of girls to post-primary education**

Early marriage in particular has been repeatedly identified as one of the major causes of girls' dropping out of education. Defined as marriage before age 18, early marriage is particularly common in South Asia and Sub-Saharan Africa, as well as parts of Latin America and the Caribbean (Mathur et al, 2003). The study deduced that early marriage cases for class 8 leavers are high. Similarly, Population Council (2005; 2007) estimates that one girl in seven in developing countries marries before age 15, and nearly half of all girls are expected to marry by age 20. Lloyd (2005) also reports that 38 percent marry before age 18.

It was also established that early marriage results in early pregnancies and usually the end of schooling for girls. Similarly, in most societies where early marriage is common, the social standing of women is defined largely in terms of marriage and childbearing. Jain and Kurz (2007) agree stating that almost half of all girls in 15 countries in South Asia and Sub-Saharan Africa are married before age 18.

Further, the study established that early marriage makes girls drop out of school never to continue with education. It also established that early marriage entangles girls in cycles of poverty. These findings are supported by UNESCO (2011) asserting that the negative consequences of early marriage extend across societies, ending girls' education and reaching into the next generation. These findings assert that children of young uneducated mothers are less likely to have a good start in education, to do well in class, or to continue beyond the minimum schooling.

#### **5.3.2 Influence of gender violence on the transition of girls to post-primary education**

WHO (2005) reports that nearly half of sexual assaults worldwide are against girls aged 15 and younger, and girls ages 15–19 in developing countries are at a particularly high risk for physical and sexual violence. This report is consistent with the findings in this study as it established that gender violence influences the transition of girls to post-primary education in

Ngaremara Ward, Isiolo County, Kenya. Further the report explains that in many countries, girls living in poverty or economic dependency may be forced into risky and exploitative sexual relationships, which expose them to HIV, early pregnancy, sexual molestation in childhood and physical abuse.

In consensus, this study established that rape, sexual harassment and child labour are violent acts against girls. Similar findings are evidenced in Kenya by a study conducted by Population Communication Africa et al (2002), that more than 80 percent of women and girls in Kenya reported having experienced at least one episode of physical violence in childhood, and only 12 percent of those who had been either physically or sexually abused reported the abuse to an authority such as the police or a village elder. The same study found out that nearly half the women surveyed in Kenya (46 percent) said they had experienced at least one episode of sexual abuse in childhood.

Additionally, this study established that adolescent girls usually carry out the bulk of household tasks that affect their performance in school and hence their transition to secondary education. These findings are consistent with those of Mannathoko (2007), that authoritarian management and discipline processes combined with traditional teaching methods and existing patriarchy in most educational systems creates an environment discriminatory towards girls and continues to hold power over them. A related view is expressed that violence and the fear of violence in and around schools directly work against girls' enrolment, transition, completion and achievement (GCE, 2011).

Evidence from various countries points to widespread sexual abuse and harassment against girls in and around schools, perpetrated primarily by teachers and male students (Jones et al, 2008). On this, the study established that most girls who are raped or sexually abused are afraid to report hence they suffer in silence and choose to stay away from school. Consistent with these studies is Plan (2008) who explains that such abuse is commonly seen as an inevitable part of school life, and education authorities are often reluctant to tackle the problem or bring perpetrators to justice.

The study further established that with supportive environment, girls are as good as boys in post-primary education. Subrahmanian (2005) agrees stating that in order to escape such systemic and engrained forces or constraints, it takes more than just one woman. It requires efforts of society as a whole.

### **5.3.3 Influence of HIV and AIDS on the transition of girls to post-primary education**

Educating girls is a global priority, especially as two-thirds of young people living with HIV around the world are female (UNAIDS, 2004). Despite numerous international commitments to the right of all children and young people to free and compulsory education there are still major gender disparities in enrollment at all levels in low-income countries, which are often hit the hardest by AIDS (UNAIDS, 2004). Consistent to this is the findings of this study that HIV and AIDS influences the transition of girls to post-primary education. The study further established that when parents die from HIV and AIDS, it is likely that girls assume the parenting role. These findings are consistent with those of Bicego et al, (2003) that where parents are affected and inflicted by the HIV/AIDS pandemic, they leave orphaned children who drop out of school. Often the older children take up the responsibility of the heads of the family. For the orphaned, their participation in school becomes irregular and ineffective, and in many cases they pull out of school.

Additionally, the study established that girls are usually targeted as caregivers to ailing parents/relatives from HIV and AIDS related complications limiting their chances to post-primary education. Global Coalition on Women and AIDS (2004) reports that up to 90 percent of the care due to illness is provided in the home by women and girls globally. Children are frequently removed from school to take care of ailing family members, or forced to work in order to bring extra income into the household.

As well, the study found out that girls orphaned as a result of HIV and AIDS are more emotionally disturbed compared to boys. These findings are in agreement with those of Yildiz, (2002) that while many grandparents or older siblings are assuming care of these children, other children and adults often have no relatives to turn to, and the numbers are increasingly overwhelming to these support systems. Consequently, the impact of HIV and AIDS gets heavier on women, particularly adolescent girls compared to their male counterparts. This negatively affects their education particularly retention, transition and completion at various levels.

The study further established that girls living with HIV and AIDS are likely to drop out of school. The burden of caring and of household domestic labour falls on girls and women in traditional gendered roles. The UNAIDS (2010) report on the Global AIDS Epidemic

supports these findings that girls do most household chores. Hence they are more likely to be withdrawn from school when needed at home.

#### **5.3.4 Influence of mentorship on the transition of girls to post-primary education**

Mentorship is an important key to shaping young people's careers. It is a voluntary learning relationship that offers personal development for the mentee. This study revealed that absence of mentorship influences the transition of girls to post-primary education to a very great extent. The importance of mentorship is underscored by Gilligan (1990) who notes that women can foster healthy development by validating girls' feelings and experiences even when they are at odds with convention and by assisting girls' efforts to recognize and resist idealized social norms.

The study further established that girls without local female role models lack motivation to pursue education beyond primary level. These findings are reflected in the results of Rhodes (2005) who noted that with the right kinds of support and by establishing mentorship programs and connecting girls with established role models, young people could put themselves on a path toward bright, productive futures, and make vital contributions to their families, neighborhoods and nation. More studies have shown that higher numbers of female teachers increase the rate of girls' enrolment and help to sustain their participation in education (UNESCO, 2010).

Additionally, the study established that girls lack communication channels where they can open up about obstacles that prevent their transition to post-primary education. This is because as Levin et al, (2008) stated, there is no doubt that many youth particularly girls benefit from a positive, supportive relationship with an adult (mentor) within or outside of their immediate family- a family friend, relative, coach, teacher or formal mentor. Research concurs that greater access to opportunity, and to more information and guidance on educational plans and career development may be a need shared by all girls (Sadker and Sadker, 1994).

Moreover, the study established that mentorship programs for girls build their confidence and life skills useful in pursuit of post-primary education and careers. This agrees with the findings of Sperandio (2000) that since mentoring alone cannot address structural and cultural inequalities that prevent the progression of women and other underrepresented groups,



educational opportunities need to provide opportunities for girls to develop confidence and leadership skills thereby helping them better articulate their needs, protect their personal assets, and overcome barriers as they grow older and navigate through life.

#### **5.4 Conclusion**

From the findings, the study concludes that early marriage results in early pregnancies and usually the end of schooling for girls. It was also clear that early marriage makes girls drop out of school never to continue with education. The study further deduced that gender violence in form of rape, sexual harassment, child labour and discrimination in educational opportunities influences the transition of girls to post-primary education in Ngaremara Ward, Isiolo County, Kenya. This notwithstanding, it was clear that with supportive environment, and given the opportunity, girls are as good as boys in post-primary education. The study also revealed that HIV and AIDS influences the transition of girls to post-primary education. This is mainly because it is usually girls who will assume the parenting role when parents die from HIV and AIDS. They are also targeted as caregivers to ailing parents/relatives from HIV and AIDS related complications. The study further concludes that absence of mentorship influences the transition of girls to post-primary education. Besides, it was found out that lack of mentorship, including lack of local female role models and mentorship programs reduces girls' chances to pursue post-primary education. This is compounded by lack of communication channels where girls can open up about obstacles that prevent their pursuance of beyond primary education. The study finally concludes that gender-based violence has the highest effect on transition of girls to post-primary education, followed by early marriage, then HIV & AIDS while mentorship have the lowest effect on girls' transition to post-primary education in Ngaremara Ward, Isiolo County, Kenya.

#### **5.5 Recommendations**

- i. The study deduced that early marriage results in early pregnancies and usually the end of schooling for girls of Ngaremara Ward, Isiolo County. This study therefore recommends that the government strengthens its campaigns against early marriages by prohibiting the act. Addressing child marriage will require appropriate laws to be created and enforced, particularly at the county level. Also, changes in social norms and attitudes need to be fostered through innovative programs because gender norms and community practices dictate the high prevalence of child marriage. A supportive

legal environment that fully recognizes the equal rights of girls and women and enshrines those rights in law and practice will go a long way in addressing the identified socio-cultural factors influencing the transition of girls to post-primary education. Programmatic efforts on the ground must be established to complement the laws.

- ii. The study established that gender violence influences the transition of girls to post-primary education in Ngaremara Ward, Isiolo County, Kenya. With the devolved system, all effort should be made to ensure that gender and culture are mainstreamed into all the County priorities, particularly the education sector. In addition, elements of the national or local legal and policy framework that inherently discriminate against adolescent girls should be systematically identified and eliminated, and existing laws that protect girls and young women should be rigorously enforced. Moreover, families and local communities should be compelled to assure girls' rights and safety. These efforts should be targeted to local areas such as Ngaremara Ward where child marriage is prevalent.
- iii. HIV and AIDS was established by the study to influence the transition of girls to post primary education. Particularly, it was found out that when parents die from AIDS, it is likely that girls will assume the parenting role. Therefore, this study recommends that programs be introduced to sensitize the society on the need to maintain and scale up the existing social safety mechanisms. This should be taken up by the government and supported by nongovernmental organizations. Support networks for people living with HIV and AIDS should be scaled up and embraced as a societal responsibility. The local leaders should take the front line to mobilize such networks. As a long term measure, HIV and AIDs prevention and management campaigns should be revived and strengthened to reduce and contain the spread of the scourge. These concerted efforts will ensure that school girls do not lose out on the opportunity to learn.
- iv. This study found out that lack of mentorship reduces girls' chances to pursue post-primary education. The study therefore recommends the initiation of after-school tutoring and mentoring programs in primary schools by the government. These programs should support girls' education and development and enhance their chances of progressing to and succeeding in post-primary education. The programs can

provide one-on-one mentoring and ensure that after-school hours are dedicated to mentorship other than part-time jobs or family obligations. The programs can also provide supplementary training beyond the formal curriculum for the development of skills for social and civic participation. Successful women who have their roots from the area should also be sought and mobilized to motivate and mentor young girls in the area. In collaboration with leaders and the ministry of education, the local models should provide targeted support to girls during the transition from primary school to post-primary school, when they are most likely to drop-out or fall behind boys. This support will help such girls to push themselves, achieve their dreams, and foster a system of motivation from one successful to another potentially successful girl and the cycle will continue.

- v. Generally, the County government in collaboration with development partners in Isiolo County should establish programs that foster economic empowerment for girls. Women must also be targeted in these programs in order to improve livelihoods for women and eliminate gender gaps in economic outcomes. Besides, it is essential to sustain and develop efforts to ensure the transition to and completion of secondary education for girls as well as to provide alternative pathways to learning such as complementary post-primary educational options. These targeted programs for girls and women may be in form of career mentorship programs, business, vocational training and well-targeted subsidies to disadvantaged girls to attend secondary schools. These programs will foster confidence building along with strengthening essential linkages among girls and women in the community.
  
- vi. Additionally, there is need for the government and non state actors to support the non-formal education system. The non-formal education system must be well integrated with the formal system and be designed to help adolescent girls to achieve their educational and developmental needs. Non-formal schools must be upgraded, certified, and licensed, and pathways should be established from the non-formal to the formal sector, as well as from the formal to the non-formal sector. This will promote easy transitions between non-formal and formal schools and help girls, many of them primary school dropouts continue on to formal or non-formal post primary education. The flexible systems should also offer younger adolescents the opportunity to reenter and pursue their preferred post primary educational options. Baseline surveys should

assess educational backgrounds, skills, and knowledge gaps of population subgroups who are potential beneficiaries, in order that educational systems can be designed to address existing needs.

## **5.6 Suggestion for further studies**

This research project recommends the following areas for investigation:

- i. Influence of socio-cultural factors on transition of girls to post-primary education in other Counties in Kenya, particularly areas where FGM is rampant.
- ii. The relationship between girls' post-primary educational achievement and their socio-economic development.

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## **APPENDICES**

### **Appendix I: Letter of Introduction**

Dear Respondent,

#### **RE: Support for MA Research Project**

I am a final year student of the University of Nairobi taking a Master of Arts degree in Project Planning and Management. As part of the requirement for the award of the degree, I am undertaking a research to determine the influence of socio-cultural factors on the transition of girls to post-primary education in Ngaremara Ward, Isiolo County, Kenya.

In this regard, I hereby kindly request for your time in responding to the attached questionnaire. Your accuracy and candid response will be critical in ensuring objectivity of this research. Please note that information received will be treated with utmost confidentiality and it is optional to write your name on this questionnaire. In addition, the findings of this study will solely be used for academic research purposes and to enhance knowledge in the field of education.

Thank you for your valuable time on this.

Yours faithfully,

Mary W. Wangui

## **Appendix II: Questionnaire for respondents**

*Instructions: kindly tick and fill in the spaces provided.*

1. Please indicate your gender

Female      [   ]

Male        [   ]

2. Please select your category below

Teacher     [   ]

Parent      [   ]

School management committee    [   ]

County MoE official                [   ]

3. Indicate your age bracket

15-25 yrs            [   ]

26-35 yrs            [   ]

36-45 yrs            [   ]

46 and above        [   ]

4. State your highest level of education

Primary level                        [   ]

Secondary level                       [   ]

College                                [   ]

University                             [   ]

Postgraduate                         [   ]

### **Influence of early marriage on transition of girls to post-primary education**

5. How do you rate early marriage cases for class 8 leavers?

Very high    [   ]

High         [   ]

Average [ ]

Low [ ]

Very low [ ]

6. To what extent do you agree with the following influences of early marriage in relation to transition of girls to post-primary education?

	Very great extent	Great extent	Moderate extent	Low extent	No extent at all
Early marriage results in early pregnancies and usually the end of schooling for girls					
Early marriage makes girls drop out of school never to continue with education					
Early marriage for girls poses major health risks during childbirth					
Girls who are married early have limited economic opportunities					

7. Apart from the ones mentioned above which are the other influences of early marriage on the transition of girls to post-primary education?

- i. ....
- ii. ....
- iii. ....
- iv. ....

**Influence of gender violence on the transition of girls to post-primary education**

8. Does gender violence influence the transition of girls to post-primary education?

Yes [ ]                      No [ ]

9. What kind of violence do girls experience (you can tick more than one if applicable)

- Sexual harassment [ ]
- Rape [ ]
- Child labour [ ]
- Discrimination in educational opportunities [ ]
- Others [ ] State: .....

10. To what extent do you agree with the following statements on gender violence and the transition of girls to post-primary education

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Adolescent girls usually carry out the bulk of household tasks that affect their performance in school and hence their transition to secondary education					
Our community attaches more value to boys' education compared to that of girls					
Most girls who are raped or sexually abused are afraid to report hence they suffer in silence and choose to stay away from school					
With supportive environment, girls are as good as boys in post-primary education					

**Influence of HIV and AIDS on the transition of girls to post-primary education**

11. To what extent does HIV and AIDS influence the transition of girls to post-primary education?

- To a very great extent [ ]
- To a great extent [ ]
- To a moderate extent [ ]
- To a low extent [ ]
- To no extent at all [ ]



12. To what extent do you agree with the following statements on HIV and AIDS and the transition of girls to post-primary education?

	Very great extent	Great extent	Moderate extent	Low extent	No extent at all
When parents die from HIV and AIDS, it is likely that girls will assume the parenting role.					
Girls are usually targeted as caregivers to ailing parents/relatives from HIV and AIDS related complications limiting their chances to post-primary education.					
Girls orphaned as a result of HIV and AIDS are more emotionally disturbed compared to boys.					
Girls living with HIV and AIDS are likely to drop out of school.					

13. What are the other influences of HIV and AIDS on the transition of girls to post-primary education?

- i. ....
- ii. ....
- iii. ....
- iv. ....

**Influence of mentorship on the transition of girls to post-primary education**

14. To what extent does absence of mentorship influence the transition of girls to post-primary education?

- To a very great extent [ ]
- To a great extent [ ]
- To a moderate extent [ ]

To a low extent [ ]

To no extent at all [ ]

15. To what extent do you agree with the following influences of mentorship in relation to transition of girls to post-primary education?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Lack of mentorship reduces girls' chances to pursue post-primary education					
Girls without local female role models lack motivation to pursue education beyond primary level					
Girls lack communication channels where they can open up about obstacles that prevent their transition to post-primary education					
Mentorship programs for girls build their confidence and life skills useful in pursuit of post-primary education and careers.					

16. What other influences does mentorship have on the transition of girls to post-primary education

i. ....

ii. ....

iii. ....

**The trend of girls' transition to post-primary education**

17. How would you rate the following questions in regards to the trend of girls' transition to post-primary education for the last five years?

	Greatly improved	Improved	Constant	Decreased	Greatly decreased
How has the number of girls completing class eight changed in the last five years					
To what extent has girls' performance in KCPE changed in the last five years					
How has the number of girls enrolling in secondary schools changed in the last five years					
To what extent has enrolment rates to vocational training institutes changed in the last five years					

### **Appendix III: Interview guide for the key respondents**

1. Are you involved in the education activities in any way? Explain
2. How is girls' post-primary education in your area?
3. Does early marriage influence the transition of girls to post-primary education?  
Explain
4. How does HIV and AIDS influence the transition of girls to post-primary education in your area?
5. In what ways does gender violence influence the transition of girls to post-primary education in your area?
6. What influence does mentorship have on the transition of girls to post-primary education in your area?
7. What is the influence of NGOs activities on the transition of girls to post-primary education? Explain
8. What other socio-cultural factors influence the transition of girls to post-primary education?
9. What should be done to promote transition of girls to post-primary education in your area?