

**FACTORS AFFECTING THE TRANSITION RATES OF GIRLS FROM  
PRIMARY TO SECONDARY SCHOOL IN AMUKURA DIVISION OF  
TESO SOUTH SUB-COUNTY, BUSIA COUNTY**

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**E56/75374/2012**

**A PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT  
FOR AWARD OF MASTER OF EDUCATION IN SOCIOLOGY OF  
EDUCATION IN THE DEPARTMENT OF EDUCATIONAL  
FOUNDATIONS AT THE UNIVERSITY OF NAIROBI.**

**20<sup>TH</sup> DECEMBER, 2017**

## DECLARATION

This research project is my original work and has not been presented for examination for a degree in this or any other university.

Signature..... Date.....

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**E56/75374/2012**

This project report has been submitted for examination with my approval as the University supervisor.

Signature..... Date.....

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## **DEDICATION**

This work is dedicated to my dear wife Angeline Amoit and our children Stephen Olakacuna George Tom Olakacuna, Aquinas Olakacuna and Paulla Ruth Olakacuna, my dad Stephen Omuse and my mother Constance Makokha.

## **ACKNOWLEDGEMENT**

I am first and foremost grateful to the Lord God Almighty for granting me the strength, energy, life and intellect to undertake postgraduate studies.

Secondly, I sincerely wish to acknowledge the following people for their support and inspirations in ensuring that I complete this project. To begin with, this study would not have been complete were it not to the advice, counsel and patience accorded to me by my supervisor Dr. Isaac Muasya of the University of Nairobi, Department of Education Foundations.

My special thanks go to my brothers Erick, Ivan, my sisters Lillian, Edna and Adelaide. My sincere heartfelt gratitude also go to my children Stephen, George, Auqinas and my wife Angel.

I would like in a special way to appreciate Dr. Tom George Ekisa of Kibabii University and Mr. Xavier Ichani of Kenyatta University for encouraging me to pursue further studies as well as shaping my opinion during the study. I also want to thank Mr. Philip Oditi and Mr. Evans Omoding who assisted me in proofreading the final draft of the report.

Again, I appreciate the National Commission for Science, Technology and Innovation for granting me permission to undertake the research, the County Director of Education Busia through the Sub County Director of Education Teso South and his team who gave me information needed to accomplish my research.

I can't forget to thank all head teachers, teachers, pupils, students, parents, ward administrators, members of county assembly and representatives of school board of management of the schools under study for their co-operation during field work. Lastly, I wish to thank the entire staff of Okatekok primary school led by Mr. Valentine Otogo and Kwang'amor primary staff under the stewardship of the deputy head teacher Atelo Jeffrice for their care advice that led to the accomplishment of my study.

## ABSTRACT

The Kenya national statistics on access, enrolment, retention, completion, transition and parity in education show that the country has made substantial gains in the education towards the achievement of millennium development goals (MDG). Despite this remarkable progress there is a disparity among Counties in terms of access, enrolment, retention, completion, transition and parity. There exists a gap between the national and specific regions in terms of transition of girls from primary to secondary school hence the need for the study. The purpose of the study was to investigate factors affecting the transition rate of girls from primary to secondary school in Amukura division, Teso South Sub County Busia County. The study examined various factors. The first was social cultural factors such as: early marriages, teenage pregnancies, preference for boy child, and performance of household chores and payment of dowry as source of wealth. Secondly, socio-economic factors: poverty, cost of secondary education; family economic background, lack of secondary schools and parental level of educational. Thirdly, the study examined the effect of school environmental factors such as: harsh school environment, sexual harassment by teachers, distance to the school, lack of school equipment and facilities on rates of transition from primary to secondary school. Finally the study investigated in what way do the political factors such as: local political will and patronage, disbursement of bursaries and support for school fees fundraising drive or *harambee* affect the rate of transition of girls from primary to secondary school in the area of study. This study is based on Maslow theory of hierarchy of needs. Abraham Maslow theory of hierarchy of needs states that human needs operate in a hierarchy of different levels of needs, from basic physiological needs to high levels needs of actualization. A conceptual framework which encompasses the major variables and their influence on the transition rates of girls from primary to secondary schools was also developed. The study used descriptive design and purposive stratified sampling. Questionnaires were used to collect data from the following categories of target population: girls in standard eight and form one head teachers, teachers, parents and other stakeholders (members of school board of management, ministry of education officials, Ward administrators and Members of County Assembly). A total of 12 primary and 3 secondary schools were sampled along 15 head teachers, 15 teachers, 66 girls, 45 parents and 13 other stakeholders. The study generated quantitative data that was analyzed in tables and figure in line with the objectives of the study. The findings were later analyzed thematically. The study established that social-cultural, socio-economic, school environment factors and socio-political factors affect the rate of transition of girls from primary to secondary school in the area of study in varying degrees as detailed in the report. It is hoped that the findings of the study will provide a body of literature that will help policy makers in the education sector to mitigate factors that affect the transition rate of girls from primary to secondary school. Based on the findings the study recommends need for political support of students from poor families and the active participation of the private sector especially in building private secondary schools to supplement the existing public secondary schools in the division.

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## **ABBREVIATIONS AND ACRONYMS**

<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>ASAL</b>	Arid and Semi-arid Lands
<b>BCUE</b>	Brookings Centre for Universal Education
<b>BOM</b>	Boards of (School) Management
<b>CDE</b>	County Director of Education

<b>CSO</b>	Curriculum Support Officer
<b>SCDE</b>	Sub County Director of Education
<b>SEBF</b>	Secondary Education Bursary Fund
<b>EFA</b>	Education for All
<b>FPE</b>	Free Primary Education
<b>FDSE</b>	Free Day Secondary Education
<b>GER</b>	Gross Enrolment Rate
<b>GPI</b>	Gender Parity Index
<b>GOK</b>	Government of Kenya
<b>HIV</b>	Human Immunodeficiency Virus
<b>KCPE</b>	Kenya Certificate of Primary Examination
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>MCA</b>	Member of County Assembly
<b>MDGs</b>	Millennium Development Goals
<b>MOEST</b>	Ministry of Education Science and Technology
<b>MP</b>	Member of Parliament
<b>NACOSTI</b>	National Commission for Science Technology and Innovation
<b>NER</b>	Net Enrolment Rate
<b>PSSB</b>	Presidential Secondary School Bursary
<b>PTA</b>	Parents Teachers Association
<b>OVC</b>	Orphans and Vulnerable Children
<b>TVT</b>	Technical and Vocational Training
<b>UN</b>	United Nations
<b>UNESCO</b>	United Nations Education Science and Cultural Organization
<b>UNICEF</b>	United Nations International Children Education Fund
<b>UPE</b>	Universal Primary Education

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

In general, countries around the world have achieved huge gains in primary education reaching a world average of 90 percent net enrolment in primary schools by 2010. (United Nations; 2015) However, early school exit remains persistent among the 137 million children worldwide who enter first grade of their education. (UNESCO, 2012) Furthermore, large numbers of pupils do not only complete primary education, but also fail to continue on to secondary education. In sub-Saharan Africa, only 17 percent of the girls are enrolled in secondary schools. (Rihani, 2013) Yet, secondary education provides every one, upon completion of primary school, an equal opportunity to acquire knowledge and competences needed to enter labour market or join higher institutions of learning.

Former U.N Secretary General Kofi Annan once said “To educate girls is to reduce poverty and that there is no tool for development more effective than the education for girls” (World Bank, 2000). This statement is given credence by the World Bank report which estimates that returns to schooling are higher for women than for men. (Montenegro & Patrinos, 2013) The World Bank report (2000) shows that educating women lowers infant mortality, improves health, reduces prevalence of HIV/AIDS and other diseases, prevents child trafficking as well as sexual exploitation. The United Nations report (2002) indicates that, educating women would raise the quality of life in many countries. According to Nicolas (1995), girls who are educated in their early childhood are also more likely to educate their children, thus ending the spiral of uneducated girls. (Nicolas, 1995)

Although the government of Kenya introduced free education financing scheme for secondary education which includes waving of examination fee, payment of tuition among many more incentives, students joining secondary schools continue to decline. The trend is more gender biased in regards to the girl child where only a few of the girls transit to secondary education. Thus, there is a broken bridge when it comes to rates of transition from primary to secondary school especially for girls. It appears that there is no gender parity in secondary schools. (Rihani, 2012). It is therefore clear that waiver in school fees at secondary school has neither stimulated the transition rates among girls nor increased gender parity as learning progresses to secondary school. For this reasons, challenges influencing transition rates illuminates’ critical area of research in education.

The barriers and challenges of transition from primary to secondary school include; the cost of education, access to education, the progress cycle from one class to another and its impact on retention, quality and relevance of education offered. (Rihani, 2006) These factors can be grouped into four broad categories, namely, socio-cultural, socio-economic, school environment related and political factors. The cultural factors include African traditions and customs, early marriages, teenage pregnancy, boy child preference, heavy household chore and female genital mutilation. (Chepkorir, 2011) The economic factors include poverty, family background, and parent's level of education and cost of secondary education. (Passy, 2014) Distance of school from home, harsh school environment and sexual harassment of girls by teachers are some of the school environment related factors that affect rates of transition of girls from primary to secondary school. (Kipkulei, 2008)

Research has shown that the transition from primary to secondary school is important in the lives of children and their families. (Evangelou *et al*, 2008) For this reason, studies have been undertaken to ascertain factors that affect girl child education. The realization that the education for the girl child is affected by a host of factors has led to increased efforts to ensure girls are able to transit from primary to secondary school.

With regards to access to Secondary education in Kenya, Kimandu (2012) documents that although Kenya's secondary education has expanded since independence in 1963, and more recently with the introduction of subsidized secondary education, access to secondary education remains restricted. For instance, Kimandu (2012) argues that if one compares the number of pupils who sat for Kenya Certificate of Primary Education (KCPE) and then makes a follow up to see how many sit for Kenya Certificate of Secondary Education (KCSE) four years after, one will notice great drop, and that only 47 percent of pupils who complete primary school are selected to join to the secondary school. Although many students have benefited in this programme, a lot more have been left out for reasons this study seeks to investigate.

To ensure high enrolment in primary schools, the government of Kenya (GOK) introduced Free Primary Education in 2003 and Free Day Secondary Education (FDSE) in 2008. The objective of these education programmes was to increase access, quality, equity and relevance in basic education and to cushion poor households by abolishing school fees. This was an improvement of the Cost Sharing Measures that had existed since the mid-1980s. The Free Primary Education



was one of the government priorities to meet Universal Primary Education (UPE), which is the second of the eight Millennium Development Goals (MDGs). (MOEST, 2012)

The introduction of FPE in Kenya resulted in a significant increase in enrolment in primary and secondary schools. Enrolment in primary schools grew from 6.1 million in 2000 to 7.4 million in 2004, to 10.2 million in 2013. (MOEST, 2014) According to world statistics on the state of the child released in 2015 the net enrolment ratio of boys to girls in primary schools in Kenya stands at 84 percent to 88 percent respectively. This ratio declines as pupils' progress to secondary school. The secondary school net enrolment in Kenya for the period 2009-2014 stood at 57 percent to 56 percent for boys and girls respectively. (UNICEF, 2016) Analysis of geographic and gender trends shows the transition rates in the counties of the North Eastern region stands at 40.3 percent in 2010. (MOEST, 2014)

In a nutshell, there are a number of factors affecting the rates of transition from primary to secondary school. A research by Asayo & Ohba (2009) on whether free secondary education actually enables the poor access education reveals that high school attendance is highly skewed in favour of the rich. (Asayo & Ohba, 2009) Further research point out that transition from primary to secondary school is determined by poverty, parental level of education, early marriage and teenage pregnancies. Other factors include sexual harassment and distance to school. (Kinyanjui, 2010)

In order to eliminate or mitigate factors hindering transition from primary to secondary schools in Kenya, educators need to understand specific factors in various regions, hence the need to ascertain factors affecting transition rates of girls from primary to secondary school in Amukura Division, Teso South Sub County, Busia County. In North Eastern region the transition rates is even lower at 36 percent. This scenario is replicated in rural areas.

## **1.2 Statement of the Problem**

Despite the substantial improvement in the rates of transition of pupils from primary school to secondary school in the country, there is a significant gender disparities not only on primary completion rates but also in rates of transition from primary to secondary school across counties. While the national transition rate in 2013 was 78.8 percent for girls, in North Eastern region the transition rate is 36 percent in 2013. (MOEST, 2014) In Amukura Division of Teso South Sub County, Busia County, the transition rate for girls is 56.4 percent. This disparity indicates there is

a gap in the transition rate among girls from primary school to secondary school in Amukura division compared to other regions in the country. With the introduction of the Free Day Secondary Education programme that expanded access to secondary education one would wonder why there is such bleak rate of transition of girls from primary to secondary school in some regions. Not until factors affecting transition rate of girls from primary to secondary schools in Amukura Division, Teso South Sub County in Busia County are addressed, the rates of transition from primary to secondary school will remain low.

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

Extensive research has been carried to ascertain factors affecting the girl child education in other parts of Kenya before. The purpose of the study was to investigate factors affecting the transition of girls from primary to secondary school in Amukura division, Teso South Sub County, Busia County:

### **1.4 Objectives of Study**

The study was based on a number of objectives.

#### **1.4.1 Main Objective**

The main objective of the study was to investigate factors affecting the transition rates of girls from primary to secondary school in Amukura Division, Teso South Sub County, Busia County.

#### **1.4.2 Specific Objectives**

In order to achieve the main objective of the study, the following specific objectives were proposed:

1. To investigate how social cultural factors influence transition of girls from primary to secondary schools in Amukura Division, Teso South Sub County, Busia County. The factors investigated were as follows:

- a) Early marriages,
- b) Teenage pregnancies,
- c) Preference for boy child,
- d) Patriarchal beliefs,
- e) Household chores, and
- f) Payment of dowry as source of wealth.

2. To establish the extent to which socio economic factors affect the transition rates of girls from primary to secondary school in Amukura Division, Teso South Sub County, Busia County. The factors investigated were:

- a) Poverty,
- b) Cost of secondary education,
- c) Family economic background,
- d) Lack of secondary schools, and
- e) Parental level of education.

3. To establish the extent to which school and environmental related factors affect the transition rates of girls from primary to secondary school in Amukura Division, Teso South Sub County, Busia County. The factors studied were:

- a) Harsh school environment,
- b) Sexual harassment by teachers,
- c) Distance to the school, and
- d) Lack of equipment and facilities in public primary schools.

4. To investigate how political factors and policies affect the transition rates of girls from primary to secondary in Amukura Division, Teso South Sub County, Busia County. The factors under investigation were:

- a) Political patronage,
- b) Disbursement of bursaries and
- c) School fees fundraising drive or *harambee*.

## **1.5 Research Questions**

In order to achieve the objectives of the study, the following research questions were formulated.

### **1.5.1 Main Research Question**

The main research question of the study was: Which factors affect the transition rates of girls from primary to secondary schools in Amukura Division, Teso South Sub County, Busia County?

### **1.5.2 Specific Research Questions**

The specific research questions were:

1. To what extent do social cultural factors affect the transition of girls from primary to secondary school in Amukura Division, Teso South Sub County, Busia County? The study focused on the following factors:

- a) Early marriages
- b) Teenage pregnancies
- c) Preference for boy child
- d) Household chores
- e) Dowry as source of wealth

2. How do the socio-economic factors affect the transition rates of girls from primary to secondary school in Amukura Division, Teso South Sub County, Busia County? The study focused on the following factors:

- a) Poverty
- b) Cost of secondary education
- c) Family economic background
- d) Lack of secondary schools and
- e) Parental level of educational

3. What is the effect of school environmental factors on the transition rates of girls from primary to secondary school in Amukura Division, Teso South Sub County, Busia County? The study focused on the following factors:

- a) Harsh school environment
- b) Sexual harassment by teachers
- c) Distance to the school
- d) Lack of school equipment and facilities

4. In what way do the political factors and policies affect the transition rates of girls from primary to secondary school in Amukura Division, Teso South Sub County, Busia County?

The study focused on the following factors:

- a) Local political will and patronage
- b) Disbursement of bursaries and
- c) School fees fundraising drive or *harambee*

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

Girl child education is very important to the wellbeing of the entire society. Educating a girl child is a commitment in empowering her in different social background which is the bedrock of our economic development at the grassroots. The importance of this study is that it seeks to conceptualize the link between socio-economic, social-cultural, environmental and socio-political factors to the rates of transition of girls from primary to secondary school. The research envisages that such conceptualization would shed light to the Ministry of Education and Kenya as a whole on the factors affecting transition rates of girls from primary to secondary in Amukura Division of Teso South Sub County, Busia County. This would enable all the stake holders in addressing gender disparity in education. The study was also intended to inform residents of Amukura Division, Teso South Sub County, Busia County of the social, cultural, economic and political factors hindering transition of girl child education. Finally, the study was to provide the Ministry of Education data that will form a basis of formulating strategies to increase the transition rate of girls from primary schools to secondary schools in other regions of the country.

### **1.7 Scope of the Study**

The study scrutinizes the factors affecting transition of girls from primary to secondary school in Amukura Division. The scope included: social cultural factors such as early marriages, teenage pregnancies, preference for boy child, patriarchal believes, household chores, and payment of dowry as source of wealth. The study also established how the following socio-economic factors affect the transition rates of girls from primary to secondary school: poverty, the cost of secondary education, school fees, and family economic background, lack of secondary schools and parental level of education. Further to these the study determined school and environmental related factors such as: harsh school environment, sexual harassment by teachers, distance to the school and lack of school equipment and facilities at public primary schools and how it affected the transition rate of girls from primary to secondary school. Finally, the study investigated how political factors and the policies of local politicians and administrators affected the transition rates of girls from primary to secondary in Amukura Division, Teso South Sub County Busia County.

### **1.8 Limitation of the Study**

Although this research was carefully prepared, it encountered a number of limitations and shortcomings. First of all, the field work was conducted in the two days and on the last day of the term. Two days were not adequate for the researcher to personally distribute the questionnaire

hence the need to use research assistants. It would be better if it was done in a longer time. Secondly, the sample size was small, only one hundred and forty-five respondents. More respondents would have been better. Third, the questionnaire seemed to be so long since the questionnaire was designed to measure a number of variables. The respondents may have been discouraged by the length of the questionnaires hence they opted to leave some questions incomplete.

Another challenge for the study was skepticism among respondents to divulge information for fear of victimization. The researcher however curbed the limitations by assuring the respondents of confidentiality of their responses and that the information they provide will be used for research purposes only. Further, the respondents were assured that the responses will be reported as averages and will be associated with individual respondents. The researcher had also a limitation of inability to influence the attitude of the respondents who take sides due to the publicity that the bursary scheme has received in recent times. Another limitation of the study was the inability of the researcher to access more information on transition in the division due to little research undertaken.

## 1.9 Definition of Terms

The study adopted this definition for the following operational terms.

**Cost of secondary education** – is the net price of attending secondary school including tuition charges, value of books, boarding fees, and other school supplies that parents incur per child. The cost of education is rated high if parents pay more than Kshs 20,000; low if the cost is less than Kshs 10,000 and medium if it falls between Kshs 10,000 - 20,000.

**Distance to school**- is how far the school is from any one home measured in kilometers. It is the actual distance that pupils cover or walk to and fro every day in the morning, afternoon and evening. If students cover more than 5 km it is deemed as long distance, less than 1 km is short distance and medium distance is between 2 -5 Km.

**Dowry** – is the value of parental property transferred from the bridegroom family to the bride's family in the form of bride price at marriage, usually in terms of cattle and goats. It is usually regarded as a source of family income that may well be used to pay fees or dowry for the boys.

**Early marriage**- is an informal union entered between a man and young girl under the age of 18 years.

**Family economic background** – is the combined total measure of family income or wealth in a year usually categorized as upper, middle and low income earners. For the purposes of the study, the total family income for:

Upper economic background – More than Kshs 1,000,000 per annum

Middle economic background – Between Kshs 500,000 - 1,000,000 per annum

Low economic background – Less than Kshs 500,000 per annum

**Harambee** – is a Kenyan tradition of community self-help events of fundraising for school fees, building schools and other community projects.

**Harsh school environment** – is a school environment relying too heavily on harsh punishment as means of instilling discipline. Use of the cane in school or manual work that lasts a full day that is likely to inflict pain and bruises is regarded as heavy punishment, while disciplinary

actions like suspension for a day or two or any other lesser punishment is regarded as normal punishment.

**Household chores** – refers to tasks such cleaning, washing, collecting firewood, cooking which used to be essentially done by girls or women in the family. Such activities are regarded as a taboo for boys. When house hold tasks are assigned for an hour or so is regarded normal but if it spreads the entire day or weeks it will affect education.

**Lack of secondary school** –is absence of sufficient secondary schools to accommodate all students transiting from primary school to secondary school. If a school has more than 50 students per a stream it is deemed overcrowded.

**Parental level of education** – is the parents’ highest or optional final stage of formal learning in school which may be: primary, secondary or tertiary level.

**Patriarchy** – a system of society in which adult males hold primary responsibility over women and predominate in roles of education, politics and leadership over women.

**Political patronage** – is the dispensation of rewards or willingness of political elites to support educational activities through building schools, provision of subsidies or bursaries and organizing school fees fund raising or *harambee* projects.

**Poverty** – is general scarcity, or the state of one who is unable to cater for his or her family basic needs and lacks a certain amount of material possession or money to pay school fees. For the purpose of the study:

Very poor family earns less than Kshs 100 per head per day.

Poor family earns between Kshs 100 – 500 per head per day.

Middle level family earns between Kshs 500 -1,000 per head per day.

High level family earns more than Kshs 1,000 per head per day.

**School Environmental factors** – are physical and psychological conditions in or around the school that make a school un-conducive learning environment. This includes but not limited to:

Physical condition such as availability of desks, blackboards and classrooms



Psychological conditions such as sexual harassment and intimidation, and heavy punishment

**School fees** – is an agreed amount of money that parents pay to school for children to attend school aimed at improving the quality of learning quantified as low, medium or high as follows:

High fees – over Kshs 50,000 per year.

Medium fees – between Kshs 20,000 – 50,000 per year.

Low fees - less than Kshs 10,000 per year.

**Sexual Harassment** – is a form of discrimination in the form of unwanted sexual advances that violate or interfere with the right of the girl child to receive equal education.

**Socio-cultural factors** – are established beliefs, values, traditions and customs of a society that may negatively influence or deny the girl child educational opportunities. Families that embrace traditional cultural values such as boy child preference and patriarchy are regarded as unfriendly to girl child education and vice versa.

**Socio-economic factors** - refers to a combined total measure of individual or family status, income, education level and occupation that affect access and continuity of education from one level to another. Where:

Economic income – low, medium or high.

Education level - may be university, secondary or primary level.

Occupation – may be employed, unemployed or self-employed.

**Stake holders** - the term stakeholder typically refers to anyone who is interested in the welfare and success of a school and its students in regards to education. For the purpose of the study, other stake holders are: members of school board of management, politicians, ward administrators and ministry of education officials.

**Teenage Pregnancies** – is pregnancy in human female under the age of 19 years.

**Transition rate** – refers to percentage of students advancing from primary school to secondary school as compared to the total number of pupils enrolled in standard eight. Where:

High transition rate is above 90%

Medium transition rate is between 50-89%

Low transition rate is below 50%

### **1.10 Organization of the Study**

The study is organized in five chapters as follows:

Chapter one deals with the background of the study, statement of the problem, purpose of the study and objectives of the research. It also apportioned time for research questions, significance of the study, limitations, and the organization of the study.

Chapter two consists of literature review related to the factors affecting the rate of transition of girls from primary to secondary schools. The factors include: social-cultural, socio-economic, school environmental factors and political factors. The chapter also outlines the theoretical and conceptual framework that guides the study.

Chapter three of the study analyzes the research methodology which comprises of area of study, research design, target population, sample size, sampling technique, research instruments reliability and validity and data collection and analysis techniques.

Chapter four contains data presentation, data analysis and interpretation. Finally, chapter five provides a summary of the research findings, conclusions and recommendations of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter focuses on selected literature on factors affecting transition rates of the girl child from primary to secondary school. This literature has been reviewed in line with the objectives of the study. The factors affecting the transition rates of the girl child from primary to secondary school include socio-cultural, socio-economic, school environmental factors and the role of political leaders and policies of local administrators. The last section of the chapter discusses the theoretical and conceptual frame work that was adopted for the study.

#### **2.2 Social Cultural Factors Affecting Girl Child Education**

One of the factors affecting the education of the girl child in many countries, especially in Africa is the social cultural issues. A number of scholars have pointed out several social cultural factors affecting girl child education in many parts of the world including Kenya. Some of these social cultural factors affecting girl child education include:

- a) Early marriages,
- b) Teenage pregnancies,
- c) Preference for boy child,
- d) Patriarchal beliefs,
- e) Household chores, and
- f) Dowry as source of wealth.

These factors are discussed below.

##### **2.2.1 Early Marriages**

One of the major contributing social cultural factors affecting the education of the girl child is the issue of early marriage. A girl child who marries before attaining age of eighteen years is deemed to have undergone early marriage. As cited by Tyoakaa (2014), the term 'girl-child' has been conceptualized in a number of ways as follows by different authors. For Mukhtar, (2011) the term refers to a female between the ages of 6-18 years (Mukhtar et al.; 2011). Ada (2001) defines the girl-child as a female below 14 years of age. Offorma (2009) defines the girl child as a biological female offspring from birth to eighteen (18) years of age. The girl-child is seen as a young female person who would eventually grow into a woman and marry. Such children are legally protected against marriage as they can't make consented decision on marriage and sexuality. (Tyoakaa; 2014)

In a study to examine the factors affecting girls' participation in primary schools in Barwessa Division of Baringo District. Kipkulei (2004) found that early marriages affect participation of girls in primary schools. Further, according to Chepkurui (2004) girl child transition from primary to secondary school is influenced by the belief that after female genital mutilation, girls are ready for marriage. Thus all girls should get married immediately after puberty. The study investigated the extent to which early marriage affect the rate of transition of girls from primary to secondary schools in Amukura Division, Teso South Sub County, Busia County to ascertain if the factors influencing girl child education in Barwesa Division correspond to those in Amukura Division.

### **2.2.2 Teenage Pregnancies**

The second social cultural factors affecting the education of the girl child is problem of teenage pregnancy. Teenage pregnancy is pregnancy in females under the age of twenty years. Teenage girls aged between 13 – 19 years can be pregnant as early as age twelve to thirteen when they begin to ovulate. As adolescence in transitional stage girls experience pubertal and biological changes to their sex organs. They also become increasingly sexually active. According to Abagi and Odipo, (1997) teenage pregnancy is one of the factors that affect girl child education. The major cause of teenage pregnancy is lack of education about sex and pregnancy. (Mackinson, 1985) This is because some of the teenage girls engage in sex without protection. Although girls are permitted to re-join school after child birth, only few join school after teenage pregnancy and child bearing. Kojo & Mayo (2008) also stated that in the event of such teenage pregnancy, girls often decide to marry very early and never re-join school.

### **2.2.3 Boy Child Preference**

The third social cultural factor of interest to the study is the boy child preference among some families in Kenya. Boy child preference refers to the tendency of favouring boys over girls in the family in regards to access to education and wealth. Chepkurui (2004) notes that many families believe that educating a girl child is a waste of resources. The study also reveals that the tradition of boy child being given preference in education was prevalent in Baringo District and this belief has greatly influenced girl child transition from primary school to secondary school. These findings informed the study on how preference for boy child affected the transition of girls from primary to secondary school in the area of study.

Further, Farrah (2008) argues that in most African communities it is regarded that man is the breadwinner and hence only the boys needed more education than girls. All girls were assumed would get married to a man who would in turn take care of them. Therefore, parents saw no need of taking girls to school and be educated, instead they were encouraged to get married early enough and bring wealth to the family (Farrah 2008). The study was set to find out whether early marriages were a common practice in Amukura Division of Teso South Sub County, Busia County and how this affected the transition of girls from primary to secondary school in the study area.

#### **2.2.4 Patriarchal Beliefs**

The fourth social cultural factor that influences girl child education is patriarchal beliefs. Patriarchal beliefs imply that the man ought to dominate and exploit women. Patriarchy sees women as property of men and boys are viewed superior and women as inferior in education. (Mirkin; 1996) Studies point out that inherent patriarchal beliefs still continue to affect girl child education. In patriarchal societies men dominate women. Similarly, boys are highly placed or preferred over girls. The implication of this therefore means that even if it were possible to remove all economic constraints through provision of Free Day Secondary Education for all, many families would still not send their girls to school because of patriarch. (UNICEF 2003) According to Wanjiru (2007), girls are socialized to know that their brother's education is much more important than theirs and they are always willing to drop out of school for the sake of their brothers. The study examined how patriarchal beliefs has made families in Amukura area to have a negative attitude towards sending girls to secondary school.

#### **2.2.5 Household Chores**

The fifth social cultural factor is the one that touches on house hold chores performed mainly by girls at home. Household chores refers to tasks such as cleaning, washing, cooking, collecting firewood that have to be done regularly at home. According to African customs girls are the most likely to perform majority of house hold chores as such girls' education is affected by the fact that they (girls) have to contribute to household chores. According to Juma (1994) girls are sometimes taken away from school to help in the home, nurse babies, clean the house, fetch water and firewood, and to cook. This study explored how such heavy household duties deny girls the opportunity to transit from primary to secondary school.

### **2.2.6 Dowry as Source of Wealth**

Finally, payment of dowry as source of wealth is a limiting factor to girls' transition from primary to secondary school. Dowry is a transfer of the boys' parental property to the girls' parents in the form of bride price at marriage of a daughter. Among the Iteso, bride price from girls is a source of income to the family. Girls are also expected to be married off to enable their brothers to pay bride price when they marry. Ombongi (2008) in his study carried in Isiolo notes that education of girls is influenced by early marriages when girls are married off to rich men in exchange for dowry which is source of family income. The study investigated how the perception of dowry as source of family income affected the chances of girls to proceed from primary to secondary school.

This section has reviewed literature on social cultural factors that affect the rate of transition from primary to secondary school. For instance, early marriages are a factor affecting girl's participation in both Nigeria and Kenya. Teenage pregnancies, patriarchal beliefs, boy child preference and demand for payment of dowry are other factors affecting the transition rate of girls from primary to secondary schools. It can, therefore be concluded that socio-cultural factors impose fundamental challenges to the advancement of girl child in education.

### **2.3 Socio-Economic Factors Affecting the transition of Girl Child from Primary to Secondary School**

The second part of the literature review focuses on the socio-economic factors affecting girl child education in terms of transition from primary to secondary school. Available literature links a number of social economic factors to the low rates of transition from primary to secondary schools among the girl child in most communities in the developing countries, Kenya included. These factors include the following:

- a) Poverty,
- b) Cost of secondary education,
- c) Family economic background
- d) Lack of secondary schools and
- e) Parental level of education

The factors listed above are discussed in the following sections:

### 2.3.1 Poverty

Poverty is very crucial when it comes to the education of the girl child. Poverty basically refers to the inability of one to meet his or her basic needs. Poverty and education are inextricably linked, because people living in poverty may stop going to school since they need to find ways to vend for themselves. According to the report by the Brookings Centre for Universal Education (2015), poverty is regarded as Africa learning barometer. It is a gauge or weatherglass that determines education opportunities. The report indicates that only about a half of the sub-Saharan Africa's 128 million school-aged children currently attending school are unlikely to acquire basic skills needed of them because of poverty. The center's research further suggests that poor families in rural areas are unlikely to educate females. (BCUE, 2015)

Rural areas in Kenya are often characterized with poverty. This has negatively impacted on access to education which is seen by many in the rural areas as not affordable. Kimando *et al.* (2012) carried out a survey to investigate factors hampering transition from primary to secondary school in Juja Division of Thika District and found that the problem of low transition rates affects boys more than girls noting that the most prominent causes of declining rates of transition rate of pupils in public primary schools in the division is among others, poverty. The present study set out to ascertain whether poverty applied to Amukura Division in Busia County.

According to the World Bank (2008), whoever lives below a dollar a day is deemed poor. Demographic records point out that about 50% of Kenyans live below poverty line (National Development plan 1997- 2001). They are therefore, unable to access basic services like food, shelter and health. Going by Maslow's theory of hierarchy of needs, such households may not be able to support the development of basic education. (Abagi, 1997) In efforts to make ends meet girls in some communities are denied access to education and are instead employed as house helps while others engage in prostitution in order to alleviate poverty (Kianda, 2000). Since poverty is linked to the limited educational attainment and low occupational status of the parents, poor families do not reinforce the value of education and more specifically of girls. (Robinson *et al* 1984) These findings informed the present study as it focused in finding out if poverty is a major factor affecting transition of girls from primary to secondary school in Amukura Division.

### **2.3.2 Cost of Secondary Education**

Secondary school education in Kenya is provided with a cost to students. The cost of secondary education is therefore, a major factor influencing transition rates from primary school to secondary school. The cost of education is the net price of attending secondary school including: tuition charges, value of books, boarding fees, and other school supplies that parents incur per child. The cost of education is not all about school fees but school fees remains as a major component of cost of education. School fees is the amount of money parents pay to school for their children to attend school. Many Kenyan children drop out from school because of the obligation.

The cost of secondary education in Kenya is beyond the reach of many Kenyans. Studies show the correlation between enrolment and abolition of fees. However, developing countries are unable to adequately fund education. (World Bank 2008) Although the government introduced Free Day Secondary Education (FDSE) in 2008 with the intention to ensure secondary education is affordable, many parents still find financing secondary education as a problem. As result, the numbers of students joining secondary schools continue to be low. Wangari (2010) found that many parents perceive secondary school education as expensive and beyond the reach of many. For instance, in Murang'a District 84.21% parents indicated the cost of secondary education as very expensive compared to 15.79% for primary education. (Wangari, 2010) If this statistics were to be generalized then it appears many families in Kenyan regard the cost of secondary unaffordable. The findings as reported by Wangari' s (2010) study done in Murang'a are of significance to the present study in order to find out how parents in Amukura rate the cost of secondary education in terms of affordability as compared to people in Murang'a.

School fees is another aspect of cost of secondary education that has attracted intensive research in provision of education. School fees is the amount of money parents pay to school for their children to attend school. Since 2013, the school fees charged by public secondary schools in Kenya has risen dramatically. Many Kenyan children drop out from school because of the obligation to pay fees. In order to address the rising cost of education, the government of Kenya (GOK) introduced Free Primary Education (FPE) and Free Day Secondary Education (FDSE). The principal argument for subsidizing secondary school fees was that they are a major cause of non-enrolment among the poor. (MOEST, 2012) These finding were found to be relevant to the study as it suggested that waiver of school fees enhanced transition of girls from primary school to secondary school.



### **2.3.4 Family Economic Background**

Research shows that the economic status of the family affects the transition of girls from primary to secondary school. The family economic background determines the kind of school children attend. The National Development plan of Kenya 1997-2001 argues that the economic status of the family has a stronger influence on girls' access to education than boys. (National Development plan, 1997- 2001). In most families, unless the family is able to educate both boys and girls, the latter are less likely to transit from primary to secondary education. The findings of a national development plan shed light to the study as it showed how family economic background determined the rate of transition of girls from primary to secondary school in Amukura division, Teso South Sub County, Busia County.

### **2.3.5 Lack of Secondary Schools**

The transition from primary to secondary school presupposes that the secondary schools are readily available for all children. However, this is not always the case in Kenya. Lack of sufficient secondary school denies children the opportunity to proceed with education. The introduction of Free Primary Education (FPE) in 2003 increased the completion rate in primary school, hence increasing the demand for more secondary schools. Generally, there are fewer secondary schools as compared to primary schools in Kenya. Lack of secondary schools is a major bottleneck to enrolment in secondary schools. Kinyanjui (2010) argues that one of the factors constraining secondary education enrolment is the slow growth in the number of secondary schools that has not matched that of primary schools. Kinyanjui's finding gave credence to the present study that sought to find whether there were adequate secondary schools in Amukura Division of Teso South Sub County, Busia County.

Many studies have also observed the existence of uneven distribution of educational opportunities between poor and non-poor regions, both in urban and rural areas (Otieno and Wesonga, 2003; Onsomu et al., 2006; and Mugisha, 2003). These studies have shown that the poor tend to have limited access to educational opportunities than the rich. This applies to the transition rate of girls from primary to secondary school.

According to Policy Framework for Education Paper of April 2012, titled "Government review of secondary education development in Kenya", the number of secondary schools increased from a total of 6,566 in 2008 to 7,308 in 2010. Secondary enrolment grew from 1.18 million students in 2007 (639,393 boys and 540,874 girls) to 1,328,964 (735,680 boys and 593,284 girls) students

in 2008 and further to 1,701,501 (914,971 boys and 786,530 girls) students in 2010. (MOEST; 2012) This data shows that secondary schools increased at the rate of 11 percent while the number of pupils transiting to secondary school rose by approximately 24 percent and 32 percent for boys and girls respectively. As such the transition rates out marched the rate of increase of secondary schools

### **2.3.6 Parental Level of Education**

Parental level of education is an important predicator of children's educational outcomes such as attainment and achievements. Higher level of parent's education is strongly associated with positive outcomes of their children's education. For instance, there is a positive association between children with highly educated mothers and their early childhood education. (U.S Department of Education 2009)The education level of the parents also influences the progress of children to high levels of education. Parents usually wish their children to reach a higher level of education than what they attained. The level of parent's education thus shape the schooling environment of girl child.

## **2.4 School and Environmental Factors Affecting the Transition Rates of Girls from Primary to Secondary School**

This section discusses both physical and psychological aspects of the school environment that affect the rates of transition of girls from primary to secondary school. They include:

- a) Harsh school environmental,
- b) Sexual harassment by teachers,
- c) Lack of school equipment and facilities and
- d) Distance of school from home.

These factors are discussed in the following sections.

### **2.4.1 Harsh School Environment**

One of the school environmental factor that affects the transition of girls from primary to secondary school is harsh school environment. It should be noted that conducive school environments enhance learning while harsh school environment affects learning. According to Moore and John (1957), girls in school face a number of challenges in the school environment such as sexual harassment, and lack of sanitary towels. Hyde (1989), defines an ideal school environment as one in which girls and boys feel safe and able to achieve their full intellectual growth. Whereas harsh school environment is a broad variable including; manual

work, lack of facilities; poor nutrition and lack of counseling, they concentrated on the role of strict punishment as an aspect of harsh school environment. The study determined the relationship between strict school discipline and the rate of transition of girls from primary to secondary schools in Amukura Division of Teso South Sub County, Busia County.

#### **2.4.2 Sexual Harassment by Teachers**

Another school environment factor influencing the transition of girls from primary to secondary school is sexual harassment by teachers. Sexual harassment in form of rape and any other sort of sexual abuse may cause girls to drop out from school. According to Abagi and Odipo (1997) teachers who sexually harass and impregnate girls at early stages make them shy away from going back to school after delivery. One of the issues surrounding sexual harassment is the fact that school girls were considered subservient and obedient and therefore they are also unlikely to report cases of sexual harassment by their teachers. The present study sought to establish the nexus between sexual harassment by teachers and the rate of transition from primary to secondary schools in Amukura Division of Teso South Sub County, Busia County.

#### **2.4.3 Lack of School Equipment and Facilities**

The transition of girls from primary to secondary school is influenced by availability of school equipment and facilities. School equipment refers to facilities such as desks, classrooms, and books that affect learning outcomes. Otieno (2006) noted that school environment including rudimentary shelter, lack of desks, overcrowding, and lack of sanitation facilities discourage girls from schools. In a study by Kwesiga (2002) established that school facilities determined the quality of the school which in turn influences the achievements and attainments of its pupils. A study by Oparanya (2015) shows that lack of privacy for girls such as the absence of toilet facilities contribute to some girls dropping out of schools. According to Mills (1974), as cited by Oparanya et.al (2015) the physical conditions under which a class is working affect the girls moral and their degree of motivation. Mills (1974) emphasized that a student is not well motivated if she is squatting on an uncomfortable stool. The present study interrogated the influence of available school facilities on the rate of transition of girls from primary to secondary schools in Amukura Division of Teso South Sub County, Busia County.

#### **2.4.4 Distance to Schools**

Another factor that affects the transition rate of girls from primary to secondary school is the distance of school from home. The distance of school from home affects access to education.

Noor (2003) notes that in Mandera district, the distance between home and school is a major problem to girls' education. Noor argues that some parents do not allow their daughters to walk alone to school unless accompanied by someone old enough. The present study sought to examine the relationship between distance to school and the rate of transition of girls from primary to secondary schools in Amukura Division of Teso South Sub County, Busia County.

In summary, the reviewed literature in this section pointed out that objective strict discipline, sexual harassment by teachers determined the rates of transition of girls from primary to secondary school. Lack of adequate school equipment such as: shelter, teaching aids and classrooms may also lead to poor performance in KCPE which negatively affect the transition rates. The literature also pointed out those girls felt insecure to enroll in schools that are far away because of insecurity reasons.

## **2.5 The Role of Political Factors and Policies on the Transition Rates of Girls from Primary to Secondary School**

This section reviewed selected literature on the role of political factors on rates of transition of girls from primary to secondary school. In this section the study examines how the following factors influence the rates of transition of girls from primary to secondary school.

- a) Political will and patronage
- b) Disbursement of bursaries
- c) School fees fundraising drive or *harambee*

### **2.5.1 Political Will and Patronage**

Political will and commitment among leaders is essential in the provision of education. Political patronage or the willingness of political elites to support educational activities through building schools, provision of subsidies or bursaries and organizing school fees fund raising or *harambee* projects plays a major role in access, completion and retention of students in secondary school. In order to achieve quality education in any country, there are eight dimensions of good schools, which include good finance including per capita and needs driven funding, good governance and community links, good leadership and management, good teaching, good student outcomes, a good curriculum appropriate to the ages and needs of the students, good ethos, where learning, social responsibility and personal development are valued and a good environment, where best use is made of physical facilities and resources (David, 2011; Prasad & Tata, 2003) all these

eight dimensions are achievable if there is paramount political commitment by local leaders in education.

Political will and patronage in especially utilization of Constituency Development Fund (CDF) is crucial in the empowerment of educational matters. Political and national leaders who speak out against gender inequality in education can have a significant impact on matters that affect their citizens. For instance, heads of government in Oman, Morocco, China, Sri Lanka and Uganda have advocated strongly in support of girls' education. However, political leadership needs to be accompanied by demand for change at the grassroots level. Without it, new initiatives may have little support, and policy makers may divert the resources earmarked for girls to other purposes.

### **2.5.2 Disbursement of Bursaries**

The provision of government bursary scheme for poor students has enhanced participation of the poor in secondary education (Republic of Kenya, 2005). The Secondary Education Bursary Fund (SEBF) was introduced in 1993/1994 financial year as a safety net to cushion the poor and vulnerable groups against the adverse effects of cost sharing in education (Njeru and Orodho, 2003). From its inception up to 2003 the SEBF was disbursed directly to all public secondary schools in the country taking into consideration the school population. Head teachers and Board of Governors predecessor of board of management were charged with the responsibility of identifying the needy students and allocating them money. This however changed in 2003/2004 financial year when the management of the bursary funds was transferred from the schools to the Constituency Bursary Committee (CBC) in line with the government's policy on decentralization and Constituency Development Fund (C.D.F) Act (GOK, 2003; GOK, 2005)

A study by Njeru and Orodho (2003) shows that bursaries only target students already at schools leaving out those transiting from primary to secondary school. The bursary scheme therefore does not benefit those unable to join school. (Njeru and Orodho, 2003) Although the objective of the bursary scheme includes increasing access to secondary schools; ensuring retention in secondary schools; promoting transition and completion rates; reduce disparities and inequalities in provision of secondary education (MOEST, 2005), recent studies by Institute of Policy Analysis and Research (IPAR 2008) indicate that only 42% of applicants for SEBF get the minimum Ksh.5, 000. (Otieno, 2009).

Political leaders in the constituency such as MPs are usually very influential when it comes to beneficiaries of bursaries in the division. Political leaders also play an important role in creating awareness on the newly established bursary scheme called “The Presidential Secondary School Bursary” (PSSB) for the orphans and vulnerable children (OVC) from poor families in Secondary Schools is administered by the OVC Secretariat as a complementary service. This PSSB Scheme was started in 2013/2014 Financial Year to support the OVC in Secondary Schools. This is a Government contribution towards complying with the legal requirement as stipulated in the Children’s Act 2001 Section 7(1), and as a complementary service. The present study investigated the strategies local administrators and politicians in Amukura Division, Teso South Sub County, Busia County have put in place to ensure access to bursaries for girls who are willing to continue with secondary education after primary school.

### **2.5.3 School Fees Fundraising Drive (Harambee)**

Financing secondary education is a great challenge to both governments and households. Secondary education in most African countries tends to be the most neglected, receiving on average 15-20% of state resources (World Bank, 2005). Household burden in financing secondary education is also high. In Kenya, whereas households meet only 20% of primary and 8% of university education costs, they shoulder 60% of secondary education costs. Thus, cost is a key barrier to transitioning to secondary school for the poor, who form the majority in sub-Saharan Africa.

One of the innovative ways that has been used in Kenya for assisting the underprivileged is “harambee” self-help movement. *Harambee* literally means ‘let us pull together’ and is variously described as way of life in Kenya. (Ngethe, 1979) It has played a key role in education of children from poor backgrounds. The most striking feature of *harambee* has been growth of *harambee* secondary schools. (Mbithi, 1977). Through the spirit of *harambee*, schools have been built and school fees raised enabling children from disadvantaged families go through secondary education.

Literature reviewed in this section showed that disbursement of bursaries, *harambee*, and lack of political will to support the cause of education among political elites influences the rate of transition from primary to secondary school. The study examined the nature and extends of political patronage in the division. It also ascertained the impact of disbursement of bursaries in

the division. Further to this the study investigated educational policies initiated by local politicians and administrators to promote the rates of transition of girls from primary to secondary school.

## **2.6 Theoretical Framework**

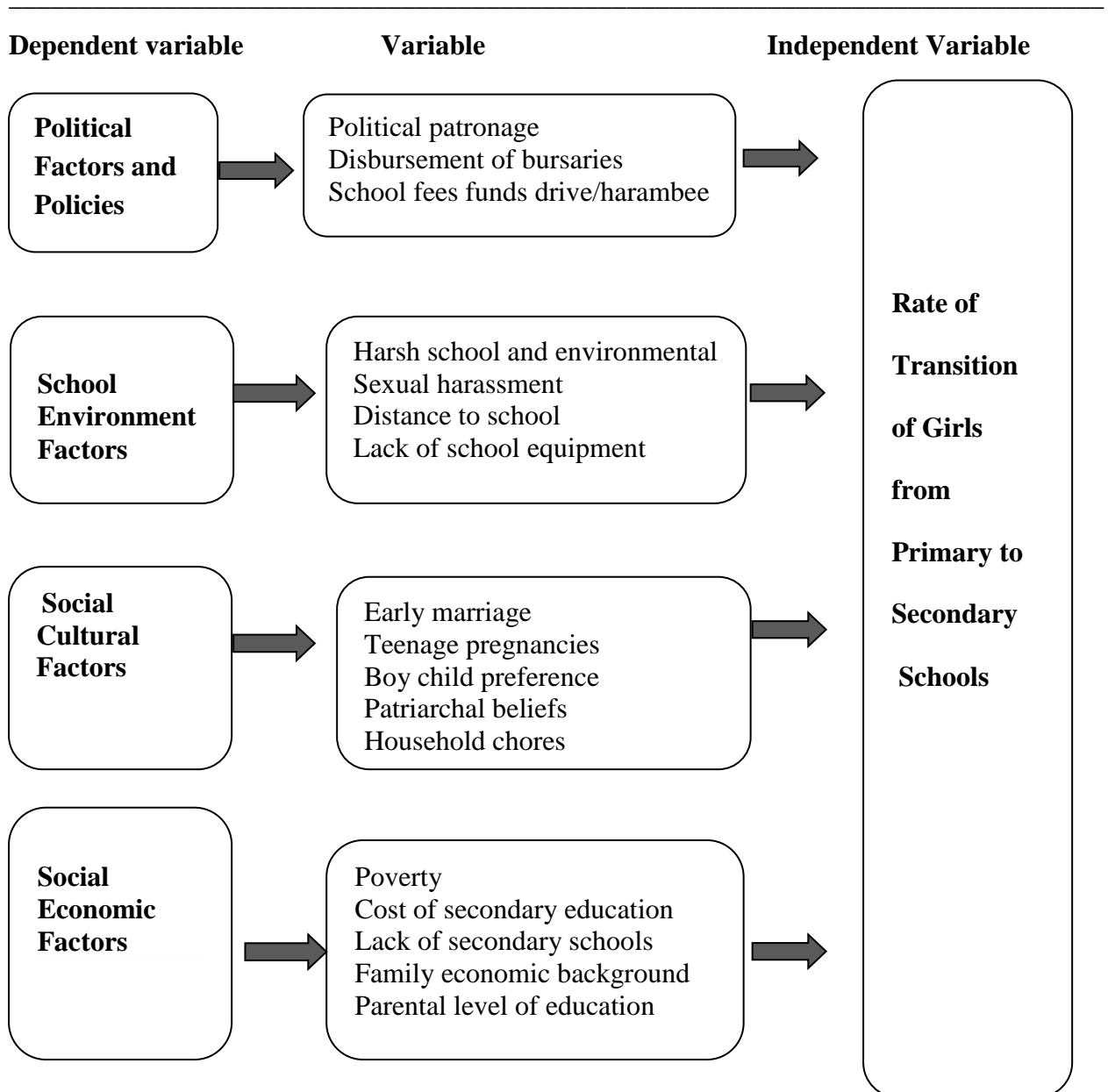
This study is based on Maslow theory of hierarchy of needs. Abraham Maslow (1954) theory of hierarchy of needs states that human needs operate in a hierarchy of different levels of needs, from basic physiological needs to high levels needs of actualization. Maslow argues that there are certain minimum requirements that are essential to a standard of living. These are the physiological needs or primary needs. They include food, shelter, health and clothing. Primary needs have to be catered for before other needs such as security, sense of belonging, love and self-actualization are catered for. This implies that parents may be preoccupied with the satisfaction of physiological needs in expense of educational need which fall in higher level. Rated in hierarchical order, socio-economic factors are at the base of the hierarchy of family needs. Thus if a family is poor the opportunity cost of schooling becomes too high and most parents may find it difficult to send their daughters to secondary school. Hence low transition rates from primary to secondary school for girls who come from poor family backgrounds.

The theory of hierarchy of needs advanced by Abraham Maslow is relevant to the study in that socio-economic factors are a major determinant of transition from primary to secondary schools for girls. Other variables such as socio-cultural factors, school environmental factors and political factors are dependent on socio economic factors. The theory implies that parents can only afford secondary education of their children after satisfying basic needs such as food and shelter. Economic levels of the family may also help in explaining some socio-cultural factors such as payment of dowry, patriarchy, and preference of boy child. Economic factors also determine availability of secondary schools, and availability of school facilities and hence determining transition rates of girls from primary to secondary school.

## **2.7 Conceptual Framework**

A conceptual framework helps to visualize the relationship between variables. The study adopts the conceptual model which encompasses the major variables and their influence on the transition rates of girls from primary to secondary schools. It identifies the dependent variables in this case socio cultural factors, socio economic factors, social political and, school environmental factors. It also identifies the independent variable as the rate of transition of girls

from primary to secondary school and the intervening variables. The figure below shows the conceptual framework adopted by the study.



**Figure 2.1 Conceptual Framework**

### 2.8 Summary of Literature Review

The above reviewed literature clearly points out a number of factors and issues affecting rates of transition of girls from primary school to secondary. Some of the challenges identified in the reviewed literature include socio-economic, socio-cultural, school environment related and political factors.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter encompasses the research methodology including: research site, research design, and target population, sampling techniques, sample size, data collection instruments and techniques of data analysis. It also discusses ethical considerations of the study.

#### **3.2 Area of Study**

The study was carried out in Amukura Division, Teso South Sub County, Busia County in Western Kenya. The researcher purposively picked on Amukura Division because of accessibility and to overcome the limitation of lack of funds. The geography of the division is divided into two major features, the flat plains to the East of Amukura-Nambale road and several adjacent rocky Amukura hills to the West. The dominant inhabitants of the area of study are the Iteso, a subset of the plain Nilotes, who partially still hold to their cultural values. Subsistence agriculture and small scale livestock rearing are the predominant economic activities of the community in the area of study.

#### **3.2 Research Design**

Kothari (2001) states that research design is an arrangement of conditions for collecting and analyzing data. In this study the researcher used descriptive survey design. Descriptive survey is a method of collecting information by interviewing or administering questionnaire to a sample of individuals (Orodho, 2003). Descriptive survey design is a method that enables one to gather data from relatively large number of subjects at a particular time (Mugenda & Mugenda, 1999). The choice of descriptive survey design was made based on the fact that the study surveys views of head teachers, teachers, pupils, students, parents, ministry of education officials and local politicians. The first phase of the study involved collection of quantitative data with aid of semi-structured questionnaires administered to pupils head teachers, teachers, parents and other stakeholders in education. The second phase involved interviews of key informants in the ministry of education on rates of transition of girls from primary to secondary school.

#### **3.3 Target Population**

According to Borg and Gall (1989) a target population is defined as all members of the real population of people, events or objects to which a researcher wishes to generalize the results of the study. The study's target population was the population of all

stakeholders in public primary and secondary schools which include: standard eight and form one girls in public primary and secondary schools, parents, teachers, school board of management, ministry of education officials, opinion leaders and politicians in Amukura Division, Teso South Sub County, of Busia County.

**Table 3.1 Target Population and Number of Respondents**

<b>Category of respondents</b>	<b>Target population</b>	<b>Percentage</b>	<b>Number of respondents</b>
Head teachers	50	30%	15
Teachers	150	10%	15
Girls in Standard Eight	300	15%	45
Girls in Form One	200	10%	21
Parents	250	20%	45
School Board of Management	40	15%	6
Local political leaders	20	30%	6
Education Officers	2	100%	1
<b>Total</b>	<b>1012</b>	<b>15.2%</b>	<b>154</b>

### 3.4 Sampling Technique

The researcher used stratified random sampling. The educational zones in the division served as stratum. The aim of stratified random sampling according to Mugenda is to achieve a required representation from various sub groups in the population. (Mugenda & Mugenda, 1989)

### 3.5 Sample Size

To comprehensively obtain the best representative sample size the study did careful analysis of the area of study. One of the ways of analyzing the division was in terms of educational zones. Amukura Division is divided into three educational zones: Kaujakito, Kotur and Aremit. Within Amukura Division, there are 37 public primary schools and 13 public secondary schools. Twelve (12) public primary schools from each zone were used in the sample which translated to 32 percent. Three (3) secondary schools one from each zone was sampled translating to 30 percent of the target population. All the 15 head teachers from the 12 primary schools and 3 secondary schools were sampled. This represented 40 percent of the target population. The researcher sampled one teacher per school in the fifteen sampled school. This

gave a total 15 teachers representing 10 percent of approximately 150 teachers teaching in the division. The researcher picked 5 standard eight girls from each of the twelve public primary schools and 7 form one girls from the three secondary schools sampled in the study to complete the questionnaires. These represented 15 percent and 10 percent respectively of the standard eight girls and form one girls in the division. As for parents, three parents in each of the school sampled were to complete the questionnaires. A representative of two school board of management per educational zones were sampled. One Ward Administrator and Member of County Assembly (MCA) in each of the Wards corresponding the educational zones were required to complete the questionnaires. The researcher reached out to the Sub County Director of Education who was deemed as a key informant for the study. In general, the researcher settled on a sample of 15.2 percent of the target population of 1012 persons this translated to 154 respondents. Kombo (2006) argues that a representative of 10 percent and above of a sample is enough for providing the required information. (Kombo, 2006). The distribution of sample size is shown in the table below.

**Table 3.2 Sample Size**

Sample Category	Sample size by Zone			Total
	Aremit Zone	Kaujakito Zone	Kotur Zone	
Schools	5	5	5	-
Girls in standard 8	15	15	15	45
Girls in Form 1	7	7	7	21
Head teaches	5	5	5	15
Teachers	5	5	5	15
Parents	15	15	15	45
Politicians	2	2	2	6
Board of School Management	2	2	2	6
Ministry of Education	-	-	-	1
<b>Total</b>				<b>154</b>

### 3.6 Data Collection Instruments

The questionnaire was the main instrument of data collection. Questionnaires were administered for collecting data from head teachers, teachers, students, pupils, opinion leaders, parents, local politicians, ward administrators ministry of education officials. The researcher also used open ended questions in addition to the closed questionnaire when collecting information on the rate

transition of girls in the division from ministry of education officials. According to Mugenda & Mugenda (1999) research information is best collected using questionnaires, but probing or Interview guide allows the researcher to obtain in depth data which might not be possible to get using questionnaire. (Mugenda & Mugenda, 1999).

The questionnaire examined all the factors in the following sub-categories: the socio-cultural, socio-economic, school environmental and socio-political factors affecting the rate of transition of girls from primary to secondary schools as discussed in the objectives of the study. (See attached the Questionnaire). In the questionnaire the respondents were required to rate the factors that affected the rate of transition of girls from primary to secondary school in the scale of 1-5, where (1= strongly disagree, 2 = disagree, 3 undecided, 4 = agree, 5= strongly agree).

### **3.7 Validity of Instruments**

Instrument validity refers to accuracy, meaningfulness and technical soundness of the research instrument (Mugenda & Mugenda, 1999). It is the degree to which a test measures what it is intended to measure. To this effect questionnaire intended to be used in the study are said to be valid when they actually measure the intended parameters (Borg & Gall, 1989). Instrument validity was enhanced in pretest and retest and through pilot study.

### **3.8 Data Collection**

To generate data for this research study, the researcher requested for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) and the cover letter from the University of Nairobi. Permissions were also sought from the County Commissioner of Busia and the County Director of Education (CDE) in Busia as well as from the Curriculum Support Officer (CSO) Amukura Division. Thereafter the researcher wrote letters to the head teachers to be allowed to carry out the research study in their respective schools. Students, parents, teachers and other members of the target population from the selected schools and the environs were also visited by the researcher or researcher assistant prior to administration of questionnaires to the respondents. The questionnaires were then administered and collected. The completed questionnaires were then collected, checked for completeness

### **3.9 Data Analysis Techniques**

Collected data was analyzed appropriately and data corroborated in themes according to the research objectives of the study. The study generated quantitative data that was arranged and

recorded in themes that related to a particular research questions after which tables, bar graphs, and pie charts were used to present the data while frequencies and percentages were used to analyze the quantitative data. Data obtained was then analyzed and conclusions derived to ascertain factors affecting transition rates of girls from primary to secondary schools in Amukura Division of Teso South Sub County, Busia County.

### **3.10 Ethical Considerations**

The respondents were assured of ethical consideration about the research that the information given or gathered would be treated as private and confidential. The researcher also assured respondents that the data obtained by the study was to be used only for the purpose of the study. The study considered the code of ethics in conduction research. The researcher observed confidentiality especially from the information given on questionnaires. The informants were carefully handled and their personal identity and details avoided. The respondents' names were not to be written on the questionnaires. The consent of respondents was verbally sought before conducting interviews through writing letters to head teachers. The researcher also ensured to uphold the image of the University by reporting accurately and correctly its findings without bias. The study was also conducted in full knowledge of the Ministry of Education.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION, DISCUSSIONS AND INTERPRETATION

#### 4.1 Introduction

This chapter focuses on data analysis, presentation, discussion and interpretation. It presents the results of the study on factors that influence the rate of transition of girls from primary to secondary schools in Amukura Division of Teso South Sub County, Busia County. The study generated quantitative data that was organized and then analyzed. Interpretation and discussions have been made to ascertain factors affecting transition rates of girls from primary to secondary schools in Amukura division. The details of the data analysis and presentation are given in the sections below.

#### 4.2 Questionnaire Return Rate

Questionnaire return rate is the proportion of sample that was able to complete and return the questionnaires. During the study, questionnaires were distributed to the target population of the study which included: girls in standard eight and form one in public primary and secondary schools, head teachers, teachers, parents, and other stakeholders who included members of School Board of Management, Ministry of Education Officials, and politicians. The return of the questionnaire was 82.60 percent. This was attributed to good rapport the researcher established with respondents and also the timely distribution of the questionnaire and good record keeping by respondents. The rate of questionnaire return rate is shown in table 4.1 below.

**Table 4.1 Questionnaire return rate**

<b>Respondents</b>	<b>Questionnaires given</b>	<b>Questionnaires returned</b>	<b>Percentage</b>
Girls in standard 8	45	45	100%
Girls in Form 1	21	21	100%
Head teachers	15	12	80%
Teachers	15	10	66.7%
Parents	45	45	100%
Other stakeholder	13	12	92.30%
<b>Total</b>	<b>154</b>	<b>145</b>	<b>94.15%</b>

As presented in the table, forty five questionnaires were distributed to girls in standard eight in twelve public primary schools and twenty one questionnaires to girls in form one in the three sampled public secondary schools in the division. Fifteen questionnaires were completed by head teachers and teachers in the selected schools. Forty five questionnaires were filled by parents and thirteen questionnaires were completed by other stakeholders in this order. One ministry of education official, three MCA's and three Ward administrators, and six representatives of school board of management.

Majority of the completed questionnaires were collected back reflecting 94.15% questionnaires return rate. This return rate was absolutely very good for all the targeted respondents. According to Mugenda & Mugenda (2003) a questionnaire return rate of eighty percent and above is satisfactory. This study was very successful in terms of questionnaire return rate.

### 4.3 Background Characteristics of Respondents

Background characteristics of respondents are very important for any research. For this reason this proceeding section of this chapter will examine some background characteristics of respondents.

#### 4.3.1 Demographic Data

First, the demographic data of the respondents was analyzed, the data on the gender and age of the respondents is presented in table 4.2 given below.

**Table.4.2 Distribution of respondents based on gender**

Category of Respondent	Male	Female	Total
Girls in Standard VIII	0	45	45
Girls in Form I	0	21	21
Head teachers	10	2	12
Teachers	7	3	10
Parents	35	10	45
Other stakeholders (Politicians, Ministry of Education Officials and School BOM Members)	12	0	13
<b>Total</b>	<b>64</b>	<b>81</b>	<b>145</b>

Table 4.2 above shows that there were 64 male respondents representing 44.13 percent and 81 female respondents representing 55.86 percent who completed and returned questionnaires. More than half of the respondents were female. The female were mostly students and pupils who were below the age of eighteen while the males represented the categories of head teacher, teachers, parents and other stakeholders. This gender biased study was necessary as the study was on factors that affected the rate of transition of girls from primary to secondary school.

#### 4.3.2 Age of the Respondents

The second demographic aspect of the target population analyzed was the age of the respondent. Table 4.3 below gives the summary of the findings of the study.

**Table 4.3 Ages of the respondents**

Age in Years	Girls in Std VIII	Girls in Form I	Head Teachers	Teachers	Parents	Other Stakeholders	Tot	%
10 -12	-	-	-	-	-	-	0	0%
13 - 15	40	9	-	-	-	-	49	33.10%
16 – 18	5	12	-	-	-	-	17	11.72%
18 - 30	-	-	-	-	-	-	0	0%
30 – 40	-	-	2	3	5	-	10	6.89%
41 – 50	-	-	3	3	30	6	42	28.96%
51 - 60	-	-	7	4	10	6	27	20%
<b>Total</b>	<b>45</b>	<b>21</b>	<b>12</b>	<b>10</b>	<b>45</b>	<b>12</b>	<b>145</b>	<b>100%</b>

In table 4.3 above, 33.10 percent of the respondents were children between the ages of 13 – 15 years. These were mostly girls in standard eight and Form one. 11.72 percent of the respondents were also girls of ages between 16 -18 years. A total of approximately 55 percent of the respondents were adults. These adults were mostly head teachers, teachers, parents and other stakeholders which include: Ward administrators, Members of County Assembly (MCA), representatives of school board of management and the Curriculum Support Officer (CSO) Amukura. The adult respondents were important to the study as they gave informed opinions about the study.



#### **4.4 Transition Rates of Girls from Public Primary School to Secondary School.**

To ascertain the actual number of girls transiting from public primary to secondary schools in the division, the study tasked head teachers in the sampled schools to provide data on the number of girls who successfully transited from primary to secondary schools in their schools in the last three years. The information gathered from head teachers was corroborated with the information sought from the office of County Director of Education. The data is presented in table 4.4 below.

**Table 4.4 Rate of transition of girls from public primary to secondary in Amukura Division.**

<b>Year of</b>	<b>No. of girls in Std VIII</b>	<b>No. of girls who joined Form I in the subsequent year</b>	<b>Rate of transition</b>
2014	330	150	45.0%
2015	375	180	48.0%
2016	410	200	48.7 %

The data presented in the table 4.4 above shows enrolment of girls in standard eight and rates of transition to secondary schools in the last three years. The table reveals that the rate of transition of girls from primary to secondary rose from 45 percent in 2014 to 48.7 percent in 2016. This is a steady rise in the rates of the transition in the last three years. The findings of the study also show that there is a lower transition rate of girls from public primary schools to secondary schools in Amukura Division, Teso South Sub County of Busia County as compared to national statistics. According to the Ministry of Education (MOEST, 2014), the national average transition rates of girls from primary to secondary school stands at 91.4% in 2010. (MOEST 2014).

Further the researcher asked primary school pupils and secondary school students in form one to indicate whether all their sisters transited from primary to secondary school, they responded as shown in Table 4.5 below

**Table 4.5 Responses of girls on the transition rate of their sisters from primary to secondary school.**

<b>Response</b>	<b>No of Respondents</b>	<b>Percentage</b>
<u>Primary School Pupils</u>		
Yes	20	44.44%
No	25	55.56%
<u>Secondary School Students</u>		
Yes	9	42.86%
No	12	57.14%
<b>Total</b>	<b>61</b>	<b>100%</b>

The data presented in table 4.5 above shows that 44.44 percent of the primary school girls in standard eight responded that all their sisters were able to successfully transit from primary to secondary schools in the division. Majority of the girls in standard eight, (55.56 percent) indicated that not all their sisters were able to continue with secondary school after primary school. Almost a similar response was given by girls in form one. These findings could be taken to imply that majority of the girls in the study area were not able to successfully transit from primary to secondary school for a number of reasons which is the concern of the study.

#### **4.5 Factors Affecting the Rate of Transition of Girls from Primary to Secondary School**

This section of chapter four, provides data analysis and presentation of the data on factors affecting the transition of girls from primary to secondary school in Amukura Division of Busia County. The section is organized around the objectives of the study. The findings of the study are presented in the following sections.

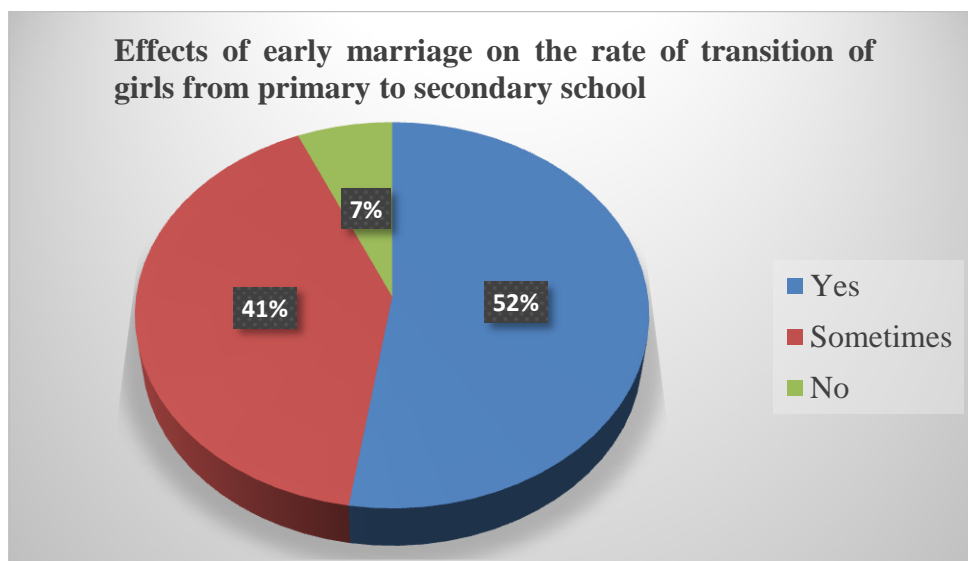
#### **4.6 Effects of Social Cultural Factors on the Rate of Transition of Girls from Primary to Secondary School**

The first objective of the study investigated the extent to which social cultural factors affected the transition of girls from primary to secondary school in Amukura Division of Busia County. The study focused on factors such as early marriages, teenage pregnancies, boy child preference, patriarchal beliefs, household chores and dowry as source of wealth. The

sections given below provide a presentation of the findings of the study on each of these variables.

#### **4.6.1 Effects of Early Marriages on the Transition Rate of Girls from Primary to Secondary School.**

The first aspect of the socio-cultural factors that was investigated was early marriage of girls. To obtain data on this variable, girls in form one and standard eight were asked to specify how early marriages affected the rate of transition of girls from primary to secondary. Their responses are shown in the pie-chart below.



**Figure 4.1 Responses of girls on the effects of early marriage on the rate of transition of girls from primary to secondary school**

Data presented in the pie chart shows that, 52 percent of the respondents acknowledged indeed that early marriages affected the rate of transition, 41 percent of them agreed that early marriages sometimes affected the rate of transition of their sister siblings while only 7 percent of the sample size stated that early marriage did not affect the rate of transition of girls from primary to secondary school.

Head teachers, teachers, parents and other stake holders (ministry of education official and politician and school BOM members) were asked to indicate how much they agreed or disagreed with the following statement. “Early marriages affect transition rates from primary to secondary school in your division.” Their results are presented in table 4.6 below.

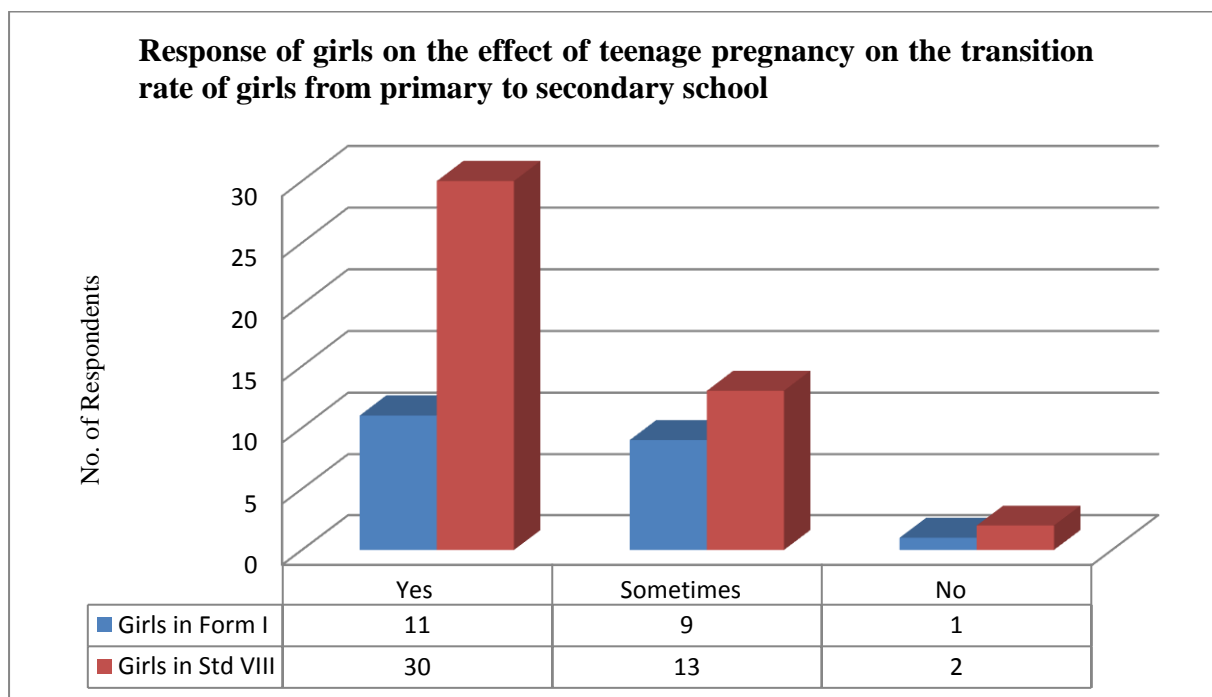
**Table 4.6 Response of Head teachers, and other stakeholders on the effects of early marriages in the rates of transition**

Response	Category of Respondents					Percentage
	H/Teachers	Teachers	Parents	Other Stakeholder	Total	
Strongly Disagree	-	-	15	-	15	18.98%
Disagree	-	-	5	-	5	6.32%
Undecided	-	-	-	2	2	2.53%
Agree	8	4	20	6	38	48.10%
Strongly agree	4	6	5	4	19	24.05%
<b>Total</b>	<b>12</b>	<b>10</b>	<b>45</b>	<b>12</b>	<b>79</b>	<b>100%</b>

From the table above 48.10 percent and 24.05 percent of the respondents indicated that early marriage affected the rate of transition of girls from primary to secondary school. Approximately 18.98 percent and 6.32 percent strongly disagreed and disagreed respectively. The findings of the study in the table above show that early marriage affects the rates of transition of girls from primary to secondary school in Amukura Division, Teso South Sub County of Busia County. This are in line with Kipkulei findings on factors affecting girls’ participation in primary schools in Barwessa Division of Baringo District. Kipkulei (2004) found that early marriages affect participation of girls in primary schools.

#### **4.6.2 Effect of Teenage Pregnancy on Rate of Transition of Girls from Primary to Secondary School**

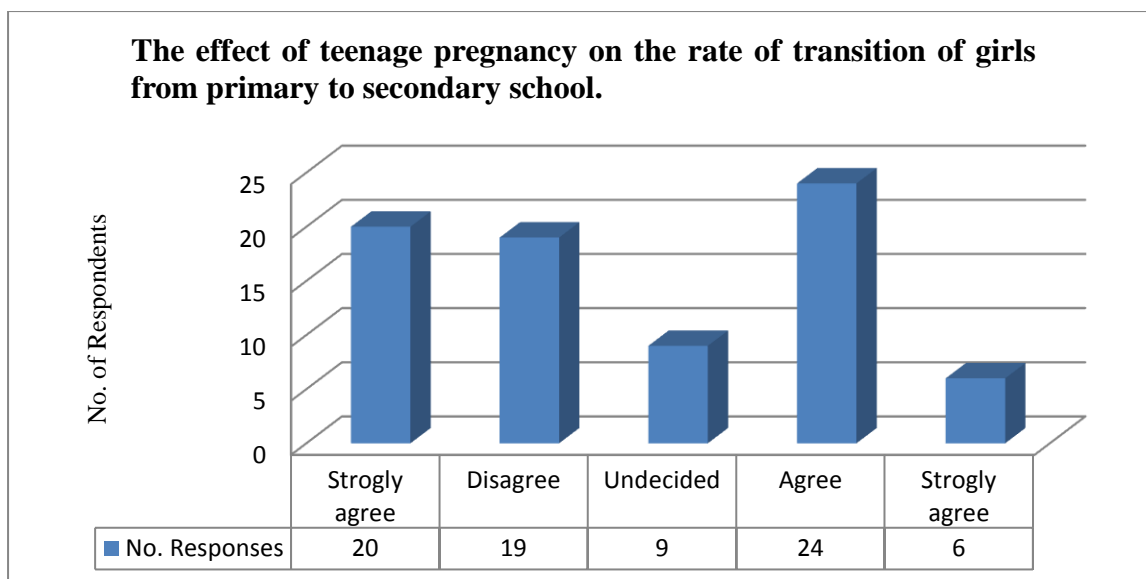
The second socio-cultural variable that was of interest to the researcher was teenage pregnancy among girls in the study area. To be able to explain the effects of teenage pregnancy among girls on transition rates from primary to secondary school, girls in form one and standard eight in the study sample were asked to rate on the scales of “Yes, Sometimes and No,” if teenage pregnancy affected the rate of transition of girls from primary to secondary school. The results are given in the figure 4.2 presented below.



**Figure 4.2 Responses of girls on the effect of teenage pregnancies on the rate of transition of girls from primary to secondary school.**

In figure 4.2 above, forty one of the respondents representing 62.12 percent of the girls sampled responded yes while twenty one respondents representing approximately 33.33 percent responded that sometimes teenage pregnancy affects the rate of transition of girls from primary to secondary school. Three respondents in this category representing 4.45 percent of the girls sampled stated that teenage pregnancy does not affect the rates of transition of girls from primary to secondary school.

In addition, Head teachers, teachers, parents and other stake holders were also asked to indicate how they felt teenage pregnancy affects the chances of girls transiting from primary to secondary school in the study area. The results are presented in the figure 4.3 shown below.

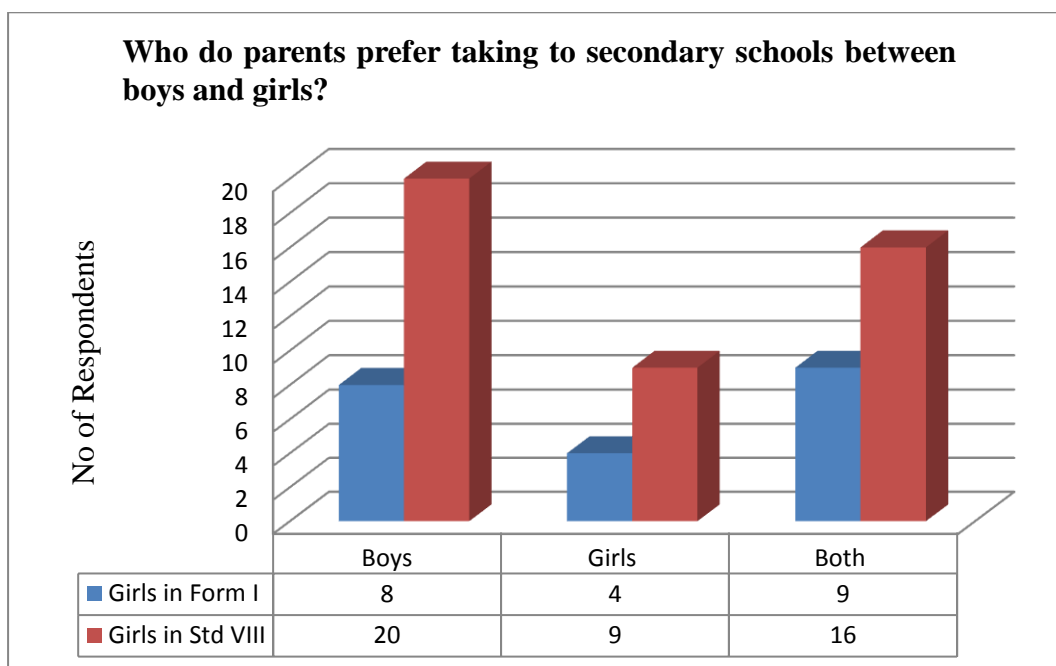


**Figure 4.3 Responses of head teachers, teachers, parents and other stakeholders on the effects of teenage pregnancies on transition rates.**

The data presented in figure 4.3 above, shows that twenty four respondents representing 30.37 percent of the sampled respondents in this categories agreed that teenage pregnancy affected the rate of transition. Six respondents representing approximately 7.59 percent strongly agreed. 25.31 percent strongly disagreed while 24.05 6 percent disagreed that teenage pregnancy does not affect the rate of transition of girls from primary to secondary school. 11.39 percent were undecided if teenage pregnancy affects the rate of transition of girls from primary to secondary school. The findings show that teenage pregnancies affected the rate of transition from primary to secondary school in Amukura Division of Teso South Sub County, Busia County by approximately 37 percent. These findings are similar to those by Abagi and Odipo (1997). According to Abagi and Odipo, (1997) teenage pregnancy is one of the factors that affect girl child education.

#### **4.6.3 Effects of Boy Child Preference on the Rate of Transition of Girls from Primary to Secondary School.**

The third socio-cultural variable of the study was concerned with the issue of boy child preference by parents in the study area. In order to gauge the effect of the preference for boy child on the transition of girls from primary to secondary school, girls in form one and standard eight were asked to indicate whom the parents prefer taking to secondary school between boys and girls. The results are as presented in figure 4.4 given below.



**Figure 4.4 Responses of girls on the effects of boy child preference on rates of transition**

In the data presented in figure 4.4 above, twenty eight respondents representing 42.42 percent of the girls sampled strongly indicated that parents preferred sending boys to secondary school to girls. 19.69 percent of the respondents indicated parents prefer sending girls to secondary school to boys. Twenty five respondents representing 37.87 percent of the girls sampled indicated that parents preferred sending both boys and girls to secondary school. These findings are similar to Chepkurui (2004) who reveals that the tradition of boy child being given preference Baringo District greatly influenced girl child transition from primary school to secondary school.

Further, data on the boy child preference by parents was obtained by asking Head teachers, teachers, parents and other stakeholders in education to indicate whether most parents prefer boy child to girl child in pursuing secondary education in the study area, their results are presented in table 4.7 below.

**Table 4.7 Response of Head teachers, Teachers, Parents and Other Stakeholders on the effect of boy child preference on rates of transitions**

Response	Category and number of respondents					Percentage
	H/Teachers	Teachers	Parents	Other Stakeholders	Total	
Strongly Disagree	2	2	15	-	19	24.05%
Disagree	2	2	5	2	11	16.66%
Undecided	-	-	2	8	10	12.65%
Agree	6	6	18	2	32	40.50%
Strongly Agree	2	-	5	-	7	6.86%
<b>Total</b>	<b>12</b>	<b>10</b>	<b>45</b>	<b>12</b>	<b>79</b>	<b>100%</b>

The data presented showed that 40.50 percent and 6.86 percent of the respondents sampled in this category agreed and strongly agreed that parents prefer sending boys to secondary school than girls respectively. 24.05 percent and 16.66 percent of the sample disagreed and strongly disagreed respectively while 12.65 of the respondents were undecided. The findings show that parents in the area of study prefer sending boys over girls to secondary school. These findings are in line with a report by Farrah (2008) which argues that in most African communities it is regarded that man is the breadwinner and hence only the boys needed more education than girls. (Farrah, 2008)

#### **4.6.3 Effects of Patriarchal beliefs on the Rate of Transition of Girls from Primary to Secondary School**

Head teachers, teachers, parents and other stake holders were also asked to indicate if patriarchal beliefs are still engrained in the community of the area of study. Their responses showed that 40.50 percent and 6.86 percent of the respondents sampled in this category agreed and strongly disagreed that patriarchal beliefs were still present in the community in the area of study. 24.05 percent and 16.66 percent of the sample disagreed and strongly disagreed respectively that patriarchal beliefs have no influence on the rate of transition of girls from primary to secondary school. 12.65 of the respondents were undecided whether patriarchy exists or not. The findings are presented in the table 4.8 below.



**Table 4.8 Response of Head teachers, Teachers, Parents and Other Stakeholders on the effect of patriarchy on the rate of transitions of girls from primary to secondary school**

Response	Category and number of respondents					Percentage
	H/Teachers	Teachers	Parents	Other Stakeholders	Total	
Strongly Disagree	2	2	15	-	19	24.05%
Disagree	2	2	5	2	11	16.66%
Undecided	-	-	2	8	10	12.65%
Agree	6	6	18	2	32	40.50%
Strongly Agree	2	-	5	-	7	6.86%
<b>Total</b>	<b>12</b>	<b>10</b>	<b>45</b>	<b>12</b>	<b>79</b>	<b>100%</b>

#### **4.6.4 Effect of Performing Household Chores on the Rate of Transition of Girls from Primary to Secondary School.**

The fourth social-cultural variable that was investigated in the study was the effect of performance of the household chores by girls on girls' transition from primary to secondary schools. In this regard, girls in Form one and Standard eight pupils were asked to indicate who in the family performs more household chores between boys and girls. Table 4.9 below summarizes the data gathered by the study.

**Table 4.9 Responses of girls on effects of performing household chores on the transition rate of girls from primary to secondary school.**

Response	Number and Category of Respondents			Percentage
	Girls in Std VIII	Girls in Form 1	Total	
Girls	40	11	0	77.27%
Boys	0	0	0	0%
Both and girls	5	10	15	22.72%
<b>Total</b>	<b>45</b>	<b>21</b>	<b>66</b>	<b>100%</b>

From the data presented in table above, 77.27 percent of the respondents stated that girls performed more household chores than boys while 22.72 percent of the respondents stated that

both boys and girls performed equal household tasks. None of the respondents indicated that boys perform more household chores than girls.

Further, Head teachers, teachers, parents and other stakeholders were asked if girls who perform more household chores are unlikely to transit from primary to secondary school. The results that are presented in table 4.10 below, is based on the following question. Girls who perform more household chores are unlikely to transit from primary to secondary school?

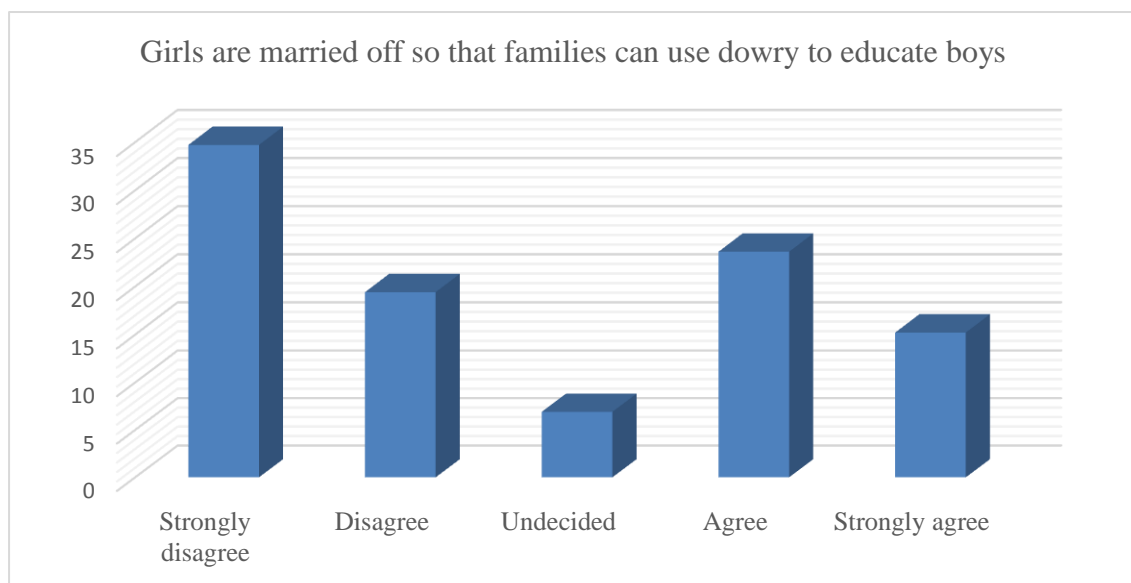
**Table 4.10 Responses of Head teacher, Teachers, Parents and Other Stakeholders on the effects of performing more household chores on the rates of transition.**

Response	Category and number of respondents					Percentage
	H/Teachers	Teachers	Parents	Other Stakeholders	Total	
Strongly Disagree	3	2	17	-	22	27.84%
Disagree	-	-	5	2	7	8.86%
Undecided	-	-	-	2	2	2.47%
Agree	7	6	18	8	39	49.36%
Strongly Agree	2	2	5	-	9	11.39%
<b>Total</b>	<b>12</b>	<b>10</b>	<b>45</b>	<b>12</b>	<b>79</b>	<b>100%</b>

Data presented in the table 4.10 above show that, approximately 49.36 percent of the respondents agreed and while approximately 11.39 percent of respondents strongly agreed that girls who perform more household chores were unlikely to transit from primary to secondary school. These two responses account for 65 percent of the respondents. 27.84 percent and 8.86 percent of the respondents sampled in this category either disagreed or strongly disagreed while 2.47 percent of the respondents that girls who perform household chores were unlikely to transit from primary to secondary school. According to Juma (1994) girls are sometimes taken away from school to help in the home, nurse babies, clean the house, fetch water and firewood, and to cook.

#### 4.6.5 Effect of Dowry as Source of Income on the Rate of Transition from Primary to Secondary School

The fifth socio cultural variable that was studied is the payment of dowry as a source of income. In order to assess the effect of payment of dowry as a source of income on girls' transition from primary to secondary school. Girls in form one and standard eight in the sample were asked to opine their views on this statement. "In many instances girls are married off so that families can use dowry obtained as source of wealth to educate boys." The results are presented in the figure shown below.



**Figure 4.8 Response of girls on effects dowry on the rates of transition**

Form figure 4.8 above, 34 percent and 19 percent of the respondents strongly disagreed and disagreed respectively that in many instances girls are married off so that families can use dowry obtained as source of wealth to educate boys. 6 percent of the respondents in this category were undecided while 23 percent and 15 percent of the responded agreed and strongly agreed respectively that in many instances girls are married off so that families can use dowry obtained as source of wealth to educate boys. From the response, the study deduced that girls are never married off so that families can use dowry obtained as source of wealth to educate boys. Therefore this factor does not influence the rate of transition of girls from primary to secondary as in contrast with report suggested by Ombongi (2008) in his study carried in Isiolo that notes that education of girls is influenced by early marriages when girls are married off to rich men in exchange for dowry which is source of family income.

#### 4.7 Socio-economic Factors Affecting the Rate of Transition of Girls from Primary to Secondary Schools.

The second objective of the study sought to establish the extent to which socio-economic factors affected the transition rates of girls from primary to secondary school in Amukura Division, Teso South Sub County, Busia County. The study focused on the following factors: poverty, cost of secondary education, family economic background, lack of secondary schools and parental level of education. Data obtained in each of these variables is presented in the sections that follow here below.

##### 4.7.1 Effects of Poverty and the Transition Rate of Girls from Primary to Secondary School

The first socio-economic variable that was of interest to the researcher was the poverty level in the area study. To gather data on poverty, the girls in standard eight and form one were asked to indicate the estimated total earnings of their parents. The data presented on table 4.11 below was based on the question. Approximately what is the total daily earning of you parents per head? Where:

- a) Very poor family earns less than Kshs 100 per head per day.
- b) Poor family earns between Kshs 100 – 500 per head per day.
- c) Middle level family earns between Kshs 500 -1,000 per head per day.
- d) High level family earns more than Kshs 1,000 per head per day.

**Table 4.11: Poverty levels of families in the area of study as reported by girls in standard eight and form one**

Response	Number and Category of Respondents			Percentage
	Girls in Std VIII	Girls in Form I	Total	
Below Kshs 100	0	0	0	0%
Between Kshs 100-500	28	9	37	56.06%
Between Kshs 500-1,000Low	15	10	25	37.87%
Above Kshs 1,000	2	2	4	6.06%
<b>Total</b>	<b>45</b>	<b>21</b>	<b>66</b>	<b>100%</b>

Data presented in the table shows that 56.06 of the girls sampled indicated that most of their parents come from poor families where parents earn between than Kshs 100 – 500 per head per day. 37.87 percent indicated they come from middle level family where each of the parent approximately earns between Kshs 500 -1,000 per head per day. 6.06 of the girls sampled hail from high level family where each parent earns more than Kshs 1,000 per head per day.

Further, head teachers, teachers, parents and other stake holders were asked to indicate to what extent poverty affects the rates of transition of girls from primary to secondary school. Their responses are presented in table 4.12 were based on the statement: poverty affects the transition rate of girls from primary to secondary school.

**Table 4.12 Response of Head teachers, teacher, parents and other stakeholders on effects of poverty on the rate of transition from primary to secondary school.**

Response	Category and number of respondents					Percentage
	H/Teachers	Teachers	Parents	Other Stakeholders	Total	
Strongly Disagree	-	-	-	-	0	0%
Disagree	-	-	-	-	0	0%
Undecided	-	-	2	-	2	2.53%
Agree	4	4	25	8	41	51.89%
Strongly Agree	8	6	18	4	36	45.56%
<b>Total</b>	<b>12</b>	<b>10</b>	<b>45</b>	<b>12</b>	<b>79</b>	<b>100%</b>

Data presented shows that 51.89 percent of the respondents sampled in this category agreed that poverty affects the transition rate of girls from primary to secondary school, while 45.56 strongly agreed. These findings are similar to findings by the report of the Brookings Centre for Universal Education (2015), which views poverty as Africa learning barometer. It is a gauge or weatherglass that determines education opportunities as well as the rate of transition from primary to secondary. (Brookings Centre for Universal Education, 2015)

#### 4.7.2 Effects of the Cost of Secondary Education on the Rate of Transition of Girls from Primary to Secondary School

The cost of secondary school is a major deterrent to girls' education. To ascertain the effects of the cost of secondary education on the rate of transition of girls from primary to secondary school, pupils were first asked to indicate how they rate the cost of secondary education. The results are presented in table 4.13 given below.

**Table 4.13 Responses of girls on the effects of cost of secondary education on the transition of girls from primary to secondary school**

Response	Number and Category of Respondents			Percentage
	Girls in Std VIII	Girls in Form 1	Total	
Very high	25	10	35	53.03%
High	16	10	26	39.39%
Low	2	1	3	4.54%
Very low	2	0	2	3.03%
<b>Total</b>	<b>45</b>	<b>21</b>	<b>66</b>	<b>100%</b>

From the table above, 53.03 percent of the pupils stated that the cost of secondary education was very high, while 39.39 percent said that the cost of education was high. 4.54 percent and 3.03 percent of the respondents indicated that the cost secondary education was low and very low respectively.

In addition, Head teachers, teachers, parents and other stakeholders were also asked to give their opinion on the cost of secondary education. The results are summarized in table 4.14 below.

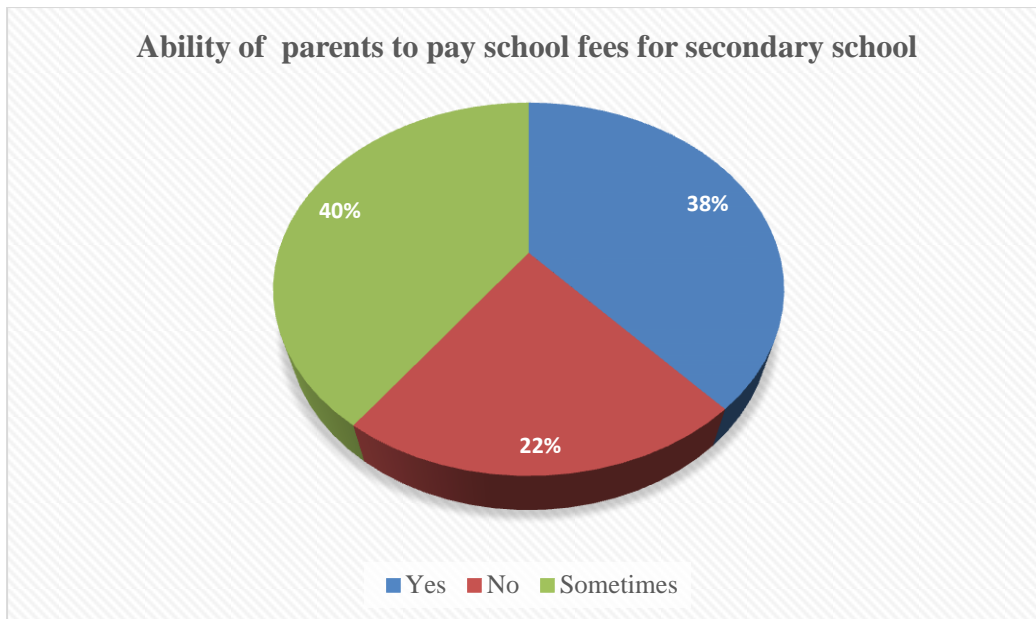
**Table 4.14 Responses of head teachers and other stakeholders on the effect of cost of secondary education on the transition of girls from primary to secondary school**

Response	Category and number of respondents					Percentage
	H/Teachers	Teachers	Parents	Other Stakeholders	Total	
Strongly Disagree	-	-	3	1	4	5.06%
Disagree	-	-	5	2	7	8.86%
Undecided	-	-	-	1	1	1.26%
Agree	7	6	14	7	34	43.03%
Strongly Agree	4	4	23	1	33	41.77%
<b>Total</b>	<b>12</b>	<b>10</b>	<b>45</b>	<b>12</b>	<b>79</b>	<b>100%</b>

The data in the tables shows that, 41.77 percent of the respondents strongly agreed that the cost of secondary education affected the transition of girls from primary to secondary school. 43.03 percent agreed. 8.86 percent and 5.06 percent of the respondents agreed and strongly disagreed respectively, while 1.26 percent of the respondents were undecided. In general, majority of the respondents approximately 84 percent of the respondents agreed or strongly agreed that the cost of secondary education was very high and by implication affected the transition of girls from primary to secondary school. These findings are in line with Lewin (2007) who indicated that the cost of education for joining secondary school influences transition from primary to secondary schools.

#### **4.7.5 Effect of Ability of Parents to Pay Secondary School Fess on the rate of transition of girls from primary to secondary school**

Another factor that was of interest to the study was the ability of parents to meet the cost of secondary education in the area of the study. When pupils were asked to indicate whether their parents had the ability to pay fees for secondary education, they gave the following varied opinions summarized in figure 4.10 given below.



**Figure 4.10 Responses of girls on the ability of their parents to meet cost of secondary education.**

In the pie-chart above the 38 percent of the girls sampled indicated that their parents were able to pay secondary school fees for their education, while 22 percent said that their parents were unable to meet the cost of their secondary education. 40 percent of the respondents in this category responded that their parents were sometimes unable to meet cost of their secondary education. From the findings of the study, it is apparent that more than 62 percent of the respondents affirm that their parents have challenges paying their school fees.

When head teachers, teachers, parents and other stakeholders in education were asked whether the cost of secondary education was beyond the reach of many families their opinion was given in table 4.15 below.

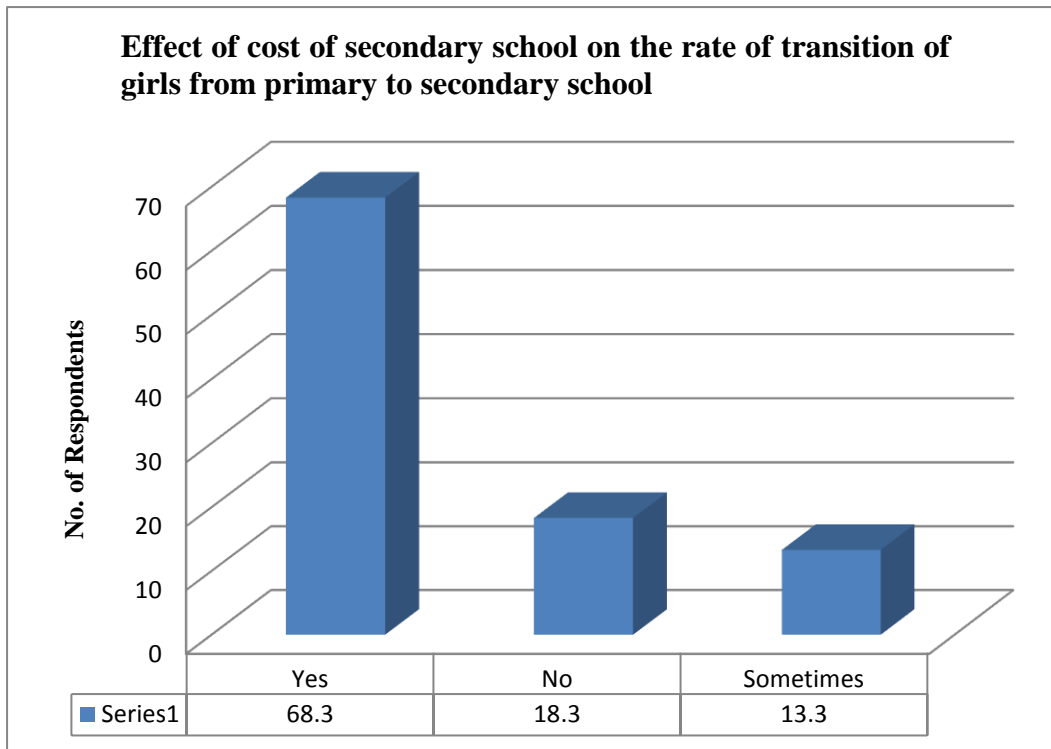


**Table 4.15 Responses of head teachers, teachers, parents and other stakeholders on ability of their parents to meet cost of secondary school**

Response	Category and number of respondents					Percentage
	H/Teachers	Teachers	Parents	Other Stakeholders	Total	
Strongly Disagree	-	-	3	-	3	3.79%
Disagree	-	-	3	-	3	3.79%
Undecided	-	-	2		2	3.03%
Agree	7	6	14	7	34	43.03%
Strongly Agree	5	4	23	5	37	46.85%
<b>Total</b>	<b>12</b>	<b>10</b>	<b>45</b>	<b>12</b>	<b>79</b>	<b>100%</b>

The responses in the table show that 46.85 percent of the respondents strongly agree that the operation cost of secondary education was beyond the reach of many families in the division. 43.03 percent of the respondents agreed that the cost of secondary education was high. 3.79 percent of the respondents both disagreed and strongly disagreed respectively that the cost of secondary education was not beyond the reach of many families in the division. 3.03 percent of the respondents were undecided. The findings of the study correspond to Wangari (2010) assertion that many parents perceive secondary school education as expensive and beyond the reach of many.

To investigate further on the effect of cost of secondary education on the rate of transition of girls from primary to secondary school, Girls in standard eight and form one were asked to indicate whether the cost of secondary education affects the transition rates from primary to secondary school. Their responses were summarized in the bar chart below:



**Figure 4.10 Responses of girls on the effect of cost of secondary school on the rates of transition of girls from primary to secondary school**

In the figure above, 68.3 percent of the pupils stated that the cost of secondary education influences the rate of transition from primary to secondary education, 18.3 percent said that the cost of secondary education does not influence the rate of transition of girls from primary to secondary school, while 13.3 percent of the respondents in this category said that the cost of secondary education sometimes influences the rate of transition.

### **4.7.3 Family Economic Background and the Transition Rate of Girls from Primary to Secondary School**

The third socio-economic variable that was of interest to the researcher was the Family economic background of the people in the area of study. To gather data on economic background, the students and pupils were asked to outline the economic background of their families. Their response presented in table 4.16 was based on the question: How do you rate the economic background of your family? Where:

- a) High economic background – More than Kshs 1,000,000 per annum.
- b) Middle economic background – Between Kshs 500,000 - 1,000,000 per annum.
- c) Low economic background – Less than Kshs 500,000 per annum.

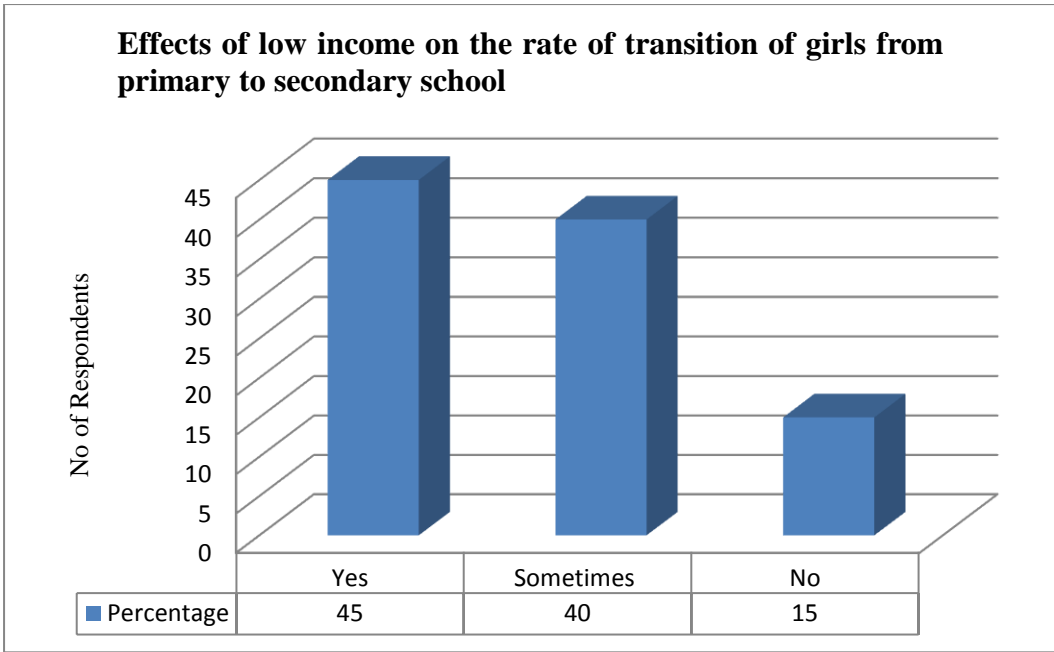
**Table 4.16 Economic background of the families in the area of study as reported by girls**

Response	Number and Category of Respondents			Percentage
	Girls in Std VIII	Girls in Form I	Total	
High	5	1	6	9.09%
Middle	12	9	21	31.81%
Low	28	11	39	59.09%
<b>Total</b>	<b>45</b>	<b>21</b>	<b>66</b>	<b>100%</b>

From the table 4.16 above, 9.09 percent of the respondents in this category came from a family of high income. 31.18 percent stated that they hailed from families of middle income, while majority of the respondents 59.09 percent came from families of low income. Since the majority of the respondents indicated low, it can be deduced that most of the families in the area of study are of low economic background. The family economic background is one of the variables that have influence on the rate of transition of girls from primary to secondary school in the area of study. The National development plan of Kenya (1997-2001) argues that the economic status of the family has a stronger influence on girls' access to education than boys. (National Development plan, 1997).

#### **4.7.2 Effect of Low Economic Income on the Rate of Transition of Girls from Primary to Secondary School.**

Girls in standard eight and form one were asked to indicate whether the low income of the family affected the rate of transition of girls from primary to secondary schools. The results are presented in figure 4.9 below were as follows:



**Figure 4.9 Responses of girls on effects of low economic income on the rates of transition of girls from primary to secondary school.**

From figure 4.9 above, approximately 45 percent of the respondents indicated “yes” to show that low income affects the rate of transition of girls from primary to secondary school. 25 percent of the respondents indicated no, while 40 percent of the respondents indicated that low income sometimes affects the rate of transition of girls from primary to secondary school.

When head teachers, teachers, parents and other stakeholders in the education sector were asked whether home economic background affects transition rates of girls from primary to secondary schools in the division. The following responses were elicited:

**Table 4.17 Responses of head teachers, teachers, parents and other stakeholders on effects of low economic income on the rates of transition.**

Response	Category and number of respondents					Percentage
	H/Teachers	Teachers	Parents	Other Stakeholders	Total	
Strongly Disagree	0	0	2	1	3	3.79%
Disagree	-	-	5	-	5	6.32%
Undecided	-	-	4	2	6	7.59%
Agree	2	6	16	6	30	37.97%
Strongly Agree	10	4	18	3	35	44.30%
<b>Total</b>	<b>12</b>	<b>10</b>	<b>45</b>	<b>12</b>	<b>79</b>	<b>100%</b>

From the table above, 3.79 percent and 6.32 percent of the respondents in this category strongly disagreed and agreed respectively that low economic background of pupils affected the rate of transition; 7.59 percent of the respondents were undecided. 37.97 percent of the respondents were in agreement that pupils' low economic background affected the rate of transition while the 44.30 percent of the respondents strongly agreed that pupil's low economic background affected the rate of transition of girls from primary to secondary schools. The findings of the study are in line with Gutman and Ridgley (2000) who argue that, pupils from lower income and minority ethnic groups have been found to be potentially more at risk of not making a successful transition to post primary school. (Gutman and Ridgley, 2000)

Family income is an important factor in the education of the girl child. In this regard, the study was further interested to ascertain whether girls from low income families make successful transition from primary to secondary school. To gather data for this variable, girls in standard eight and form one alongside Head teachers, teachers and parents were asked if girls from poverty stricken families do make successful transition to secondary school. They gave the following views presented in the table 4.18 and table 4.19 below:

**Table 4.18 Responses of girls on whether girls from low income families make successful transition from primary to secondary school.**

Response	Number and Category of Respondents			Percentage
	Girls in Std VIII	Girls in Form I	Total	
Yes	10	6	16	24.24%
No	6	4	10	15.15%
Sometimes	29	11	40	60.60%
<b>Total</b>	<b>45</b>	<b>21</b>	<b>66</b>	<b>100%</b>

From the table above, 24.24 percent of the respondents in this category indicated that girls from families of low income are unlikely to make successful transition from primary to secondary school while 15.15 percent were of contrary opinion. Majority of the respondents approximately 60.60 percent indicated that girls from low income families sometimes make successful transition from primary to secondary school.

**Table 4.19 Responses of head teachers and other stakeholders on ability of girls from low income families to make a successful transition from primary to secondary school**

Response	Category and number of respondents					Percentage
	H/Teachers	Teachers	Parents	Other Stakeholders	Total	
Strongly Disagree	2	2	4	1	9	11.39%
Disagree	-	-	-	3	3	3.79%
Undecided	-	-	2	-	0	2.53%
Agree	4	3	19	2	28	35.44%
Strongly Agree	6	5	22	6	37	49.36%
<b>Total</b>	<b>12</b>	<b>10</b>	<b>45</b>	<b>12</b>	<b>79</b>	<b>100%</b>

Form table 4.19 above, majority of the respondents approximately 49.36 percent strongly agreed that girls from poverty stricken families do not make successful transition from primary to secondary school. 35.44 percent agreed while less than 11.39 percent disagreed. 2.53 percent of

the respondents were undecided. The findings show that majority of children from poor families do not make successful transition from primary to secondary school.

#### **4.7.8 Effect of High Education Qualification of Parents on the transition rate of girls from primary to secondary school.**

The transition rate of girls from primary to secondary school is greatly affected by the parents' level of education. Girls in standard eight and form one were asked whether high educational qualification of parents increases the rate of transition of girls from primary to secondary school. 24.24 percent of the respondents indicated that high education qualification of parents increases the rate of transition of girls from primary to secondary school. 15.15 percent responded that high education qualification of parents does not increase the rate of transition, and 60.60 percent said that parents of high educational qualification sometimes increases the rate of transition of girls primary to secondary school. This is summarized in the table 4.20 below.

**Table 4.20 Responses of girls on the effects of low parental academic qualification on the rates of transition of girls from primary to secondary school**

Response	Number and Category of Respondents			Percentage
	Girls in Std VIII	Girls in Form I	Total	
Yes	10	6	16	24.24%
No	6	4	10	15.15%
Sometimes	29	11	40	60.60%
<b>Total</b>	<b>45</b>	<b>21</b>	<b>66</b>	<b>100%</b>

Further, Head teachers, teachers, parents and other stakeholders in education were asked if high level of education attained by parents' increases the rates of transition of the girls from primary to secondary school, their responses are presented in table 4.21 given below.

**Table 4.21 Responses of Head teachers and other stakeholders on the effects of high parental academic qualification on the rates of transition of girls from primary to secondary school**

Response	Category and number of respondents					Percentage
	H/Teachers	Teachers	Parents	Other Stakeholders	Total	
Strongly Disagree	2	1	4	1	8	10.12%
Disagree	-	-	6	1	7	8.86%
Undecided	-	2	-	1	3	3.79%
Agree	2	1	17	8	28	35.44%
Strongly Agree	8	6	18	1	33	41.77%
<b>Total</b>	<b>12</b>	<b>10</b>	<b>45</b>	<b>12</b>	<b>79</b>	<b>100%</b>

From the table, majority of the responses, 35.44 percent and 41.77 percent of the responded in this category indicated that they agreed and strongly agreed respectively that girls from families whose parents have low academic qualifications are unlikely to transit from primary to secondary school. 3.79 percent of the respondents were undecided. 8.86 percent of the respondents disagreed and another 10.12 percent strongly disagreed that girls from families whose parents have low academic qualifications are unlikely to transit from primary to secondary school. The finding show that girls from families of highly educated parents are likely to transit from primary to secondary school than girls from families of parents with low academic qualification. This is because educated parent provide emotional support and encourage independent decision making of their children. The findings of this study are in line with Kerlinger (2013) who asserts that parents, who were not educated or have just the basic education, do not see the benefits of education hence did not encourage their children to transit to high school. (Kerlinger, 2013)

As suggested by Leclercq (2011), educated parents are more aware of the possible returns to their children's education and they are more likely to have access to information and social networks necessary for their children to engage into relatively human capital intensive activities yielding high returns to education. This also agrees with (Juma, 2010), who indicated that the



parent's level of education has a lot of impact on schooling of children because the more educated parents were, the more they were more likely to enroll their children and push them through school.

#### **4.7.9 Effects of Lack of Adequate Secondary School on the Rate of Transition of Girls from Primary to Secondary School.**

The final socio-economic factor that was investigated in the study was availability of secondary schools in the study area. The researcher was interested in ascertaining if availability of adequate secondary school in the area of study affected the rates of transition of girls from primary to secondary schools. To obtain data on this variable, Head teachers, teachers, parents and other stakeholders in education were asked to indicate whether lack of adequate secondary schools contributed to the low transition rates in the area of study. Their responses were as shown in table 4.22 below.

**Table.4.22 Responses of head teachers and other stakeholders on effects of lack of adequate secondary school on the rates of transition of girls from primary to secondary school.**

Response	Category and number of respondents					Percentage
	H/Teachers	Teachers	Parents	Other Stakeholders	Total	
Strongly Disagree	2	1	4	1	8	10.12%
Disagree	8	6	18	1	33	41.77%
Undecided	-	2	-	1	3	3.79%
Agree	2	1	17	8	28	35.44%
Strongly Agree	-	-	6	1	7	8.86%
<b>Total</b>	<b>12</b>	<b>10</b>	<b>45</b>	<b>12</b>	<b>79</b>	<b>100%</b>

In the table, 10.12 percent of the respondents strongly disagreed that absence of adequate secondary schools contributed to low transition rates in the division. 41.77 percent disagreed, while 3.79 percent of the respondents were undecided. 35.44 percent of the responded agreed and 8.86 percent of the respondents strongly agreed that lack of adequate secondary schools contributed to low transition rate from primary to secondary school in the division. According to

Kinyanjui (2010), one of the factors constraining secondary education enrolment in Kenya is the slow growth in the number of secondary schools that has not matched that of primary schools.

#### **4.8 School and Environmental Related Factors and their Effect on the Transition Rates of Girls from Primary to Secondary School.**

The third objective of the study sought to establish the extent to which school and environmental related factors affect the transition rates of girls from primary to secondary school in Amukura Division, Teso South Sub County. The study focused on the following four factors namely: harsh school environment, sexual harassment by teachers, the distance to school and lack of school equipment and facilities in schools. The findings of the study were as follows:

##### **4.8.1 Effect of Harsh School Environment on Rate of Transition of Girls from Primary to Secondary School.**

First and foremost, the researcher sought to establish the effect of harsh school environment on the transition rate of girls from primary to secondary school. Harsh school environment was operationally defined as a school environment relying too heavily on harsh punishment as means of instilling discipline. Although the definition of harsh school environment is broader than strict as envisaged in the study, during field work it emerged that harsh school environment was equated to strict school discipline. The researcher thus sought to find out the effect of strict discipline in schools on the rates of transition of girls from primary to secondary school. To gather data on this variable, girls in form one and pupils in Standard eight were asked to indicate whether harsh school discipline increased or decreased the rate of transition from primary to secondary school or it does not affect at all. Basing on this parameters, the response was as shown in table 4.23 given below.

**Table 4.23 Responses of girls on effect of strict discipline on the rate of transition of girls from primary to secondary school**

Response	Number and Category of Respondents			Percentage
	Pupils	Students	Total	
Increases	15	7	22	33.33%
Reduces	19	11	30	45.45%
Doesn't Affect at all	11	3	14	21.21%
<b>Total</b>	<b>45</b>	<b>21</b>	<b>66</b>	<b>100%</b>

From table 4.23 above, 33.33 percent of the responded indicated that strict harsh discipline in schools increases the rate of transition of girls from primary to secondary school in the division. 45.45 percent indicated that strict discipline reduces the rate of transitions of girls from primary to secondary school, while 21.21 percent of the respondents stated that strict and harsh discipline does not affect at all the rate of transition of girls from primary to secondary school.

In regards to the relationship between administration of brutal punishment in school and harsh environment and its effect to the rates of transition, head teachers, teachers parents and other stakeholders responded as shown in table 4.24 given below.

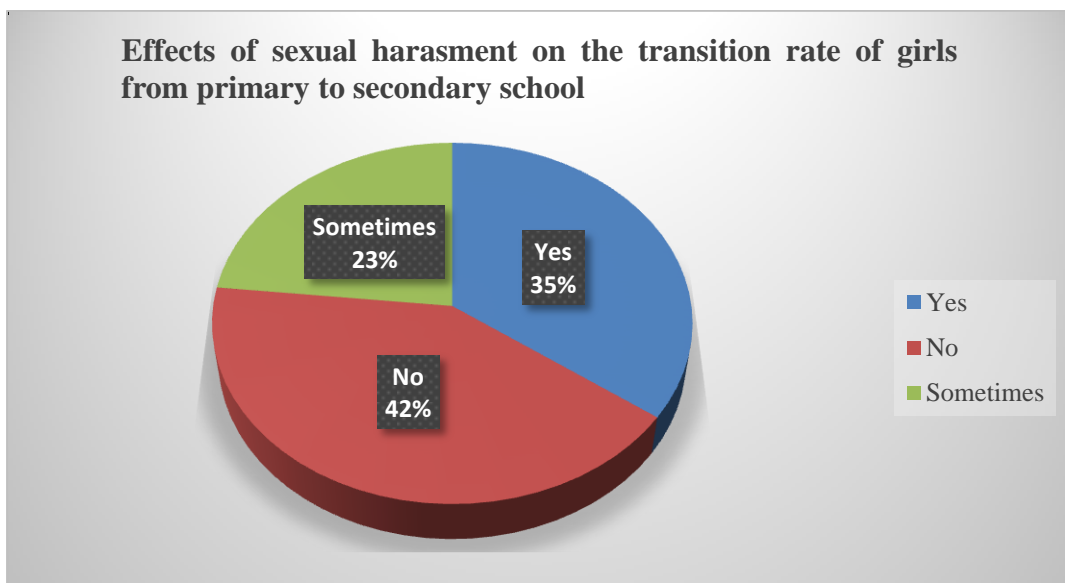
**Table 4.24 Responses of head teachers, teachers, parents and other stakeholders on effect of strict discipline on the rate of transition**

Response	Category and number of respondents				Percentage
	H/Teachers	Teachers	Parents	Other Stakeholders	
Strongly Disagree	2	1	4	1	10.12%
Disagree	2	3	9	1	20.25%
Undecided	-	2	8	1	13.92%
Agree	4	1	14	7	35.44%
Strongly Agree	4	4	10	2	25.31%
<b>Total</b>	<b>12</b>	<b>10</b>	<b>45</b>	<b>12</b>	<b>100%</b>

The table shows that approximately 35.44 percent of the respondents agreed that strict school discipline increases the rate of transition of girls from primary to secondary school while 25.31 percent of the responded indicated that they strongly agree that strict school discipline increases the rate of transition of girls from primary to secondary school. 13.92 percent of the respondents were undecided. 20.25 percent of the respondents disagreed while 10.12 percent of the respondents strongly disagreed.

#### 4.8.2 Effects of Sexual Harassment on the Rate of Transition of Girls from Primary to Secondary School.

The researcher was also interested in finding out the effects of sexual harassment on the rate of transition of girls from primary to secondary school. To obtain data on this variable, girls in form one and standard eight were asked if girls who endure sexual harassment from teachers are unlikely to transit from primary to secondary school. The responses are as shown in figure 4.11 given below.



**Figure 4.11 Responses of girls on the effects of sexual harassment on the rate of transition of girls from primary to secondary school.**

As shown in the figure above, 35 percent of the respondents indicated yes, 42 percent indicated no while 23 percent of the respondents said that girls who endure sexual harassment by teachers in school are sometimes unlikely to transit from primary to secondary school. The findings of the study corroborates with Abagi and Odipo (1997). According to Abagi and Odipo (1997) teachers who sexually harass and impregnate girls at early stages make them shy away from going back to school after delivery.

#### 4.8.4 Effect of Lack of School Equipment and Facilities on Transition Rate of Girls from Primary to Secondary School.

School equipment and facilities are an important component of girl's education. The study sought to establish whether girls who attended public schools with poor facilities were unlikely to transit from primary to secondary school. The findings were as given in table 4.25 below:

**Table 4.25 Responses of girls on the effect of lack of school equipment and facilities on the rates of transition of girls from primary to secondary school**

Response	Number and Category of Respondents			Percentage
	Girls in Std VIII	Girls in Form I	Total	
Yes	19	8	27	40.90%
No	16	7	23	34.48%
Sometimes	10	6	16	24.24.00%
<b>Total</b>	<b>45</b>	<b>21</b>	<b>66</b>	<b>100%</b>

From table 4.25, the study found out that 40.90 percent of the respondents indicated that lack of school equipment affected the rate of transition of girls from primary to secondary school in the division. 34.48 percent opined that lack of school equipment has no influence on the rate of transition, 24.24 percent of the respondents indicated that sometimes lack of school equipment and facilities affected the transition rates of girls from primary to secondary school..

When head teachers, teachers, parents, and stakeholders were asked if pupils who attend public school with poor facilities and equipment are unlikely to transit from primary to secondary school, their responses were as tabulated in table 4.26 given below.

**Table 4.26 Responses of head teachers, teachers, parents and other stakeholders on the effects of lack of school equipment and facilities on the rates of transition girls from primary to secondary school.**

Response	Category and number of respondents					Percentage
	H/Teachers	Teachers	Parents	Other Stakeholders	Total	
Strongly Disagree	2	2	7	1	12	15.18%
Disagree	2	4	6	2	14	17.72%
Undecided	-	-	5	1	6	7.59%
Agree	4	4	22	5	35	44.30%
Strongly Agree	4	2	5	3	15	17.72%
<b>Total</b>	<b>12</b>	<b>10</b>	<b>45</b>	<b>12</b>	<b>79</b>	<b>100%</b>

In table 4.26 above, approximately 44.30 percent of the respondents agreed and 17.72 percent strongly agreed that pupils who attended public school with poor facilities and equipment were unlikely to transit from primary to secondary school. 17.72 percent and 15.18 percent of the respondents disagreed or strongly disagreed respectively that girls who attended public school with poor facilities and equipment were unlikely to transit from primary to secondary school. From the findings, lack of adequate school equipment and facilities influences the rates of transition. These findings are similar with other researches that have been done. For example, according to Otieno (2006) school environment including rudimentary shelter, lack of desks, overcrowding, and lack of sanitation facilities block out girls from schools. Kwesiga (2002) argues that school facilities determined the quality of the school which in turn influences the achievements and attainments of its pupils. (Kwesiga, 2002)

#### **4.8.5 Effect of Distance to School on the Transition Rates of Girls from Primary to Secondary School.**

The last school and environmental variable was effect of the distance to school on rate of transition of girls from primary to secondary school. To measure this, head teachers, teachers and other stakeholders were asked if long distance to school affects the rate of transition of girls from primary to secondary school. Their opinions are as shown in table 4.20 below. From the table, it can be seen that 33.3 percent of the respondents indicated that they agreed that distance of home from school affected the rate of transition of girls from primary to secondary school, while 18,06 percent of the respondents strongly agreed that the distance of school affected the rate of transition of girls from primary to secondary school. On the other hand, 36.1 percent of the respondents disagreed and 5.6 of the respondents strongly disagreed respectively that distance from home to school affects girls' transition from primary to secondary school. The data gathered in the study is presented in the table 4.27 below.

**Table 4.27 Responses of girls on the effects of distance to school on the rates of transition of girls from primary to secondary school**

Response	Number and Category of Respondents			Percentage
	Girls in Std VIII	Girls in Form i	Total	
Strongly disagree	2	2	4	6.06%
Disagree	12	12	24	36.36%
Undecided	3	1	4	6.06%
Agree	19	3	22	33.33%
Strongly agree	9	3	12	18.18%
<b>Total</b>	<b>45</b>	<b>21</b>	<b>66</b>	<b>100%</b>

From the table above the research established that 33.33 percent of the respondents stated that the distance of school from home affected the rate of transition of girls from primary to secondary school in the division. 36.36 percent of the respondents were of the contrary opinion. 6.06 percent of the respondents in this category were either undecided or strongly disagreed. 18.18 strongly agreed that the distance of school from home affected the rates of transition from primary to secondary school in the division.

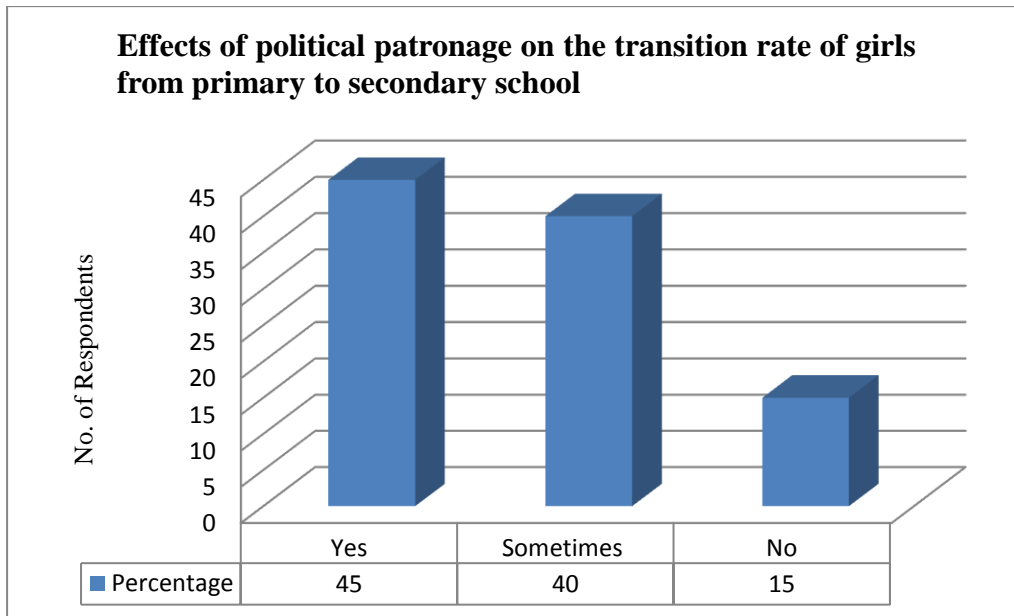
The findings of the study as tabulated in table above reveal that approximately 51 percent of the respondents indicated that distance of school from home influences the rates of transition of girls from primary to secondary school similar to findings of Noor (2003) who noted that in Mandera District, the distance between home and school is a major problem to girls' education

#### **4.9 Political Factors and Policies and their Effect on the Rate of Transition of Girls from Primary to Secondary School.**

The fourth and last objective of the study sought to investigate how the following political factors and policies of local politicians and administrators affected the transition rates of girls from primary to secondary in Amukura Division, Teso South Sub County, Busia County: local political patronage, disbursement of bursaries and school fees fundraising drive or *harambee*. The findings of the study were as follows.

#### 4.9.1 Effect of political patronage on the Rate of Transition of Girls from Primary to Secondary School

When students and pupils were asked if local politicians supported the education of girls in the division, the responses were as shown:



**Figure 4.12 Responses of girls on the effect of local political patronage on the rate of transition of girls from primary to secondary school**

Data obtained by the study as shown in figure 4.12 above indicates that 45 percent of the respondents indicated that local political leaders supported education of girls in the division. 15 percent of the responded indicate no, 40 percent of the respondents indicated that local politicians sometimes support education for girls in the division.

When head teachers, teachers, parents and other stake holders were asked if support from local political patrons affected the transition rates of girls from primary to secondary school, their views are expressed in table 4.28 given below.



**Table 4.28 Responses of head teachers, teachers, parents and other stakeholders on the effect of local political will and patronage on the rate of transition of girls from primary to secondary school**

Response	Category and Number of Respondents					Percentage
	H/Teachers	Teachers	Parents	Other Stakeholder	Total	
Strongly Disagree	-	-	5	-	5	6.94%
Disagree	-	-	7	-	7	9.72%
Undecided	-	-	-	2	2	2.53%
Agree	8	4	5	4	21	27.78%
Strongly agree	4	6	28	6	44	54.17%
<b>Total</b>	<b>12</b>	<b>10</b>	<b>45</b>	<b>12</b>	<b>79</b>	<b>100%</b>

The findings in table 4.28.above show that 54.17 percent of the respondents strongly agreed, whereas 27.78 percent of the respondents agreed that support from local political patrons increased the rate of transition of girls from primary to secondary school. 6.94 percent 9.72 percent of the respondents strongly disagreed and disagreed respectively. 2.53 percent of the respondents were undecided.

#### **4.9.2 Effect of Disbursement of bursaries and on the Rate of Transition of Girls from Primary to Secondary School**

The researcher was also interested to ascertain the effects of disbursement of bursaries on the rate of transition of girls from primary to secondary school. To obtain data on this variable students and pupils were asked to indicate if disbursement of bursaries increased the rate of transition of girls from primary to secondary school. The response given are presented in table 4.29 given below.

**Table 4.29 Responses of girls on the effect of disbursement of bursaries on the rate of transition of girls from primary to secondary school**

Response	Number and Category of Respondents			Percentage
	Pupils	Students	Total	
Yes	40	16	56	84.84%
No	2	4	6	9.09%
Sometimes	3	1	4	6.06%
<b>Total</b>	<b>45</b>	<b>21</b>	<b>66</b>	<b>100%</b>

In the table above, 84.84 percent of the respondents in this category indicated that the disbursement of bursaries by local political leaders increases the rate of transition of girls from primary to secondary school in the division. 9.09 percent of the girls sampled were of the contrary opinion that disbursement of bursaries was not a factor that influences the rate of transition of girls from primary to secondary school in the Amukura division. 6.06 percent of the respondents indicated that sometimes disbursement of bursaries increased the rate of transition of girls from primary to secondary school in the division.

Similar opinion was expressed by head teachers, teachers, and parents and other stakeholders where seventy three point six percent of the respondents strongly agreed that disbursement of bursaries increased the rate of transition as shown in the table 4.26 given below:

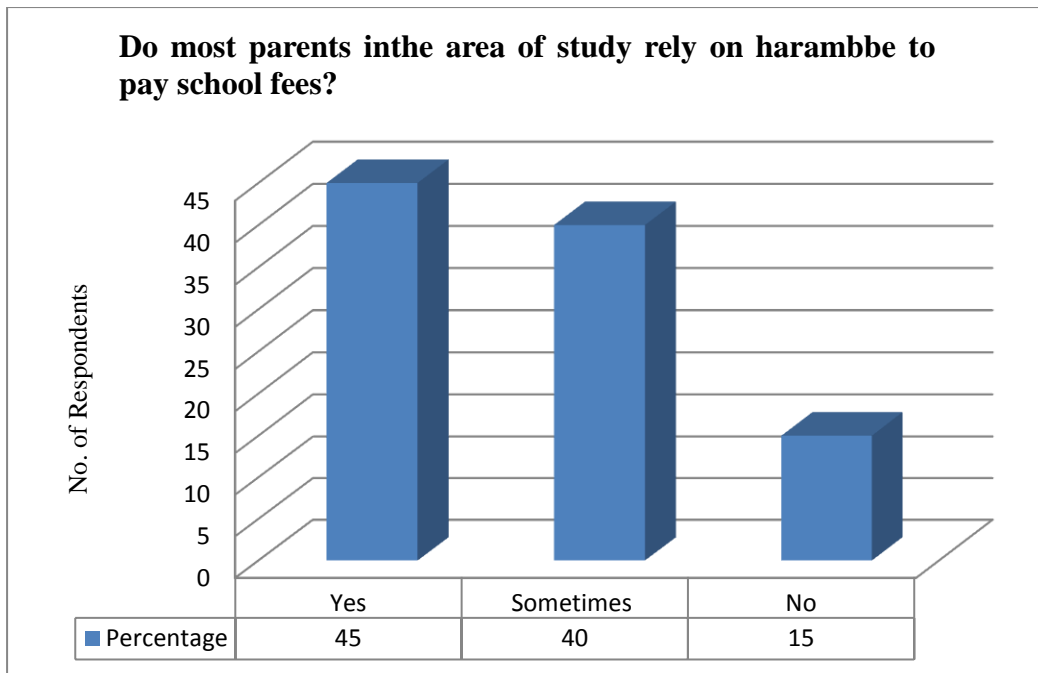
**Table 4.30 Responses of head teachers and other stakeholders on the effects of disbursement of bursaries on the rate of transition of girls from primary to secondary school**

Response	Category and Number of Respondents					Percentage
	H/Teachers	Teachers	Parents	Other Stakeholder	Total	
Strongly Disagree	-	-	1	-	1	1.26%
Disagree	-	-	4	-	4	5.26%
Undecided	-	-	1	-	1	1.26%
Agree	5	5	9	6	25	31.64%
Strongly agree	7	5	30	6	48	60.75%
<b>Total</b>	<b>12</b>	<b>10</b>	<b>45</b>	<b>12</b>	<b>79</b>	<b>100%</b>

In the table above, 60.75 percent of the respondents indicated strongly agree while 31.64 percent of the respondents indicated agree meaning that disbursement of bursaries increases the rate of transition from primary to secondary school. In total approximately 5.26 percent and 1.26% of the respondents disagreed and strongly disagreed that disbursement of bursaries has no effect on the rate of transition from primary to secondary school. Another 1.26% of the respondents were undecided.

#### **4.9.3 School Fees Fundraising and the Transition Rates of Girls from Primary to Secondary School.**

The researcher was also interested in establishing whether school fees fundraising affect the rate of transition from primary to secondary school. To obtain data in this variables, girls in primary and secondary schools were asked if most of parents relied on *harambee* to raise school fees for their children, their response were as presented in figure 4.13 given below.



**Figure 4.13 Responses of girls on the effects of *harambee* on the rate of transition**

In the figure 4.13 above, 45 percent of girls sampled indicated that most of their parents relied on *harambee* to raise school fees for their children. 15 percent of the respondents said no while 40 percent of the respondents indicated that most parents sometimes relied on school fees fundraising drive to raise fees for their children in secondary school.

Further, head teachers, teachers and parents and other stakeholders were asked to opine if *harambee* or school fees funds drive increases transition rate of girls from primary to secondary school. Their responses are presented in table 4.27 given below.

**Table 4.31 Responses of Head teachers, teachers and other stakeholders on the effects of *harambee* on the rate of transition of girls from primary to secondary school**

Response	Category and Number of Respondents					Percentage
	H/Teachers	Teachers	Parents	Other Stakeholder	Total	
Strongly Disagree	-	-	7	-	7	8.86%
Disagree	-	-	8	-	8	10.12%
Undecided	1	-	-	2	3	3.79%
Agree	4	5	10	8	27	34.17%
Strongly agree	7	5	20	2	34	43.03%
<b>Total</b>	<b>12</b>	<b>10</b>	<b>45</b>	<b>12</b>	<b>79</b>	<b>100%</b>

As shown in table 4.31 above, 43.03 percent of the respondents indicated strongly agree, 34.17 percent of the respondents indicated agree that school fees fundraising for girls who perform well in standard eight increased the transition rate of girls from primary to secondary school. 10.12 percent of the respondents indicated disagree while 8.86 percent of the respondents disagreed that school fees fundraising does not increase the transition rate from primary to secondary school. From the findings, majority of the respondents therefore agreed that school fees fundraising affected the rate of transition of girls from primary to secondary school for students from families of poor economic background. The findings of the study are in line with Mbithi (1977) arguments that through the spirit of *harambee*, school fees have been raised enabling children from disadvantaged families go through secondary education.

## **CHAPTER FIVE**

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

#### **5.1. Introduction**

This chapter presents a summary of the study; conclusion drawn from the findings of the study; recommendation as well as suggestions for further research in the discipline of sociology of education

#### **5.2 Chapter One Summary**

Chapter one of the study presented information on the background of the study, the statement of the problem, the objectives and research questions of the study. It further presented the justification, scope, significance and limitation of the study. In summary the study aimed at ascertaining factors affecting the transition of girls from primary to secondary school in Amkukura Division, Teso South Sub County, Busia County in western Kenya. The study observed that whereas there is a significant increase in the rate of transition of girls from primary to secondary schools across the country, there is a disparity on the rate of transition of girls from primary to secondary schools among Counties. The rates of transition are lower in rural areas such as the area of study. Unless factors affecting the rate of transition of girls from primary to secondary school in the area of study are investigated efforts of increasing transition rates will remain dismal hence the need of the study. The study sought to find the effect of social-cultural factors, social-economic factors, school and environmental factors as well as the effect of political factors and policies on the rates of transition of girls from primary to secondary school. Data generated in the study would go a long way in helping stake holders in education to curb low rates of transition from primary to secondary school.

#### **5.3 Literature Review**

In the study selected literature on factors affecting transition rates of the girl child from primary to secondary school were reviewed in line with the objectives of the study. The literature was on influence of variables such as early marriages, teenage pregnancies, preference for boy child, patriarchal beliefs, performance of household chores, and poverty on the enrolment and rate of transition. Literature on factors such as socio-economic, school environmental factors and the role of political elites in education were also reviewed.

The study was informed by literature of the following authors: Kipkulei, Kinjanjui, Orodho & Kwesiga, Abagi & Odipo, Rihani, among many more. For instance, in a study to examine the

factors affecting girls' participation in primary schools in Barwessa Division of Baringo District, Kipkulei (2004) found that early marriages affect participation of girls in primary schools. According to Abagi and Odipo, (1997) teenage pregnancy is one of the factors that affect girl child education. The major cause of teenage pregnancy is lack of education about sex and pregnancy. Further, Farrah (2008) argues that in most African communities it is regarded that man is the breadwinner and hence only the boys needed more education than girls. Juma (1994) argues that girls are sometimes taken away from school to help in the home, nurse babies, clean the house, fetch water and firewood, and to cook.

#### **5.4 Research Methodology**

The researcher used descriptive survey design of collecting information by interviewing or administering questionnaire to a sample of individuals. Descriptive survey design enabled the researcher to gather data from relatively large number of respondents who were divided in different categories. The categories represented the study's target population which included: Standard eight and Form one girls in public primary and secondary schools, parents, teachers, School Board of Management, Ministry of Education officials, opinion leaders and politicians analyzed in educational zones.

The data was collected from both primary and secondary sources. The secondary source included records, past research and documents. The primary data was sourced from questionnaires and interviews. Questionnaires were distributed to girls from primary and secondary schools; head teacher; teachers; parents and other stakeholders in education.

The tools of data collection generated quantitative data which was arranged, analyzed and presented in line with the objectives of the study. Tables, bar graphs, and pie charts were used to present the data while frequencies and percentages were used to analyze the quantitative data confidentially.

#### **5.2 Summary of the Study**

The purpose of this study was to investigate factors affecting the rate of transition of girls from primary to secondary school in Amukura division, Teso South Sub County, Busia County. The study was guided by four specific objectives on how social-cultural, socio-economic, school environment factors and socio- political factors that affect the rate of transition of girls from primary to secondary school. In brief the research established the following.

### **5.2.1 Social Cultural Factors**

The following social cultural factors, early marriages, teenage pregnancies, preference for boy over girls, performance of household chores by girls affect the rate of transition of girls from primary to secondary school. The study also found that payment of dowry as source of wealth did not affect the rate of transition of girls from primary to secondary school in Amukura Division.

### **5.2.2 Socio-economic Factors**

The study established that socio-economic factors such as poverty, cost of secondary education, and lack of school fees, low family economic background and lack of adequate secondary schools affect the transition rates of girls from primary to secondary school in Amukura Division. The study found that most pupils and students in Amukura division come from families of low economic background. It also established that most parents view the cost of secondary education as very high and beyond the reach of many families.

### **5.2.3 School and Environmental Factors**

The study established that strict school discipline increases the rate of transition from primary to secondary school. The study also established that sexual harassment by teachers, long distances to the school and lack of equipment and facilities in public primary schools reduced the rate of transition from primary to secondary school.

### **5.2.4 Political Factors**

The study also found that local political elites play a major role in education. The study established that girls who receive support from elected political leaders by benefiting from bursaries disbursed are likely to transit from primary to secondary school. The study also found that most parents in the area of study rely on *harambee* as source of money to pay school fees for their children in secondary school.

### **5.3.1 Social Cultural Factors Influencing the Rate of Transition of Girls from Primary to Secondary School.**

The study concluded that social cultural factors affected the transition of girls from primary to secondary school in Amukura Division, Teso South Sub County, Busia County. Such factors



included; early marriages, teenage pregnancies, boy child preference, patriarchal believe household chores and dowry as source of wealth.

Early marriages affected the rate of transition by at least 53 percent while teenage pregnancy affects the rate of transition of girls from primary to secondary school by at least 35 percent. The study established that there is no special preference for boy child compared to girls in the division. However given option, parents will prefer educating boys by twenty five percent as compared to girls at eighteen percent. The study also concluded that girls performed more household chores than boys and those girls who performed more household chores were unlikely to transit from primary to secondary school by 45 percent. In regards to effect of dowry as source of income for the family, the study found out that girls are not likely be married off for the sake of dowry in the community and thus this factor did not affect the rate of transition from Primary to Secondary School.

### **5.3.2 Socio-economic Factors Affecting the Rate of Transition of Girls from Primary to Secondary School.**

The study established that the following socio-economic factors affected the transition rates of girls from primary to secondary school in Amukura Division, Teso South Sub County Busia County. The factors included: poverty, cost of secondary education, school fees, family economic background, and lack of secondary schools within the division and parental level of education.

Data obtained in the field showed that approximately sixty percent of girls in the division come from families of low economic background and that low economic background of families affected the rate of transition from primary to secondary by an average of 54 percent. The cost of secondary education was rated high and beyond the reach of most families in the division.

Both girls, head teachers, teachers, parents and other stakeholders in education agreed that the cost of secondary education affected the transition of girls from primary to secondary school by an average of 43 percent. The study also found out that most parents were experiencing difficulty in meeting the operational costs of secondary education and the girls from low income families were unlikely to transit from primary to secondary school.

The study also established that the educational qualification of parents determines the transition rate. It found that parents with high educational qualifications were keen to performance of their children in schools compared to parents with low educational qualifications. The study also found that lack of adequate secondary schools contributed to the low transition rates in the division.

### **5.3.3 School and Environmental Related Factors and Transition Rates of Girls from Primary to Secondary School.**

The study concluded that a number of school and environmental related factors affected the transition rates of girls from primary to secondary school in Amukura Division, Teso South Sub County Busia County in varying degrees. Some of the factors investigated included: harsh school environment, sexual harassment by teachers, the distance to school and lack of school equipment and facilities in schools.

The study found out strict and harsh discipline in schools increases the rate of transition of girls from primary to secondary school. 45 percent of the respondent supported objective use of strict and harsh discipline. The study found that sexual abuse did not influence the rate of transition greatly and was unlikely to lead to instances of school drop out by 35 percent. The study also concluded that girls who attended public primary schools with poor facilities were unlikely to transit from primary to secondary school. The long distance to school also affected the rate of transition of girls from primary to secondary school.

### **5.3.4 Political Factors and Policies and their Effect on the Rate of Transition of Girls from Primary to Secondary School.**

The study found out that political factors and policies of local politicians and administrators in the division affected the rate of transition of girls from primary to secondary in Amukura division, Teso South Sub County, Busia County. Local political patronage, support and sponsorship had positive influence on the rates of transition. The study established that girls who receive support or sponsorship from political leaders were likely to transit from primary to secondary school. The study also found out that disbursement of bursaries increased the rate of transition of girls from primary to secondary school. Furthermore, the study found out that school fees fundraising drive commonly referred to as *harambee* was an important source of income for meeting the cost of secondary education. The study concluded that most of parents

relied on *harambee* to raise school fees for their children and that school fees funds drive increases transition rate of girls from primary to secondary school.

## **5.6 Recommendations of the Study**

Based on the findings of this study, the researcher suggests the following recommendations aimed at improving the rates of transition of girls from primary to secondary schools in Amukura division, Teso South Sub County Busia County:

First and foremost, to mitigate social cultural factors influence on transition of girls from primary to secondary schools in Amukura Division, Teso South Sub County Busia County, the pupils, head teachers, teachers, parents and all stakeholders in education should:

- a) Eliminate early marriages, teenage pregnancies by encouraging public sensitization that girls rejoin school after birth and encouraging teaching of sex education in schools.
- b) Ministry of Education should develop and enhance firm policies that protect learners from negative social cultural factors that affect the rates of transition including early marriages, teenage pregnancy, preference for boy child and excessive household chores.

Secondly to reduce the extent to which socio economic factors affect the transition rates of girls from primary to secondary school in Amukura Division, Teso South Sub County Busia County:

- a) Measures to eradicate poverty should be put in place.
- b) Cost of secondary education should be made affordable by reducing extra levies charged in schools.
- c) Parents should be encouraged to venture in entrepreneur skills to source for money for paying school fees as well as uplift their family economic background.
- d) Expand capacity in existing secondary so as to accommodate more students. Construction of more secondary schools should be encouraged so as to eliminate inadequacy of secondary schools in the division.
- e) All parents especially those with low academic qualification should be sensitized on needs to educate their children beyond standard eight as well as develop keen interest on education of their children

To alleviate school and environmental related factors affecting the transition rates of girls from primary to secondary school in Amukura Division, Teso South Sub County Busia County:

- a) Schools should be encouraged to objectively exercise strict discipline in schools.
- b) Cases of sexual harassment by teachers must be investigated and action taken.

- c) There should be adequate supply of equipment and facilities in public primary schools.
- d) School Board of Management should ensure an integrated programme that encourages parents/guardians to closely monitor the performance of their children in schools

Finally, local politicians and administrators in Amukura Division should establish policies that ensure:

- a) Local schools and pupils receive support and sponsorship from national and county government as well as from corporate organization and civil society.
- b) Establish a fund equivalent to High Education Loans Board (HELB) at County government to support students in primary and secondary levels of education,
- c) Establish institutions that will eradicate corruption and fraud disbursement of bursaries.

Given the scope and limitations of this study, the researcher recommends the following as areas for further studies:

- a) A study on causes of early marriage and teenage pregnancy in Amukura Division, Teso South District Busia County.
- b) A study on the politics of disbursement of bursaries in Amukura Division, Teso South District Busia County.

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## APPEDNICES

### APPENDX I: LETTER OF INTRODUCTION

Fidelis Olakacuna Omuse  
University of Nairobi  
Faculty of Education  
Department of Education Foundations  
P.O BOX 92  
Kikuyu  
April 2017

Dear Sir/Madam,

#### **RE: PARTICIPATION IN RESEARCH**

I am a MED student in the University of Nairobi pursuing a Master of Education in Education Foundations. I am conducting a research on **Factors Affecting the Transition Rates of Girls from Primary to Secondary School in Amukura Division, Teso South Sub County, Busia County**. Your school has been selected to participate in the study. I humbly request your office to accord the study necessary support that will make the study a success.

Your assistance will help to generate information that will help in improving the transition rates of girl child from primary to secondary school in Amukura Division, Teso South Sub County, Busia County as well as in the entire country.

Thank you

Yours faithfully,

Fidelis Olakacuna Omuse

**APPENDIX II: SUB COUNTY AUTHORITY TO CONDUCT RESEARCH**

**MINISTRY OF EDUCATION**  
*(State Department of Basic Education)*

**Telegraphic:** "EDUCATION", TESO SOUTH  
**Telephone:** 0572511668  
**Fax-**  
**Email:** [deotesosouth@yahoo.com](mailto:deotesosouth@yahoo.com)  
When replying please quote.



SUB-COUNTY EDUCATION OFFICE  
TESO SOUTH SUB-COUNTY  
P.O BOX 30  
AMUKURA

**Date:** 4<sup>th</sup> April, 2017

**TSO/S/ED/GC/VOL I/ (332)**

ALL  
Headteachers  
AMUKURA ZONE

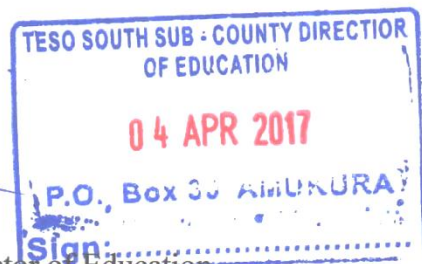
**RE: RESEARCH AUTHORIZATION**  
**OMUSE FIDELIS OLAKACUNA –E56/75374/2012**

The bearer of this letter Mr. Omuse Fidelis Olakacuna is a student of the University of Nairobi pursuing a Master of Education in Education Foundations.

The purpose of this letter is to grant him permission to carry out visits to schools within Amukura Zone for the purpose of collecting the necessary data for his studies.

Kindly accord him the necessary cooperation

Thank you.



  
George Ouma  
Sub-County Director of Education  
TESO SOUTH

**APPENDIX III: BUSIA COUNTY AUTHORITY TO CONDUCT RESEARCH**

**REPUBLIC OF KENYA**



**MINISTRY OF EDUCATION  
STATE DEPARTMENT OF BASIC EDUCATION**

**Telephone: 055-22152**

**Fax: 055-22152**

**When replying please quote**

Email: cdebusia@gmail.com

COUNTY DIRECTOR OF EDUCATION  
BUSIA COUNTY  
P.O. BOX 15 - 50400  
BUSIA (K)

**5<sup>th</sup> April, 2017**

**Ref No. BSA/CDE/ED/9/6/(147)**

Sub-County Director of Education  
**TESO SOUTH**

**RE: RESEARCH AUTHORIZATION FOR OMUSE FIDELIS  
OLAKACUNA**

The above named has been authorized to conduct research on  
***“Factors affecting the transition rates of girls from Primary  
to Secondary school in Amukura Division, Teso South Sub-  
County, Busia County”.***

Please accord him necessary assistance.

A blue official stamp from the County Director of Education, Busia County, Kenya. The stamp is rectangular and contains the text 'COUNTY DIRECTOR OF EDUCATION', 'BUSIA COUNTY', and 'BUSIA (K)'. The date '05 APR 2017' is stamped in the center, and there is a handwritten signature across the stamp.

**SAMWELA CHONGWO**  
FOR: COUNTY DIRECTOR OF EDUCATION  
**BUSIA (K)**

## APPENDIX IV: NACOSTI AUTHORITY TO CONDUCT RESEARCH



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349,3310571,2219420  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
when replying please quote

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

Ref. No **NACOSTI/P/17/61270/16440**

Date **28<sup>th</sup> March, 2017**

Omuse Fidelis Olakacuna  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Factors Affecting the transition rates of girls from primary to secondary school in Amukura Division, Teso South Sub County, Busia County,*" I am pleased to inform you that you have been authorized to undertake research in **Busia County** for the period ending **27<sup>th</sup> March, 2018.**

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

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

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Busia County.

The County Director of Education  
Busia County.

**APPENDIX V**  
**QUESTIONNAIRE FOR HEAD TEACHERS/TEACHERS**

Dear Respondent,

This questionnaire is designed to gather information on factors affecting the transition of girls from primary to secondary school. You have been requested to kindly provide information that may facilitate the carrying out of the study. The information provided will be treated with the highest level of confidentiality and will only be used for the purpose of this study and not any other. Please respond to the questions as they apply to you and do not write your name or any other form of identification on the questionnaire.

**SECTION A: DEMOGRAPHIC DATA**

1. Please tick your gender

Male [      ]                                      Female              [      ]

2. What is your age bracket?

30-40 years [   ]      41-50 years [   ]      51-60 years [   ]

3. For how long have worked (Job experience)

a) As a teacher:

0-10 years [   ]      11-20 years [   ]      21-30 years [   ]      over 30 years [   ]

b) As head teacher

0-10 years [   ]      11-20 years [   ]      21-30 years [   ]      over 30 years [   ].

4. How long have you been in this school as a head teacher?

1-3 years [   ]      3-6 -years [   ]      6-10 years [   ]      over 10 years [   ].

5. Of the girls in you school who sat K.C.P.E in the years below, how many joined secondary school.

Year	Number of girls transiting	Percentage
2013		
2014		
2016		
2017		

**SECTION B: FACTORS AFFECTING THE RATE OF TRANSITION OF GIRLS FROM PRIMARY TO SECONDARY SCHOOL.**

**6. Social cultural factors**

In the scale of 1 to 5 where ( 1= strongly disagree, 2 = disagree, 3 undecided, 4 = agree, 5= strongly agree), please indicate to what extent the following affect the transition rate of girls from primary to secondary school

S/NO	STATEMENTS	1	2	3	4	5
a.	Early marriages affect transition rates from primary to secondary school in your division.					
b.	Teenage pregnancy reduces the chances of girls transiting from primary to secondary school					
c.	Parents prefer boy child to girl child in pursuing secondary education in your division					
d.	Girls are unlikely to transit post-primary education because custom dictates that girls only need basic education.					
e.	Girls who perform more household chores are unlikely to transit from primary to secondary school.					
f.	In many instance girls are married off so that families can use dowry obtained to educate boys					

**7. Social Economic factors**

In the scale of 1 to 5 where ( 1= strongly disagree, 2 = disagree, 3 undecided, 4 = agree, 5= strongly agree), please indicate to what extent the following affect the transition rate of girls from primary to secondary school

S/NO	STATEMENTS	1	2	3	4	5
a.	Girls from poverty stricken families do not make successful transition to post-primary school.					
b.	The cost of secondary education affects the transition of girls from primary to secondary school.					
c.	Lack of school fees affects the transition rate of girls from primary to secondary school					
d.	Pupils from families of low income background do not make successful transition to post-primary school.					
e.	Pupil's home economic background affects transition rates of girls from primary to secondary school.					
f.	Absence of adequate secondary schools contributes to low transition rates from primary to secondary schools					
g.	Parental level of education influences pupil's transition rates from primary to secondary school					
h.	Parents with low level of education have no interest in the education of their daughters.					
i.	High level of education attained by parents increases rates of transition from primary to secondary among their children					

### 8. School and Environmental Factors

In the scale of 1 to 5 where ( 1= strongly disagree, 2 = disagree, 3 undecided, 4 = agree, 5= strongly agree), please indicate to what extent the following affect the transition rate of girls from primary to secondary school



S/NO	STATEMENTS	1	2	3	4	5
a.	Brutal discipline and harsh school environment affects transition rates from primary to secondary school					
b.	Girls who endure sexual harassment in school are unlikely to transit from primary to secondary school					
c.	Long distance to school affects the transition rates from primary to secondary school					
d.	Pupils' who attend public schools with poor facilities are unlikely to transit from primary to secondary school					

### 9. Political Factors and policies

In the scale of 1 to 5 where ( 1= strongly disagree, 2 = disagree, 3 undecided, 4 = agree, 5= strongly agree), please indicate to what extent the following affect the transition rate of girls from primary to secondary school

S/NO	STATEMENTS	1	2	3	4	5
a.	Support from local political patrons affects the transition rates from primary to secondary school.					
b.	Disbursement of bursaries increases the transition rates from primary to secondary schools					
c.	Harambee or school fee funds drive increases the transition rates from primary to secondary school.					

**Thank you very much**

**APPENDIX VI**  
**QUESTIONNAIRE FOR PARENTS AND OTHER STAKE HOLDERS**

Dear Respondent,

This questionnaire is designed to gather information on factors affecting the transition of girls from primary to secondary school. You have been requested to kindly provide information that may facilitate the carrying out of the study. The information provided will be treated with the highest level of confidentiality and will only be used for the purpose of this study and not any other. Please respond to the questions as they apply to you and do not write your name or any other form of identification on the questionnaire.

**SECTION A: DEMOGRAPHIC DATA OF RESPONDENTS**

1. What is your gender

Male [ ]                  Female                  [ ]                  Heterosexual [ ]

2. What is your age bracket?

30-40 years [ ]                  40-50 years [ ]                  above 50 years [ ]

3. What is your occupation?

Peasant [ ]    farmer [ ]    civil servant [ ]    politician [ ] others [ ]

4. What is your highest level of education?

Primary [ ]    Secondary [ ]    University                  [ ]    others [ ]

5. How do you rate the socio-economic background of parents in Amukura division?

High income [ ]    mixed [ ]    low income [ ]

**SECTION B: FACTORS AFFECTING THE RATE OF TRANSITION OF GIRLS FROM PRIMARY TO SECONDARY SCHOOL.**

**6. Social cultural factors**

In the scale of 1 to 5 where ( 1= strongly disagree, 2 = disagree, 3 undecided, 4 = agree, 5= strongly agree), please indicate to what extent the following affect the transition rate of girls from primary to secondary school

S/NO	STATEMENTS	1	2	3	4	5
a.	Early marriages affect transition rates from primary to secondary school in your division.					
b.	Teenage pregnancy reduces the chances of girls					

	transiting from primary to secondary school					
c.	Parents prefer boy child to girl child in pursuing secondary education in your division.					
d.	Girls are unlikely to transit post-primary education because custom dictates that girls only need basic education.					
e.	Girls who perform more household chores are unlikely to transit from primary to secondary school.					
f.	Girls are married off so that families can use dowry to educate boys					

### 7. Social Economic factors

In the scale of 1 to 5 where ( 1= strongly disagree, 2 = disagree, 3 undecided, 4 = agree, 5= strongly agree), please indicate to what extent the following affect the transition rate of girls from primary to secondary school

S/NO	STATEMENTS	1	2	3	4	5
a.	Girls from poverty stricken families do not make successful transition to post-primary school.					
b.	The cost of secondary education is beyond the reach of many families.					
c.	The cost of secondary education affects the transition rate of girls from primary to secondary school					
d.	Pupils from lower income background do not make successful transition to post-primary school.					
e.	Pupil's home economic background affects transition rates of girls from primary to secondary school.					
f.	Absence of adequate secondary schools contributes to low transition rates from primary to secondary schools					
g.	Parental level of education influences pupil's transition rates from primary to secondary school					
h.	Parents with low level of education have no interest in					

	the education of their daughters.					
i.	High level of education attained by parents increases rates of transition from primary to secondary among their children					

### 8. School and Environmental Factors

In the scale of 1 to 5 where ( 1= strongly disagree, 2 = disagree, 3 undecided, 4 = agree, 5= strongly agree), please indicate to what extent the following affect the transition rate of girls from primary to secondary school

S/NO	STATEMENTS	1	2	3	4	5
a.	Brutal discipline and harsh school environment affects transition rates from primary to secondary school					
b.	Girls who endure sexual harassment in school are unlikely to transit from primary to secondary school					
c.	Long distance to school affects the transition rates from primary to secondary school					
d.	Pupils' who attend public schools with poor facilities are unlikely to transit from primary to secondary school					

### 9. Political Factors and policies

In the scale of 1 to 5 where ( 1= strongly disagree, 2 = disagree, 3 undecided, 4 = agree, 5= strongly agree), please indicate to what extent the following affect the transition rate of girls from primary to secondary school

S/NO	STATEMENTS	1	2	3	4	5
a.	Support from local political patrons affects the transition rates from primary to secondary school.					
b.	Disbursement of bursaries increases the transition rates from primary to secondary schools					
c.	Most families rely on <i>harambee</i> or school fee funds drive to raise fees for their children in secondary schools.					

**Thank you very much**

**APPENDIX VII**  
**QUESTIONNAIRE FOR PUPILS/STUDENTS**

Dear Respondent,

This questionnaire is designed to gather information on factors affecting the transition of girls from primary to secondary school. You have been requested to kindly provide information that may facilitate the carrying out of the study. The information provided will be treated with the highest level of confidentiality and will only be used for the purpose of this study and not any other. Please respond to the questions as they apply to you and do not write your name or any other form of identification on the questionnaire.

**SECTION A: DEMOGRAPHIC DATA**

1. What is your gender?

Male [ ]      Female      [ ]

2. What is your age bracket?

10-12 years [ ]      13-15 years [ ]      16-18 years [ ]      above 18 years [ ]

3. How many children are you in the family?

1-3 children [ ]      3-5 children [ ]      5-10 children [ ]      above 10 [ ]

a) How many boys?    1-3 boys [ ]      3-6 boys [ ]      over 6 boys [ ]

b) How many girls?    1-3 girls [ ]      3-6 girls [ ]      over 6 girls [ ]

4. What is your birth position in the family?

First born [ ]      Last born [ ]      other positions [ ]

5. Did all your sisters transit from primary to secondary school?

Yes [ ]      No [ ]

6. If No? In which class did they drop out?

Below Standard 8 [ ]      Standard 8 [ ]      After Standard [ ]

**SECTION B: SOCIAL CULTURAL FACTORS AFFECTING THE RATE OF TRANSITION OF GIRLS FROM PRIMARY TO SECONDARY SCHOOL**

7. Most girls fail to join form one because of early marriage.

Yes [ ]      Sometimes [ ]      No [ ]

8. Many girls drop out of school because of teenage pregnancy

Yes [ ]      Sometimes [ ]      No [ ]

9. Who do your parents prefer taking to secondary school?

Boys [ ]                                      girls [ ]                                      both boys and girls [ ]

9. Who in the family performs more house hold chores?

Boys [ ]      Girls [ ]                                      boys and girls perform equal duties [ ]

**SECTION C: SOCIO-ECONOMIC FACTORS AFFECTING THE RATE OF TRANSITION OF GIRLS FROM PRIMARY TO SECONDARY SCHOOL**

10. How do you rate the economic background of your family?

Very high [ ]      high [ ]      low [ ]      very low [ ]

11. Do pupils from low income families make to secondary school?

Yes [ ]                                      No [ ]                                      Sometimes [ ]

12. How do you rate the cost of secondary education?

Very high [ ]      high [ ]      low [ ]      very low [ ]

13. Are your parents able to meet operational cost of secondary education?

Yes [ ]                                      No [ ]                                      somehow [ ]

14. Does the cost of secondary education influence the transition rate of girls from primary to secondary school?

Yes [ ]                                      sometimes [ ]                                      No [ ]

15. What is the educational qualification of your parents?

Uneducated [ ]      Primary [ ]      Secondary [ ]      College and University [ ]

16. Does high educational qualification of parents reduces chances of dropping out of school.

Yes [ ]                                      sometimes [ ]                                      No [ ]

**SECTION D: SCHOOL AND ENVIRONMENTAL FACTORS AFFECTING THE RATE OF TRANSITION OF GIRLS FROM PRIMARY TO SECONDARY SCHOOL**

17. How does harsh school discipline affect the rate of transition of girls from primary to secondary school?

Increases [ ]      reduces [ ]                                      doesn't affect at all [ ]

18. Girls who endure sexually abuse in school are likely to drop out of school?

Yes [ ]                                      sometimes [ ]                                      No [ ]

19. Does lack of school equipment and facilities affect the transition rates from primary to secondary school?

Yes [ ]                                      sometimes [ ]                                      No [ ]

**SECTION D: POLITICAL FACTORS AND POLICIES AFFECTING THE RATE OF TRANSITION OF GIRLS FROM PRIMARY TO SECONDARY SCHOOL**

20. Do local politicians support the education of girls?

Yes [ ]                      sometimes [ ]                      No [ ]

21. Children who receive educational support from politicians are likely to transit from primary to secondary school?

Yes [ ]                      sometimes [ ]                      No [ ]

22. Disbursement of bursaries increases the rate of transition from primary to secondary school?

Yes [ ]                      sometimes [ ]                      No [ ]

23. Most parents rely on harambee to raise fees for their children in secondary school.

Yes [ ]                      sometimes [ ]                      No [ ]

**Thank you**