

**SCHOOL BASED FACTORS AFFECTING TRANSITION OF GIRLS
FROM PRIMARY TO SECONDARY SCHOOLS IN GOLBO
DIVISION, MOYALE DISTRICT**

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for the Award of the Degree of Master of Education in Curriculum
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DECLARATION

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

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DEDICATION

I dedicate this project to my dear wife, Mrs. Kule Tadicha and our children: Chaltu, Liban, Darmi, Bokayo and Daki for their support and encouragement in my academic journey.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi-Arid Lands
D.E.O	District education officer
EFA	Education for All
EMIS	Education Management information System
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
KESSP	Kenya Education Sector Support Program
MOEST	Ministry of Education Science and Technology
MOE	Ministry of Education
NARC	National Rainbow Coalition
SPSS	Statistical Package for Social Sciences
UPE	Universal Primary Education
UNICEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

This study sought to investigate school based factors affecting transition of girls from primary to secondary school in Golbo division, Moyale district, Marsabit County. Five research objectives were set to guide the study aiming at: establishing the extent to which teacher characteristics influence girls transition to secondary schools' determining the influence of learning and teaching resources on transition of girls from primary to secondary school establishing the extent to which assessment procedures influence the transition of girls from primary to secondary school examining the extent to which involvement of girls in the learning and teaching process influence transition of girls from primary to secondary school and determining the extent to which physical facilities influence transition of girl, from primary to secondary school. The study adopted cross-sectional survey design in finding out the effect causes and the necessary recommendations to the school based factors affecting transition of girls from primary to secondary schools. Simple random sampling was used in the study to select 20 headteachers, 60 teachers and 36 class eight girls as a sample size. Data were collected using questionnaires. Data collected were analyzed using a combination of statistical computations.

The main findings in the study were that: only a small percentage of female teachers are posted to Golbo division thus creating a severe shortage of role model to be imitated by girls in the schools. Teaching resources and physical facilities in many schools were inadequate contributing to low transition of girls from primary to secondary school. Majority of the teachers did not prepare the professional documents and very few of them use teaching aids during their lessons. Teachers do not regularly give homework assignments, mark the assignments and administer continuous assessment test, to measure achievement of learnt content.

It was hereby concluded that teacher characteristics, leaning resources, physical facilities and assessment procedures affect transition of girls from primary to secondary schools. The study recommends more teachers be posted to Golbo schools but taking care of gender. Quality assurance and standard officers both from TSC and the ministry should frequently conduct schools assessments to monitor standards, and the government to allocate more funds to create and improve physical facilities in the schools. A study should be conducted in different geographical areas involving teachers, pupils and parents focusing on non school based factors affecting completion of girls within the primary cycle.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education in its broadest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual (Best & Khan 1993). Ever since the historic United Nations Declarations on Human rights in 1948, it has been widely acknowledged that education is not only a basic right but it is also an effective weapon against ignorance, poverty and diseases which are the root causes of restlessness throughout the world, (Jemuge,2004).

In April 2000, the world conference on Education for All (EFA) was held in Dakar Senegal, setting specific targets with time for action. By the year 2015, all children particularly girls in difficult circumstances and those belonging to ethnic minorities should have access to and complete free and compulsory primary education and of good quality. In 2001 the Children's Act was enacted by Parliament and it became effective in March 2002. The Act states that education is a basic human right to all children and it is the responsibility of the parents and the government to provide education to the children (Republic of Kenya, 2001).

Since independence, Kenya government has attempted to address the challenges facing the education sector by establishing commissions, committees and task forces. The Ominde Commission of 1964, which was established to address the imbalances, recommended primary education for all (Republic of Kenya, 1964). The government of Kenya through Sessional

Paper No. 10 of 1965 on “African Socialism underscored the need to eradicate ignorance, poverty and disease (Republic of Kenya, 1965).

In 1969, the government’s election manifesto promised to offer Free Primary Education (FPE) from standard one to seven. In January 2003 Free Primary Education (FPE) was introduced in Kenya. The enrolment rose suddenly from 5.9 m to 7.9 m (MOE, 2009). Despite the programme putting back to class about 2 million children, there was gender imbalance with about 3,703 million boys enrolled at all levels compared to 3,505 million girls, giving a sex ratio of 106:100 due to high dropout rates (Sunday Nation, October 19th 2003).

According to Vlaardingen Broek and Ros (1990), the movement of students from one level in the school to another is defined as the education transitional and expressed as the percentage of the cohort at the lower level which has reached higher level. Transition from junior to senior sector of the school system for developing nations are primarily determined by the performance of the learner and the availability of learning materials. To pupils, learning materials has been identified as a key determinant of the student’s performance (Best & Khan, 1993).

The skilled teacher must be able to recognize and effectively deal with personality, behavior, learning and the classroom climate directly, so that transition from one level to the other is significantly seen (Wanabali, 2003).

It is evident that a big proportion of pupils who join school in class one do not proceed to the next level or complete primary school, indicating high repetition or dropout rate (MOEST, 2003). The glaring educational disparities

between the arid and semi arid lands (ASAL) and the rest of the country pose a serious challenge for the government. Primary school enrolment and transition rates in ASAL regions are still very low (Abagi & Odipo 1997). The Kenya Government in the Sessional Paper No. 1 of 2005 noted a decline in enrolment particularly in the primary and secondary school levels in the last decade (MOEST, 2005).

The government is aware that putting every boy and girl in a good quality school and supporting them complete the cycle would yield immeasurable benefits in terms of health, productivity and social well-being of children today and one of the further generations (UNICEF, 2006). The increasing level of poverty in the country, and other school related factors, particularly in ASAL areas, is however one of the major impediment in the attainment of universal primary education (UPE) by girl child.

According to Wango (2011), gender disparities exist in arid and semi-arid areas when considering enrolment and transition from one level to the next. Many pupils especially girls do not proceed to secondary schools. This is contributed by unfriendly school environment, including poor and inadequate infrastructure which disapprovingly affects girls, gender based violence including sexual harassment leading to school dropout and early marriages.

The table below shows comparative data on transition of girls from primary to secondary school both in Central and Golbo division of, Moyale.

Table 1.1**KCPE entry and transition from primary to secondary schools in Moyale****district: 2009-2012**

Year	Central Division						Golbo division					
	Std 8		Enr. F1		(%) Transition		Std 8		Enr F1		(%)Transition	
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
2009	418	234	342	170	82	73	123	23	80	13	65	56
2010	353	251	307	163	87	65	142	47	98	14	69	31
2011	397	247	309	143	78	58	125	43	66	14	53	34
2012	375	341	322	177	86	52	128	51	67	13	52	25
Total	1543	1073	1280	653	83	60	518	164	311	54	60	32

Source: DEO, Moyale (2013)

Moyale district has two divisions which are Central in the urban and Golbo divisions in the rural- arid region. Both the enrolment and transition is high in the town schools and low in the rural schools. Between 2009 and 2012, the enrolment of girls in form one was 653 in Central against 54 in Golbo.

During the same period 2009/2012 the transition for boys was 60 percent against 32 percent for girls. There is big disparity in enrolment for boys for boys and girls. This is far below the ministry policy on transition of 72 percent by 2012. Several obstacles might inhibit girl's access to education, and transition to secondary school limiting their participation in social economic and political development.

1.2 Statement of the Problem

Despite the introduction of free primary education (FPE) in 2003 and free day secondary education (FDSE), with transition target of 72 percent, the transition of girls from primary to secondary school in Golbo division of Moyale district has been significantly low over the years (DEO, Moyale, 2013). In a study conducted by Association for the Development of Education in Africa, 2008, boys continue to have higher transition to secondary school than girls. In Kenya, transition of girls from primary to secondary school is normally between 40 to 44 percent. Golbo division in Moyale district with 32 per cent is far below this threshold as shown in Table 1.1. This prompted the researcher to investigate school based factors that affects transition of girls from primary to secondary schools in Golbo Division in Moyale district.

1.3 Purpose of the Study

The purpose of the study was to investigate the effects of school based factors on the transition of girls from public primary to secondary school in Golbo division, Moyale district in Marsabit County.

1.4 Objectives of the study

The study was guided by the following research objectives

1. To establish the extent to which teacher characteristics influence girls transition to secondary schools in Golbo division.
2. To determine the influence of learning and teaching resources on transition of girls from primary schools to secondary school in Golbo division of Moyale district.

3. Establish the extent to which assessment procedures influence the transition of girls from primary schools to secondary schools in Golbo division of Moyale district.
4. Examine the extent to which involvement of girls in the learning and teaching process influences transition of girls from primary to secondary school.
5. To determine the extent to which physical facilities influence transition of girls from primary to secondary school in Golbo division of Moyale District.

1.5 Research questions

The study was guided by the following research questions;

1. How do teacher characteristics influence transition of girls from primary school to secondary?
2. What is the influence of learning and teaching resources on transition of girls' from primary to secondary schools?
3. How do assessment procedures influence the transition of girls from public primary to secondary school?
4. To what extent does involvement of girls in learning and teaching process influence transition of girls from one education level to the other in primary school?
5. What is the effect of physical facilities on transition of girl from primary to secondary schools?

1.6 Significance of the study

Findings of the study provided information to education practitioners and other stakeholders on the factors that contribute to low transition rate from public primary to public secondary school in Moyale District. Policy makers would use the information in their attempt to formulate educational policies on transition levels and hence provide education which will be friendly both socially and economically. The findings would form a base for future researchers who might want to pursue issues on transition of girls from primary to secondary school.

1.7 Limitations of the study

These were the possible challenges which threatened the reliability of the findings of the study. The researcher faced the challenge of lack of adequate literature. In order to mitigate this challenge, the researcher reached out to other resource centers' within his reach, including use of internet to read journals online. The respondents could have given acceptable answers. To mitigate this challenge the researcher established good rapport with the respondents and prepared them enough prior to responding to the research questionnaires. At the same time, the respondents thought that they would take a lot of time completing the research instruments therefore showed reluctance. This, the researcher mitigated by providing clear and simple guidelines to understand questions which the researcher himself formulated and simplified to terms familiar to the respondents.

1.8 Delimitations of the Study

The study confined itself to Golbo division of Moyale district which is purely rural. The community does not value educating girls as boys. The schools in this division lack resources and because of the harsh weather conditions, teachers feel uncomfortable serving in this area. DEO, Moyale (2013).

Only public primary schools were considered leaving out private schools because most pupils in the region attend public schools. Private schools were few in Golbo division and had different practices where managers afforded to provide the necessary materials and facilities that were easily provided for by either the parents or the managers.

1.9 Basic assumptions of the study

The following were the basic assumptions in the study.

1. That head teachers and teachers gave valid and reliable information on the effect of school based factors on transition from primary to secondary schools.
2. That all primary schools had the same guiding principles from the Ministry of Education and that all head teachers would strictly adhere to their roles and responsibilities.

1.10 Definition of significant terms

This section defines all variables and terms used in the study in their actual meaning as used in the study.

Academic qualification refers to educational level achieved or examination passes and skills one needs for a job.

Assessment refers to a process of documenting, usually in measurable terms, knowledge, skills, attitude and beliefs.

Assessment procedures refer to a series of steps that constitute a method of assessing students.

Attitude refers to an expression of favor or disfavor towards a person, place, thing or event.

Curriculum refers to what is involved in all the learning that takes place in the school.

Dropout refers to leaving school before completing the intended education cycle.

Experience refers to the knowledge or skill gained through involvement in or exposure to that thing or event. It's the know-how or procedural knowledge.

Interaction refers to defined as a mutual or reciprocal action or influence. It's a kind of action that occurs as two or more objects or persons have an effect upon one another.

Observation refers to an act or instance of viewing or noticing a fact or occurrence for some scientific or other special purpose.

Public schools refer to schools that are maintained by the government.

School based factors refer to Aspects that relate to the school and affect a learned academic performance.

Transition of girls refers to movement of girl child from one level in the school system to the others.

1.11 Organization of the study

This study is organized into five chapters. Chapter one consists of; introduction, presenting the background of the study, statement of the problem, objective of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions definition of basic terms and organization of the study. Chapter two was overview of the literature review, which consists of: overview of transition of girls from primary to secondary, teacher qualification and experience, teacher attitudes towards pupil's performance, learning and teaching resources, and physical facilities in the school, theoretical and conceptual framework. Chapter three dwells on research methodology, which includes; research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four consists of data analysis, interpretation and discussion of the findings while chapter five presents a summary of the study, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This chapter presents literature related to school based factors affecting transition of girls from primary to secondary schools. This was presented as teacher's qualifications and experience, teacher's attitude towards pupil's performance, teaching and learning resources, physical resources, observation schedules, curriculum, classroom management and assessment procedures. It also shows theoretical and conceptual framework of the study.

2.2 Global overview of transition of girls from primary to secondary school

While there have been rapid increase in girls primary school enrolment in the developing world, transition remains a daunting challenge. In the sub-Saharan countries girls are less likely to complete primary school and are unable to transit to secondary school.

Home and community environment in many cultural contexts view the continuation of girls into secondary schooling unfavorably, creating: "pull" conditions away from school. Schooling factors, whether in terms of distance, costs or environment create a self of "push" conditions which discourage girls successful transition to secondary schooling (Birdthistle et al, 2011).

With the high risk to reputation of girls through unwanted attention and their perceived vulnerability in the public sphere, marriage is seen as a self alternative to sexual attention and unsanctioned sexual activities. Early

marriage in almost every instance, ends the education of girls and could act as a barrier to their transition to secondary education (Schurmann 2009, p-509).

Parents fear that their daughter will not be accepted as brides if they are educated beyond a few years in school. If the girl is educated then it is hard to find an equal match for her in the groom. The more educated the girl, the bigger the problem finding a groom. Further, the demand for educated the girl, the bigger the problem growing age of girls. Families are thus encouraged to marry off the daughters early in order to avoid a larger future investment that would likely be required if she were to marry when she is older (Dyson and Moore 1983. ,Mather et al, 2005; Mensch et al, 2005).

In sub-saharan countries teenage pregnancies account for 18 percent of all female drops out in Secondary school. Within secondary schools, pregnancies are the leading cause of girls dropping out of school in three countries: Central African Republic 37 percent, Mozambique 26 percent and South Africa 36 percent and the second leading in countries like Kenya being 30.8 percent. Lloyd and Mensch (2008) concede that early marriage limits the girl's educational horizons at least in the case of Francophone Africa. Drawing upon the data from another study in Kenya it also say, that school environment is a critical factor in determining whether adolescent girl will engage in sex.

The school experience for adolescent female is underpinned on the perceived value of education, distance from school, treatment of girls and boys differently by teachers, safety and quality of school and school performance.

The UN Report on women (2012), reports that a half -kilometer increase in the distance to school will decrease girl's transition by 20 percent. The absence of middle or a secondary school could negatively impact girls, motivation to pursue secondary education, and also to transit primary level of education (Lary 1996; Tansel, 1997). A study in Kenya finds the distance to school in North Eastern Kenya as responsible for low transition of girls when compared to the situation in other provinces. (MOE, 2009). Previous research have shown that distance is an impediment to school transition, with female being more sensitive to the physical distance to school due to safety concern (Alderman and King, 1998, cite Glemmerster et al, 2011).

Although the government has put in place programme that are geared towards increasing the participation of disadvantaged children, there are still many in the rural setting of Moyale district who has not been enrolled. Secondary education plays a major role in acting as a gateway to higher education and as a foundation for assimilating human capital that would lead to labor market.

The primary school programme is characterized by low transition from one level of education to the other. Education system in primary reveals high wastage rates for girls especially from lower primary to upper primary. That is why countries all over the world defined basic education to include secondary level of education (Muteti, 2009).

2.3 Teachers characteristics and their influence on girls transition

According to Mugenda, (2006) good teachers have generally acknowledged qualities, sufficient knowledge of subject matter, skills in varied methodology

and the language of instruction. This calls for teacher's academic distinction and professional qualification.

Teachers must undergo the right training in the teaching of their subjects so that they can impart the knowledge to the student. The teacher should besides having the required qualification, for effective teaching also possess more subject knowhow than that available in the textbooks in use in the school. The length of service of a teacher also contributes to performance.

Sidhu, (1982) noted that successful teaching experience is a valuable asset. It enables the teacher to acquire certain commendable characteristics such as promptness, adaptability, efficiency, arousing and maintaining interest, adequate command of instructional materials and ability to face the class with confidence.

Thus the teachers with successful teaching experience may develop positive attitude towards the subject and hence choose appropriate instructional materials which will arouse and sustain interest among students. This will trigger pupil's motivation to study well hence acquire better result in the examination, thus high transition. They are able to prepare lesson plans, diagrams, illustrations, exercises, give proper instruction to students and maintain discipline.

The problems experienced in Kenya's ASAL areas include high proportion of untrained teachers and lack of basic equipments (Koringura, 2004). In these areas, schooling is always in competition with the basic survival needs.

According to Kibe, (2000), teachers work in isolation in their classroom and schools with total authority to determine what happens and what does not happen. Majority of the teachers have been preparing permanent lessons that are not reflective on their teaching at the end of each lesson.

Teachers are tied to their distressing work, bored and defensive and indirect acceptance of poor performance as normal (Kibe, 2000). For pupils to progress in learning, teachers must have positive attitude towards their performance. They should show love and desire for their learners to do well in their exams.

These should be reflected in their commitment to prepare well in advance for the lesson and to demonstrate practical implementation of effective teaching as planned. By so doing the teacher has the opportunity to promote successful transition of learners from one level to the other.

2.4 Learning and teaching resources influence on girls transition

Learning and teaching resources help in transition of girls from primary to secondary schools in many aspects. Eshiwani (1986) found out that text books are of greater importance to young inexperienced teachers who depend more on textbooks than the experienced teachers. He further stated that, there was a relationship between textbooks and achievement of students where the main activity is problem solving. Eshiwani argues that sharing of textbooks lowers the morale and interest among students. The students need to be given enough books in order to motivate them. Availability of enough and relevant resources contributes to high transition of students from primary to secondary school.

According to Goodland (1984), the reliance by teachers on text books and, to a lesser extent on state guides focuses the conflicts between uniform source of information and varied sources geared to the needs of the individual learners. According to Allyn and Bacon, (1988). Schools and teachers should adjust material to individual learners' needs and that standardization is one way of ensuring equal educational opportunity.

It seemed considerably difficult to attain an actual transition of government target of 70 percent by 2015 because the transition cannot be increased without reducing the centralization of the material developments.

In many cases the textbook ratio in rural schools can be as bad as 1:5 or more, a situation which worsens that negativity held by students. One of the aspects that would affect performance is the scope and depth of the curriculum. Inability to complete the syllabus is expected to have negatively affected the level of performance in the subjects (Mbugua, 1986).

Eshiwani, (1982) noted that many schools loose lots of teaching and learning time accounting for many failures among girls at national examinations. This is due to lack of syllabus coverage as this makes the learners ill prepared and less confident to handle the examinations.

2.5 Physical facilities and their influence on girls transition

It is generally agreed that better facilities in a school lead to a better performance in examination hence high transition of learners from one level to the other (Eshiwani, 1981 and Kathuri, 1984). Therefore, schools physical

facilities such as classroom, toilets, dormitories, libraries, dining hall and other teaching aids like, overhead projectors, have a direct bearing on performance of students. According to the report of the presidential working party on education and manpower training for the next decade and beyond (Republic of Kenya, 1988), the resources should be planned for properly and utilized in an effective manner to bring about efficient provision of quality and relevant education.

Wamahiu and Karagu, (1992) established that poor learning environment in schools restricted curriculum leading to poor performance of majority of students in the national examinations in Kenya. Court and Ghai (1980) also found out that the distribution of resources and equipment is a major factor which accounts for scholastic difference among schools.

Kibui, (1995) citing a study conducted by Gakuru, (1982) stated that teachers teaching in classrooms without lockable doors and windows experience problem with their teaching aids. These situations affects the effectiveness of teaching on the foregoing therefore, resources availability is sort to boost the performance in subjects. Resources make the entire learning process complete, functional and adaptable.

2.6 Involvement of girls in learning process

Starting from kindergarten through primary cycle, learners should have the opportunity to expand their capacity to be meaningfully involved in learning process. This means increasing learners' capacity to participate by focusing on their skills and knowledge they need. Only in this way can they be effective

partners, and fully realize their possibilities for education today and in the future. Active involvement of learners in learning process enables them to do their own exploration into the wealth of information and resources.

According to Damoense,(2003:1) combination of learning environment and learner involvement result to effective learning since the learner acquires spheres of knowledge that will enable them become lifelong person. This approach enables girls to exercise control over their thoughts, feelings, motivation and action (Cabanach & Arians, 2001).

Recent literature has increasingly drawn attention to how discriminatory acts towards girls and their resultant school experience sets the stage for their dropping out of school (Lloyd, et al,2000). The differential treatment meted out to girls in school, stemming from biased views about girls achievement ability as against the boys, is being explored as a major deterrent to the girls persistence in school.

The perception of what girls can do or not do as compared to boys with respect to schooling and academic participation becomes a serious barrier to girls, contribution and transition to secondary schooling. These perceptions extend from text books to attitudes towards girls in school.

For example, research notes that not only do images of men far outnumber those of women in textbooks, but that men and women are often portrayed very differently.

Men are portrayed as active, energetic, and situated in high-status jobs, while women as weeping, holding babies or transporting water (World Bank, 1996). Such representations effectively situated in high-status jobs, while women effectively send the message to girls that they are less capable than boys and that they belong to domestic sphere.

For instance, in Malawi teachers describe girls as being less “serious” and capable (Davison and Kanyuka, 1992). Boys were perceived as intelligent, hard working, motivated and co-operative, while girls are perceived to be easy to control, passive and submissive. Teachers see girls participation in class as poor use of time, as they are better utilized in domestic chores (Kadzamira and Chibwana, 2000).

Teachers and student hold based beliefs about girls’ capacity from the start of primary education. Glimpses of teacher–girls interaction in a Kenyan classroom shows, most questions directed to boys than girls, teacher telling the class that girls not using common sense and that if they are not ready to leave, they should go and get married (Fawe, 2001).

2.7 Theoretical framework

Theoretical base of this study was taken from John Dewey’s (constructivism) learning theory. Dewey (1902) argues that education and learning are social and interactive processes, and thus the school itself is a social institution through which social reform can and should take place.

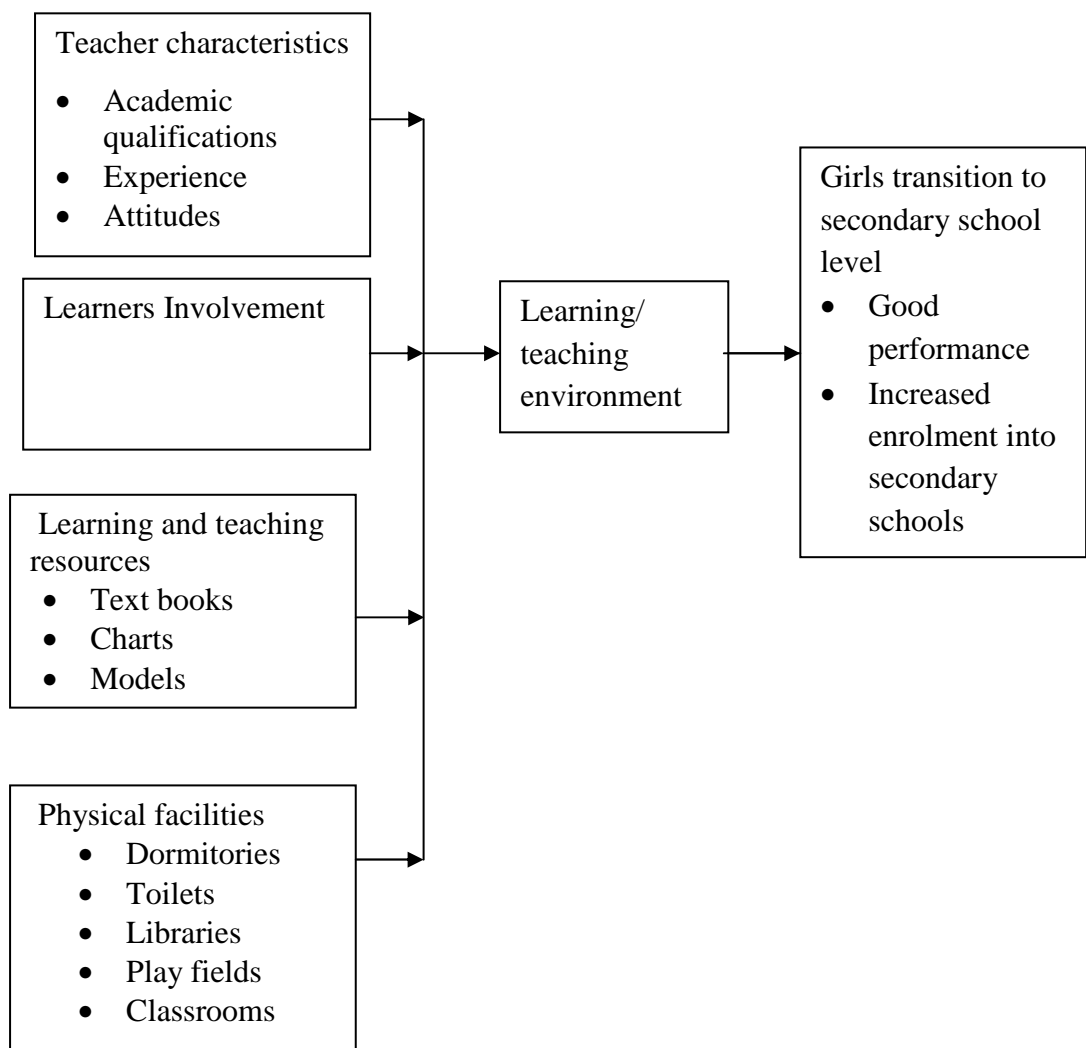
In Dewey's eye, the purpose of education should not revolve around the acquisition of a pre-determined set of skills, but rather the realization of one's full potential and the ability to use those skills for the greater good. Educational structure should strike a balance between delivering knowledge while also taking into account the interests and experiences of the student, where "the child and the curriculum are simply two limits which define a single process.

According to Dewey, the teacher should not be one to stand at the front of the room doling out bits of information to be absorbed by passive students. Instead, the teacher's role should be that of facilitator and guide. Thus the teacher becomes a partner in the learning process, guiding students to independently discover meaning within the subject area.

2.8 Conceptual Framework

This section shows the conceptual framework that the researcher used in the study. This conceptual framework identifies various variables and how they influence transition of girls.

Figure 1.1 Effect of school based factors on transition of girls from primary to secondary school



Orodho (2005) defines conceptual framework as a model of presentation where a researcher presents the relationship between variables in the study and shows the relationship diagrammatically in the proposed study. The hypothesized model identifies the variables under study and shows their relationships. Both teachers' characteristics teaching/ learning resources and physical facilities are school based factors that affect transition of girls from primary to secondary school.

In the model, performance which was the expected high transition of girls from primary to secondary is the dependent variable whereas the independent variables are; teachers' academic qualifications, teachers' teaching experience, teachers' attitudes towards performance of girls, learning/ teaching resources and physical facilities in the school.

Hence schools that are endowed with learning and teaching resource, good physical facilities coupled with qualified and experienced teachers who have positive attitudes towards their learners have an influence on the performance of their students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the procedures that were followed in the study. It outlined methodologies used which include research design, target population, sample size and sampling techniques and research instruments. The section also shows data collection procedures, validity and reliability of instruments and data analysis techniques.

3.2 Research design

The study adopted cross-sectional survey research design in finding out the causes and recommends the necessary solutions to the variables under study. Martyn, (2008) defines survey as a method of collecting information by asking questions. Sometimes interviews are done face to face with people in school or at work. It is useful when the researcher wants to collect data on phenomenal that cannot be directly observed (such as opinions).

The survey research design is often used because of the low cost and easily accessible information. The purpose of survey research design is therefore to assess thoughts, attitudes, opinions, behaviors' and feelings of the population based on data collected from a sample or a population. The design was suitable for this study as it asserts learning and teaching resources, teacher characteristics, assessment procedures, involvement of girls in learning process and physical facilities in the school.

3.3 Target population

Cooper and Schindler, (2006), define target population as a group of interest from which the individual participants or objects from which the measurement is taken. Target population is therefore the entire population to whom the results of the study would be generalized. This study was conducted in Golbo division, in Moyale district which had a total of 50 primary schools. The target population comprised of 200 teachers in public primary schools, 50 head teachers and their 50 deputies, and 120 standard eight girls. (EMIS, Moyale, DEOs office, 2013).

3.4 Sample size using sampling techniques

Sampling is a process of selecting the object or cases to be included in the study as representatives of the target population (Mugenda and Mugenda, 1999). According to Mugenda and Mugenda (2003) the sample size depends on the variables in the study, the type of research and methods of data analysis and the size of the accessible population. Mugenda and Mugenda further recommend a sample size of 10 to 30 percent. The study used simple random sampling in selecting its respondents as recommended by Yates, et al, (2008) who recommends simple random sampling as the best method to identify homogeneous respondents from a large population.

Table 3.1 shows data of target population and sample size that the researcher used in the study.

Table 3.1

Target population and sample size

Respondents	Target population	Sample size	percentage
Head teachers/deputies	50	10	20
Deputy head teachers	50	10	20
Teachers	200	60	30
Girls	120	36	30
Total	470	116	25

The researcher selected a sample population of 10 public primary schools by simple random sampling from the 50 public primary schools in the division which made 20 percent of the total representation. From the 10 selected schools 60 teachers were picked to ensure representation of 30 percent of the total respondents. To select teachers who participate in the study, numbers were assigned to the teachers of the selected schools, placed in a container and picked at random. The teachers corresponding to the number picked was included in the sample.

Since the number of head teachers and their deputies was small and manageable, they automatically become the respondents. The researcher then randomly picked 36 out of the 120 standard eight girls in Golbo division that made a sample of 30 percent from the selected schools. This was by writing

down six “YES” and many “NOs” on a piece of paper, placing them in a container, mixing the numbers then asking girls to randomly pick the required numbers. The girl who picked a card with YES automatically qualified to be the respondent in the study. This was done in each school giving the researcher a total of 36 girls from the 10 schools.

3.5 Research instruments

Mugenda and Mugenda, (1999) assert that questionnaires are suitable to obtaining important information about the population. Orodho, (2004) also notes that this method of data collection reaches a large number of subjects who are able to read and write independently. Therefore the researcher opted to use questionnaire schedule to collect the data in the study.

Structured questions were used to get specific information by providing a list of possible alternatives from which the respondents selected the answers that best described their opinion, while unstructured questions allowed respondents to express their feelings and opinions.

a) Questionnaires for head and deputy head teachers

This questionnaire consisted of three parts. Part A addressed four items on the demographic data's. Part B was on five items gathering information on the institutions. Part C was for gathering data on curriculum implementation, data's on transition and head teachers feeling about the causes of the situations in the study.

b) Questionnaires for teachers

This consisted of two parts. Section A was the demographic data's of teachers. Section B contained 17 questions on learning and teaching resources and transition of girls from primary to secondary.

c) Questionnaires for standard eight girls

The pupil's questionnaire was made up of both structured and multiple choice questions which required ticking correct answers as per their opinions from the possible alternatives given. It gathered demographic information on their grades, status on repetitions, frequency and reasons for absenteeism, adequacy of facilities and intensity of homework assignment given.

3.6 Instrument validity

According to Orodho, (2005) validity is the degree to which results obtained from analysis of the data actually represents the phenomenon under investigation. There are two types of validity of the questionnaire, which are face validity and content validity. Face validity refers to likelihood that a question will be misunderstood or misinterpreted. According to Wilkinson, (1991) pre-testing is a good way to increase the likelihood of face validity.

Pilot study was used to identify those items that could be modified, thus increasing its validity. It was also be used to try out survey questions and to refine research hypotheses. The researcher focused on content validity which referred to whether instruments provided adequate coverage of the topic would be established with the help of expert's opinions, literature search and pre-testing of open-ended questions. Pre-test was conducted in few of the

remaining schools to test logistics and gather information prior to the main study, in order to improve the latter's quality and efficiency (Ruxton & Colegrave, 2006).

3.7 Instrument reliability

Reliability is a measure of the degree to which a research instruments yields constant results or data after repeated trials (Mugenda & Mugenda, 2003). Reliability enables the researcher to estimate error and make the necessary corrections if any. This is because the larger the reliability the smaller the error and conversely, the larger the error, the smaller the reliability, (Mugenda & Mugenda, 2003).The research instruments were tested using test re-test method in order to assess its reliability.

The researcher administered the questionnaires to the respondent in the pilot study at two different times of an interval of one week. After the two tests are administered, the Pearsons Product Moment Correlation was computed to determine whether the scores on the two tests correlate. This was chosen because the content is large.

The formula for determining r is given below.

$$r = \frac{n\sum xy - (\sum x \sum y)}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}}$$

Where;

x= x scores (1st administration of instrument)

y= y score (2nd administration of instrument)

x^2 = the sum of squared x score

y^2 = the sum of squared y score

r = Pearson product moment correlation coefficient

n = total number of score.

According to Mugenda and Mugenda, (2003) correlation coefficient r of 0.7 or more implies that there is a high degree of reliability of the data. Reliability test gave correlation coefficient of 0.82 which was deemed correct.

3.8 Data collection procedures

The researcher sought for permit to carry out the research from the National Council for Science and Technology. The researcher visited the district education officer to inform him of the study. The researcher then wrote formal letters to all head teachers whose schools were to be used for the study. He visited the schools in order to familiarize himself and also booked for appointment with the head teachers and went back on a later day to sample the respondents.

The researcher used the same opportunity to further establish good rapport and at the same time explained the purpose of the study and mode of data collection. He assured respondents of strict confidentiality that was observed in handling the given information. The researcher visited the selected schools to administer the instruments to the various respondents in person. The researcher collected the questionnaires immediately they were filled.

3.9 Data analysis techniques

Data analysis refers to the process of examining what has been collected in a survey or experiment and making deduction and inferences, (Kombo & Tromp, 2006). The yielded data required both qualitative and quantitative analysis by arranging the responses systematically in line with the objectives of the study. Descriptive statistics were used to analyze quantitative data while inductive approach was used to analyze qualitative data.

The statistics used included; frequency distributions, mean and percentages. This helped in describing distribution of scores in the ordinal and nominal scale of measurements. Data analysis required computer spreadsheets, and thus statistical package for social science (SPSS) was used. Martin and Acuna, (2002) suggests that SPSS is able to handle large amount of data, and given its spectrum of statistical procedures, purposively designed for social science, it is quiet efficient. The result of the data analysis were presented using frequency distribution tables, bar graphs, pie charts and structured questions.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. It focuses on the questionnaire return rate, demographic information of respondent's presentation of findings, in line with research questions.

This chapter is organized into sub-sections as guided by the research objectives which were stated as: to establish the extent to which teacher characteristics influence girls transition to secondary schools in Golbo division, to determine the influence of learning and teaching resources on transition of girls from primary schools to secondary school in Golbo division of Moyale district, establish the extent to which assessment procedures influence the transition of girls from primary schools to secondary schools in Golbo division of Moyale district, examine the extent to which involvement of girls in the learning and teaching process influences transition of girls from primary to secondary school, to determine the extent to which physical facilities influence transition of girls from primary to secondary school in Golbo division of Moyale District.

Items addressing the same research questions were grouped drawing conclusions on particular research questions. Analyzed data were presented by use of frequency tables, pie charts, histograms and graphs. Open ended questions were analyzed by grouping similar responses and the tally system

used to generate frequency tables. Data analysis for head teachers and deputies was done together and two study cases that were separated during field research will be analyzed together.

4.2 Questionnaire return rate

The study targeted 10 head teachers, 10 deputy head teachers, 60 teachers and 36 class eight girls. This was in regard to finding out school based factors affecting transition of girls from primary to secondary school from Golbo division of Moyale district, Marsabit County.

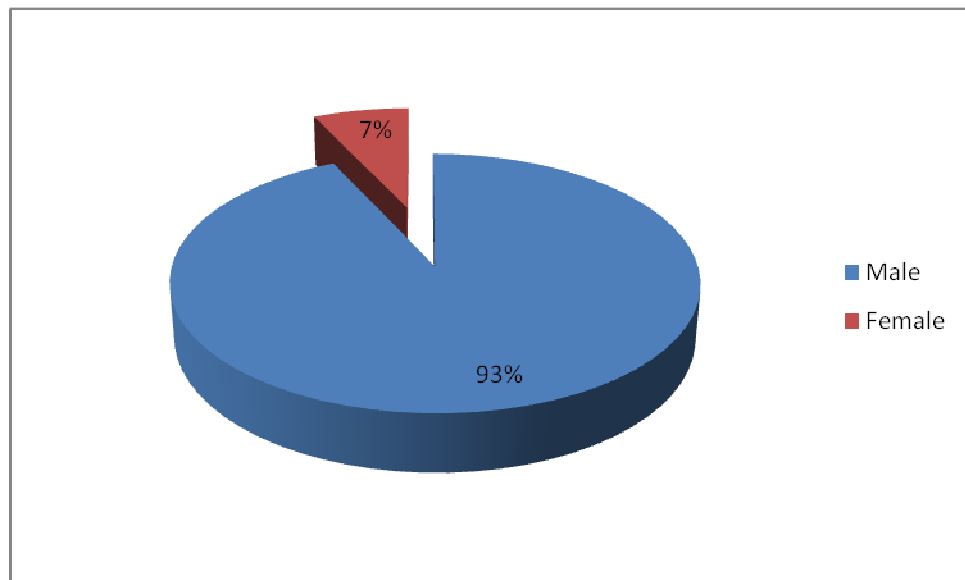
The researcher distributed questionnaires specifically to class eight girls as they were deemed to be mature and their experience in the school was of greater importance to the research. The percentage return rate of questionnaires for all the three study groups of study was at 100 percent. This return rate was deemed sufficient for data analysis and representation conforming to Mugenda and Mugenda (2003) which stipulates that a response rate of 60 percent is good and a response rate of 70 percent is excellent. To ensure a successful achievement of questionnaire return rate, the researcher ensured that the questionnaires were administered to the correct respondents, filled by the respondents and collected on the same day for the respective sampled school.

4.3 Demographic information of teachers' gender

The study sought to establish the distribution of respondents by gender so as to find out if gender had any impact on the perception of teachers towards transition of girls from primary to secondary schools.

Figure 4.1

Teachers' gender



From the findings in figure 4.1 93 percent of teachers in Golbo division were male against their female counterparts who only represented 7 percent of sampled data. All head teachers of the sampled schools were male representing 100 percent of the sampled data.

The above findings tested the first objective which establishes the extent to which teacher characteristics influenced girls' transition to secondary schools in Golbo division. It revealed a high level of disproportion in gender disparity in teaching staff in Golbo division which is composed of very few female teachers, contributing to girls low self esteem, leading to low transition.

4.4 Head teachers responses on pupils' enrolment in Standard 7 and 8

The study sought to find out ratio of boys to girls who had access to education and the trend of girls completing class level. The researcher did this by tabulating figures of enrolment for class seven and eight by gender provided by head teachers in the schools studied. Findings were recorded in table 4.2

Table 4.1

Pupils' enrolment for classes 7 and 8 by gender

Gender	Std 8	Percentage	Std 7	Percentage
Male	288	76	315	67
Female	90	25	155	33
Total	378	100	470	100

Findings revealed that there was gender in balance of male and female students. Statistics recorded in the table above indicate that male students in both class 7 and 8 were more than female students. The data also shows that large numbers of boys 288 reached class eight in Golbo division against 90 girls. 65 female students did not make it to standard 8 compared to 27 male students. This statistics indicate that there was indeed low transition of girls between classes that would further affect their transition from primary to secondary schools. Research findings therefore validated the research by establishing that there was indeed low transition of girls from primary schools to secondary school.

The data findings above were also related to the statistics provided by the District Educations Office in Moyale District on the transition of students from primary to secondary school in Golbo Division as shown in table 1.1.

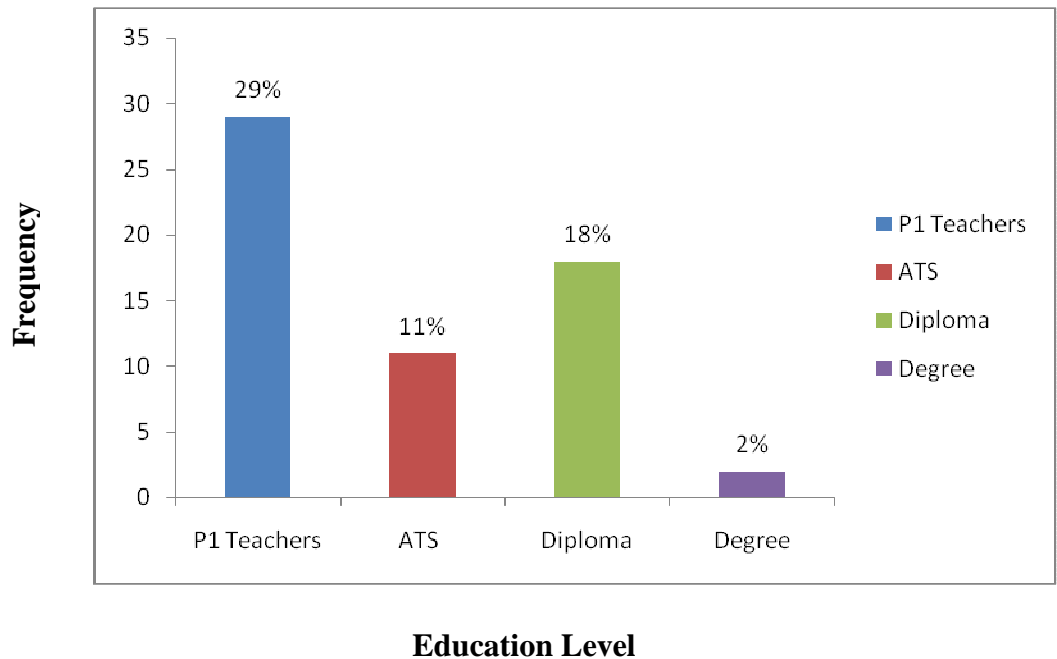
Statistics indicated that the transition of girls to that of boys was low between 2009 and 2012. The total number of girls who managed to complete their primary education between 2009 and 2012 was 164 and only 54 managed to enroll in form one against the male students who out 518 students, 311 managed to enroll in form one. The percentage difference in transition was 60 for men against 32 for female students indicating that more than half of female students did not manage to enroll into secondary schools. Statistics above therefore established the validity of the research as such were the results recorded from field findings.

4.5 Teachers' level of education

The study also sought to ascertain teacher characteristics that could influence the transition of girls. Teacher's level of education was identified as a factor that could influence the transition hence this study sought to identify teachers' level of education as a basis of finding out if teachers sampled had the basic training and qualifications to handle roles and responsibilities assigned to them. Teachers were asked to indicate their highest academic and professional qualifications and their responses recorded in the figure 4.2.

Figure 4.2

Teachers' level of education



Findings indicated that teachers who had sufficiently qualified for their respective roles were more than half of those sampled. They were represented by 49 teachers of total respondents making the unqualified have a representation of only 11 teachers. Guided by the first research objective on establishing the extend on which teacher characteristics influenced girls transition, the lack of sufficient education was not identified as a characteristic that could lead to al low transition as a majority of sampled teachers had the P1 certification that is basic requirement to teach in primary schools hence they were adequately qualified.

Teachers with proper training and relevant profession knowledge and skills guide learners to progress academically as they employ the right methodologies in teaching and imparting knowledge to the learners. Studies

have found that teachers' qualification corresponds with students' achievements (Betts, Zau, & Rice, 2003).

4.6 Teachers duration of teaching in current school

Teacher characteristics among them their duration teaching in their current school were identified as characteristics that would influence girls' transition. The researcher tabled research findings from the head teachers and their deputies together as their duties were nearly of the same nature and the same questionnaire was used to record their responses. Field findings were recorded in tables 4.2 and 4.3.

Table 4.2

Teachers duration of teaching in current school

Years	Frequency	Percent
0-5	26	43
6-10	10	17
11-15	9	15
16-20	9	15
21-25	2	3
26-30	4	6
Total	60	100

As indicated in the table 4.2, 26 teachers had taught for less than 5 years in their current school, 10 had taught for 6-10 years, 9 had taught for 11-15 years, 9 had taught for 16-20 years, 2 had taught for 21 – 25 years and 4 had taught for 26 – 30 years. The statistics indicates that teaching experience

among teachers was comprised of relatively the young who had a teaching experience of less than 10 years who represented a population of more than half of teachers sampled.

Table 4.3

Head teachers and deputy head teachers duration of teaching in current school

Years	Frequency	Percent
0-5	2	10
6-10	3	15
11-15	6	30
16-20	7	35
21-25	2	10
Total	20	100

Statistics recorded for school head teachers and their deputies, indicated that 90 percent had spend between 6 to 25 years teaching in their current schools. This indicated that majority of the head teachers and their deputies had enough exposure in their current schools and they were better placed in understanding girls learning environment and transition trends.

4.7 Teachers opinions on availability and adequacy of teaching resources

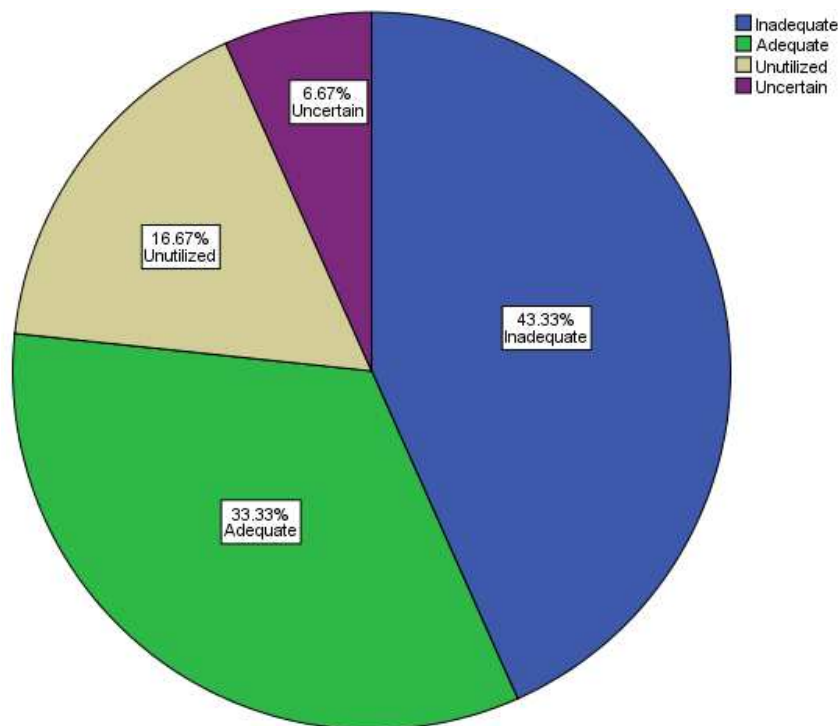
Teaching and learning resources supplement the teachers' exposition and help to overcome the limits of verbal communications. The resources provide a shared experience which cannot be conveyed vividly and realistically pure, by word of mouth. Adequacy of learning resources makes it easy for learners to

acquire concepts and skills that enable them to relate to the world around them (Knight 2002, KIE 2002).

Among the school based factors identified by the researcher were teaching resources. The study sought to establish how the availability and adequacy of learning and teaching resources affected the transition of girls from primary to secondary schools in Golbo division and teacher's responses were recorded in the figure 4.3.

Fig 4.3

Teachers opinions on availability and adequacy of teaching resources



About 43 per cent of teachers were of the opinion that teaching materials were inadequate in their schools, 33 percent indicate that materials are adequate, 17

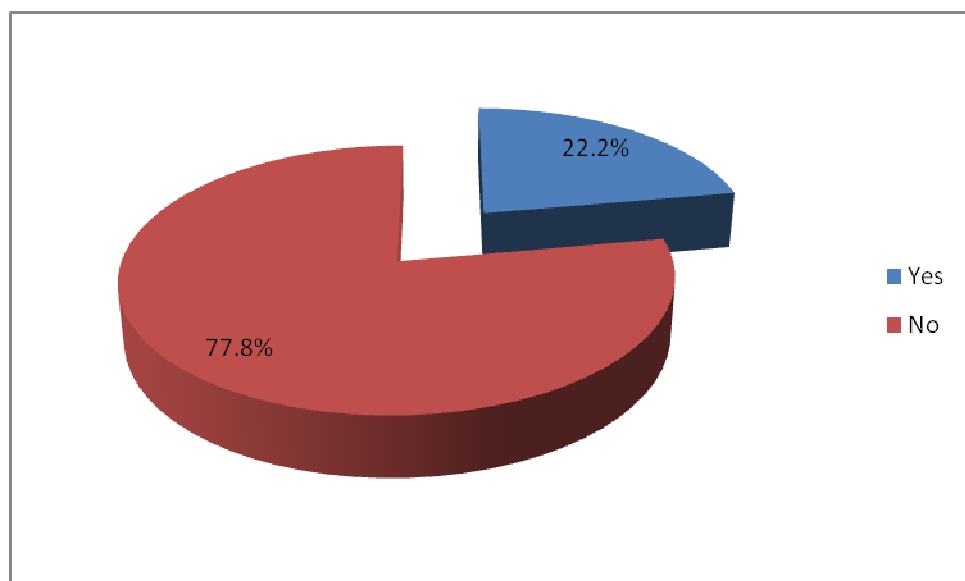
percent indicate that teaching materials were underutilized by teachers and 7 percent were uncertain with their opinions on the issue.

The findings therefore indicate that learning resources, has school based factors were inadequately provided to the teachers leading to poor teaching output by the teachers and would affect the learning experience of students and their transition.

The inadequacy of access to teaching and learning resources was further supplemented by data recorded from girls that indicated that they did not have access to text books that are graded as learning sources for students and teaching aids for teachers. Figure 4.4 shows girls opinions on their access to text books.

Figure 4.4

Girls responses on their accessibility to school textbooks



Data recorded indicated that only 22 percent of girls had access to school textbooks. This is a clear indication that school text books were not adequate to cater for the learning of the girls, a school based factor that could affect their transition negatively.

4.8 Teachers responses on their involvement by head teachers during procurement of resource materials

The researcher sought to establish the involvement of teachers by their head teachers in the procurement and purchase of teaching aids. Data was recorded in table 4.4.

Table 4.4

Teachers' responses on their involvement by head teachers during procurement of resource materials

Responses	Frequency	Percent
Always	3	5
Sometimes	45	75
Not at all	10	17
Uncertain	2	3
Total	60	100

A good number of head teachers occasionally involved teachers in the procurement of resource materials as recorded in the table above. This was indicated by the level of agreement that the teachers had on their involvement with 45 indicating that they were occasionally involved, 3 were always involved, 10 were never involved and 2 were uncertain of their involvement.

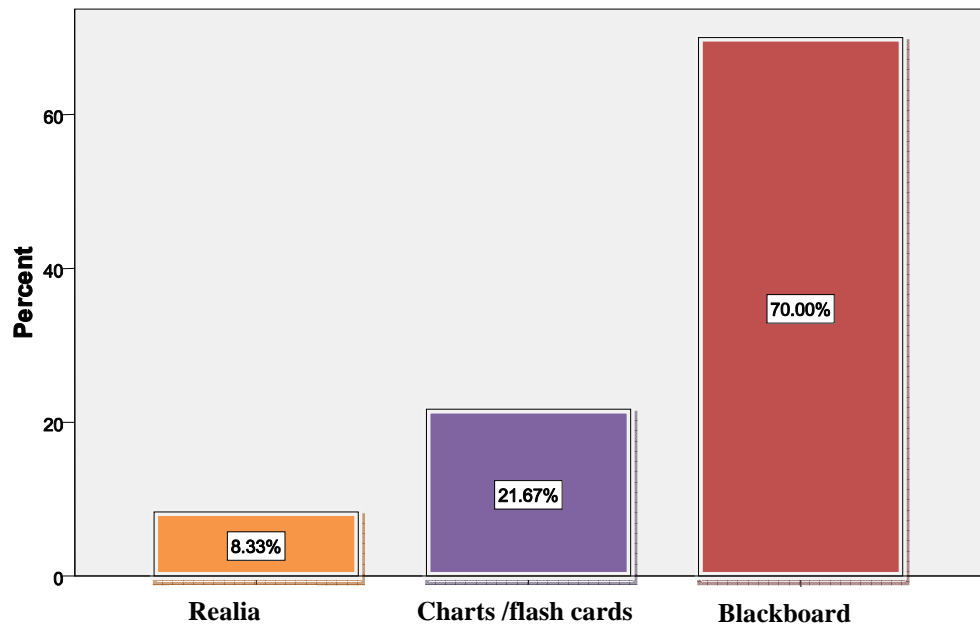
The findings above reveal that the lack of involvement or the partial involvement of teachers in procurement of teaching resources led to the inadequacy of provision of teaching resources as recorded in Figure 4.2 (discussed earlier in the chapter) where statistics indicated that teachers were of the opinion that teaching resources were inadequate. This is a school based factor that would affect the transition of girls negatively.

4.9 Teachers responses on the types of teaching aids they used

Teaching resources being identified as school based factors that would affect transition of girls prompted the researcher to establish the types of teaching aids employed in class. Data findings were recorded as follows.

Figure 4.5

Teachers responses on the types of teaching aids used



Findings in figure 4.5 revealed that more than half of the teachers 70 percent did not prepare learning aids for their lessons. They relied on chalk board as the tool to aid their lessons. This was indicated by the recording of a small fraction of teachers representing 22 percent who said they used charts/flash cards, 70 percent used the black board while only 8 percent said they at times used real objects.

There was lack of variation of the use of teaching aids making the blackboard widely used as learners could not manipulate teaching aids used and interact well. This is a clear suggestion that learners struggle understanding taught concepts hence are left having not gotten lesson objectives, a characteristic

that would affect transition as a guarantee for poor performance. This statistics further explain the recording of poor grades by the girls that will be discussed later in the chapter.

4.10 Teachers response on problems faced on maintenance of teaching aids

The study further sought to establish teachers’ responses on problems that faced the maintenance of teaching aids leading to the lack of adequate delivery of content. Findings revealed four main challenges that they faced on the maintenance of teaching aids as shown by their opinions table 4.5.

Table 4.5

Teachers responses on problems faced on maintenance of teaching aids

Teachers’ Responses	Frequency	Percent
Unlockable Doors/ Windows	25	42
Poor Wall Surfaces	11	18
Pupils Discipline	15	25
Lack of Glue for Fixing	5	8
Uncertain	4	7
Total	60	100

Results recorded indicated that 42 percent of the teachers complained of unlockable or absence of classroom doors and windows. This led to teaching aids being vandalized by outsiders after class hours. About 18 percent indicated that rough wall surfaces were not ideal for sticking teaching aids like manila papers that never stuck well hence the wind blew them off. Undisciplined pupils were another challenge to maintaining teaching aids in

class as statistics indicates 25 percent of teachers having the opinion that they tore off or stole teaching aids from classrooms. A small group of teachers, 8 percent indicated that the school did not provide necessary supporting materials like glue for fixing the aids hence they found it expensive buying them out of their pockets.

Lack of adequate teaching aids as learning resources by teachers would have an impact on the performance of girls hence affect their transition. The researcher therefore sought to establish the performance of girls in their previous exam and recorded the findings in table 4.6.

Table 4.6

Girls marks in their previous exams

Marks	Frequency	Percent
Below 200	3	8
240 – 200	23	65
299 – 250	10	28
Total	36	100

Data findings indicated that no girl got 300 marks, 10 girls got between 299 and 250 marks, 23 got between 240 and 200 marks and 3 got below 200 marks. More than half of the girls sampled got below the 250 marks, the half mark of the total marks tested in the Kenya Certificate of Primary Education.

The recording of poor grades was attributed to among other factors the lack of teaching and learning resources where respondents indicated they did not access learning resources like textbooks in class. Some also said that they

were not able to grasp contents in class due to teachers' lack of teaching aids like diagrams on manila papers that would aid their understanding.

Teachers views on the other hand on the poor grades recorded by girls indicated that there was a perception that boys were more bright in class than girls hence that was expected, some held views that girls' minds were divided between school and house hold chores and that there was lack of proper assessment methods by the teachers to test understanding of concepts.

4.11 Teachers responses on their determination of assessment procedures

With the aim of testing the third objective the researcher sought to identify teachers' determination on assessment procedures employed in assessing girls' achievement of content in and out of class. Among the feedback that teachers gave were: asking oral questions in class, encouraging group discussions and accessed feedback as well as giving the girls tests and homework. However, statistics collected indicated that homework was not assigned more often as more than half of the respondents' assigned homework once or twice in a week. Table 4.7 shows teachers responses on homework given per week.

Table 4.7

Teachers' responses on frequency of homework given per week

Teachers' responses	Frequency	Percent
Daily	12	20
Once	19	32
Twice	29	48
Total	60	100

Statistics indicated that 20 percent of teachers issued assignments daily, 32 percent issued the assignments only once in a week while 48 percent issued assignments twice. According to the study, only 12 teachers assessed the girls daily.

Statistics above were further shown by the girls' opinion on assignment and marking of homework. This was done to determine the satisfaction of the girls on assessment methods through assignment of homework and their responses recoded in table 4.8 as follows:

Table 4.8

Girls' satisfaction on issuance of assignments

Responses	Frequency	Percent
Yes	5	14
No	29	80
Not Sure	2	6
Total	36	100

From table 4.8, there is a clear indication that girls were not satisfied with the teachers' level of assessment through assignment of homework. Only 14 percent indicated that assignments were issued well, 80 percent disagreed while 6 percent were not sure. A majority of the girls were therefore not satisfied with the methods of assessment through assigning of homework a school based factor that would lead to low transition of girls from primary to secondary schools in Golbo division.

4.12 Girls responses on having equal opportunities to answering questions in class

The study sought to establish treatment of girls in class that could affect their transition. This was achieved through girls' responses on the equal treatment in answering questions in class. The table 4.9 shows girls responses on having equal opportunities while answering questions in class.

Table 4.9

Girls' responses on opportunities to answer questions in class

Responses	Frequency	Percent
Yes	25	70
No	7	19
Not Sure	4	11
Total	36	100

Findings recorded in the table 4.9 indicate that involvement of girls in class through answering questions asked by teachers was positive. About 70 percent of girls indicated that they were involved in answering questions in class equally while 19 percent were not and 11 were not sure if they were involved or not. However, even despite the positive feedback, girls did not find themselves fully participating in class discussions as they feared the male teachers. This fear was guided by their Islam cultural influence that isolates females from their male counterparts.

4.13 Teacher's responses on availability of professional documents

The research also sought to find out the teaching levels and procedures employed by teachers in doing their work. This sought to determine teacher's organization and use of professional documents for analysis. When requested to avail some professional documents for analysis, few of the teachers provided schemes of work, lesson notes, and the class timetable. However, important documents such as the lesson plan and syllabus were not availed posing a major question in their preparedness to teach without preparing for their lessons.

This situation of teachers not preparing well in advance for their lessons impacts negatively on transition of girls from one level to the other. These characteristics highly influence performance of a learner in terms of understanding concept.

4.14 Girls' responses on their transition from primary to secondary school as compared to boys

Data findings discussed earlier in this chapter indicates transition of girls in their respective schools was lower as compared to that of boys. This findings were supported widely by 100 percent of the sampled population of girls and their reasons were: girls absenting themselves during menstruation period, lack of sanitary towels, early marriages causing drop outs, lack of female teachers as role models, lack of learned parents who could encourage them to study, unequal treatment in the school where boys have more access to text books than girls and lack of boarding facilities in all the schools in Golbo division that could have kept girls in schools for longer study hours.

4.15 Teachers' opinions on the transition of girls from primary to secondary school

Data findings show boys transiting more than girls in many schools of Golbo division. These responses are in agreement with the feelings of teachers' as recorded in table 4.10.

Table 4.10

Teachers' opinions on transition of girls in their respective schools

Teachers' opinions	Frequency	Percent
Equal to Boys	14	36
Less than Boys	46	64
Total	60	100

Statistics indicate that girls rate of transition was low compared to that of boys. This manifests itself with those of the opinion that girls rate of transition was less than that of boys recording the highest number of respondents. Those that had the opinion that transition rate were equal to that of boys recorded relatively lower number of respondents.

Respondents' held views that trend explained in data findings above had been caused by among other issues a misconception that girls would develop bad behaviors and in turn bring shame to themselves and their communities if they transitioned to secondary schools. Poverty led to most of the girls dropping out and not transiting as their parents could not afford to pay for their school fees and upkeep. Child labor is also another aspect as parents encourage children to do house chores rather than being in school,

discrimination against girls in the community where people prefer educating boys more than girls. Early and forced marriages that saw many young girls drop out of school during the transiting period.

However, even despite these challenges, feedback from the girls indicated that their head teachers did not discuss on the transition of girls in the schools. Findings were recorded in the table 4.11.

Table 4.11
Girls’ responses on the status of being informed of the transition of girls

Responses	Frequency	Percent
Yes	5	14
No	29	81
Not Sure	2	5
Total	36	100

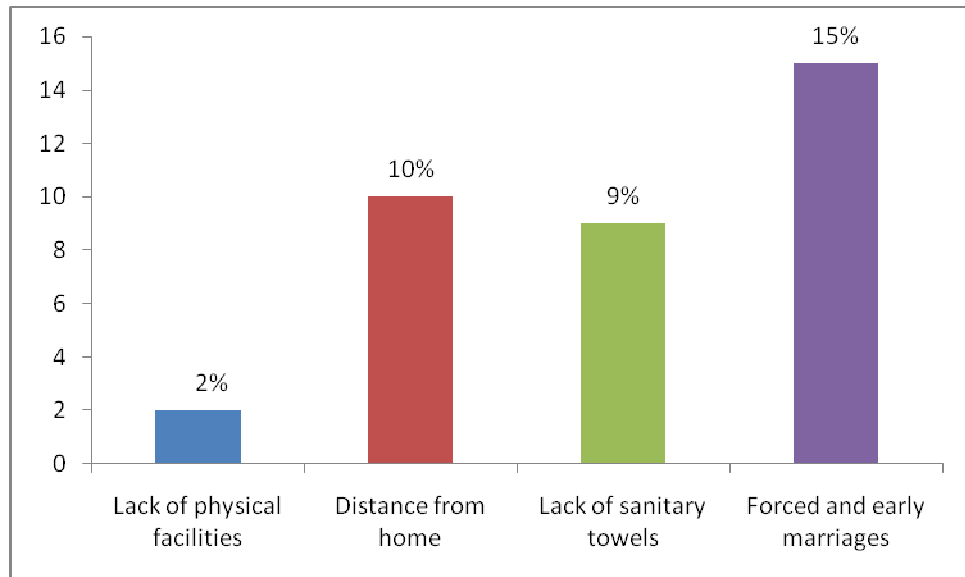
Only 5 girls agreed that their head teachers had discussed the transition of girls in schools to them. This represented quite a low percentage of the population as those who had not gotten any information on the issue from their head teachers were 29 and 2 were not sure. Girls however felt the transition needed to be discussed in order sensitize female pupils on the challenge. This meant that no interventions so far were being made to improve the situation at hand.

4.16 Responses on challenges leading to girls low transition

The researcher sought to establish the main challenges that girls' face and their role in the transition. The researcher therefore sought girls' responses on challenges they encountered that led to their low transition.

Figure 4.6

Girls responses on challenges that have negative impacts to their transition



From the data represented in figure 4.6, it is clear that the girls face a number of challenges that negatively affected their transition from primary school to secondary school. About 15 of the girls indicated forced and early marriages as major challenge, 2 indicated lack of physical facilities in the school, 10 felt that the distance between their homes and the schools determined their transition while 9 were affected by lack of sanitary towels.

The adequacy of physical facilities to enhance transition of girls to secondary school received quite a number of responses from teachers with a good number indicating that physical facilities like dormitories for boarding and book libraries to keep the girls at school were important but were not put in place.

Teachers also noted that most girls did not proceed to standard eight or secondary schools as they would be forced into early marriages. This is promoted by their cultures and traditions of the society they live in. This was identified as a major challenge to transition of the girls from primary to secondary school.

The school management through their deputies and head teachers indicated that they were not fully satisfied with the physical facilities in their schools. Latrines that were overflowing were among challenges that were faced and lack of libraries, and play ground to cater for the extra-curriculum activities. Further, all the schools head teachers noted that classrooms were not in good conditions as some did not have floors, windows and doors. There was indeed a negative feedback that there was indeed lack of physical facilities that posed a challenge to the girls' education hence affected their transition.

Field results indicate that both girls and their teachers are well aware of the negative challenges that affected the transition of girls. This is further revealed by the responses received from girls on the where about of their fellow girls who had dropped out of school. Table 4.12 shows girls' responses on the where about of their colleagues who had dropped out of school.

Table 4.12

Girls' responses on the where about of their colleagues who had dropped out of school.

Responses	Frequency	Percent
Married	16	45
Repeated Previous Class	5	14
Transferred to Other Schools	9	25
Do not Know	6	16
Total	36	100

The data presented in table 4.12 supports the latter finding that there existed challenge that girls faced in their transition to secondary schools. From the data analyzed, 45 percent of respondents indicated that girls who dropped out of their class had gotten married, 14 percent had repeated, 25 percent had taken transfers to other schools and 16 percent respondents were not aware of their whereabouts.

It is important to note that among other challenges, forced and early marriages among the girls repeatedly identified itself as a major challenge from different group of respondents. Teachers, as indicated before felt that early marriages was a challenge and girls identified the same when asked on the challenges they faced. This further manifests itself when girls were asked on whereabouts of their friends who dropped out of school. This is an indication that marriage is a major challenge to the transition of girls from primary school to secondary schools.

4.17 Teachers responses on challenges of curriculum implementation

The study also sought to investigate the response of teachers on challenges affecting curriculum implementation. Table 4.13 shows teachers responses on challenges they face in the process of curriculum implementation.

Table 4.13

Teachers' responses on challenges of curriculum implementation

Teachers' responses	Frequency	Percent
Understaffing Teachers	18	30
Early Closing/ Late Opening by Pupils	13	21
Lack of Resources / Facilities	15	25
Co-curricular activities during school days	3	5
Frequent Transfer of Teachers	4	6
Vandalism of Resources	2	3
Absenteeism of Teachers	5	8
Total	60	100

N = 60

Teachers noted a number of challenges with 30 percent rating understaffing of teachers as a challenge, 21.7 percent noted late opening, early closing, 25 percent noted lack of resources and facilities, 5 percent noted co-curriculum activities during school days, 2 percent noted insecurity and 5 percent noted absenteeism of teachers.

4.18 Curriculum effects leading to low transition of girls from primary to secondary school

The study also sought to establish the effect of curriculum implementation on transition. Most respondents were in agreement that there were many cases of girls who did not transit from primary to secondary schools in Golbo division. School heads and teachers agreed that the major cause of transition was a combination of curriculum factors that cut across teaching and learning. These factors included understaffing, inadequate textbooks, late syllabus coverage, late reporting of pupils to school, late opening and early closing of schools leading to too much wastage of time.

Findings further indicated that transition of girls was affected by tribal clashes and co-curriculum activities that were scheduled during school days. Teachers also mentioned lack of physical activities and lack of interest in studies as factors influencing transition.

4.19 Summary

The findings have so far established that there were cases of low transformation of girls from primary schools to secondary schools. The major causes of the transitions are a combination of school based factors that cut across learning and teaching materials for evaluation procedures, lack of self motivation, teachers attitude to work, poor time management by both learners and teachers, inadequate resource materials, late coverage of syllabus, late delivery of text books by book sellers and poor relationships between teachers and head teachers.

The study also revealed instruction and curriculum as contributing factors to low transition. These factors include poor timetable organization, lack of staff meetings, understaffing, in adequate preparation and or lack of professional documents by the teachers. The findings also established evaluation procedures affecting transition of girls from primary to secondary school. This includes lack of standardized exams and continuous assessment tests. It also established classroom management factors like lack of teaching aids by teachers, lack of female teachers, lack of remedial lessons and tribal clashes as major impediments to high transition of girls from primary to secondary schools.

Findings revealed that Golbo division has low girls transition in education from primary to secondary school. Among the factors that inhibited girl's education and limiting their participation in social economic and political development were:

- Lack of motivation for female pupils
- Unfriendly school environment including poor and inadequate infrastructure that disapprovingly affect girls.
- Inadequate female role models including teachers especially in the rural schools
- Inadequate teaching and learning resources
- Gender inappropriate teaching and learning methods
- Poor performance especially for girls
- Understaffing or teachers in rural schools
- Societal values and practices including forced and early marriages that leads to girls dropping out of school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion, recommendations and suggestions for further research. To realize the research objectives, five research questions were formulated. These questions addressed how teacher characteristics influence girl's transition from primary to secondary school, the influence of teaching and learning resources on the transition of girls from primary to secondary schools, how assessment procedures influenced transition of girls from primary to secondary schools, the level of girls involvement by teachers in the teaching and learning process and the extent to which physical facilities influenced transition of girls from primary to secondary schools in Golbo division , Moyale district.

5.2 Summary of the study

The main purpose of the study was to investigate the effects of school based factors on the transition of girls from public primary to secondary school in Golbo division, Moyale district in Marsabit County. The researcher approached the study by setting up objectives and research questions that guided the study. This was done by examining various variables that may influence transition of girls from primary to secondary school in Golbo division in Moyale district.

These variables include teacher characteristics, availability of teaching and learning resources, assessment procedures, learners' involvement in learning process and availability of physical facilities which formed the research objectives. The literature review was based on the transition of girls from primary to secondary schools and factors that would lead to transition. Among aspects discussed were teacher attitudes towards pupils' performance, qualification and experiences of teachers, mode of learning and teaching employed by the teachers, and even the physical facilities of the school. All these aspects were discussed in relation of their effects and connection to the transition of the girl child from primary to secondary. It is also important to note that these aspects were school based and they in one way or the other directly affected the girl child.

The researcher adopted cross-sectional survey research design to assess thought, opinions and feelings of the sampled population. Research instruments used were questionnaires with closed and open ended questions. Data analysis carried in relation to the study proved that the identified and discussed school based activities indeed affected the transition of girls from primary schools to secondary school. Data was analyzed carefully and related to the study through tabulations and graphs.

The study established that majority of teachers in Golbo division were male against their female counterparts and that all the head teachers were male, revealing a high level of disproportion in gender disparity in teaching staff. The findings also revealed that, teachers who had sufficiently qualified for

their respective roles were less than half of those sampled. This is an indication that most teachers lack modern administrative and managerial skills required for proper and efficient performance expected, thus greatly contributing to low transition of girls from primary to secondary schools.

Further findings show that many teachers in this division comprise of relatively young and recently recruited, with minimal professional experience of up to 5 years. However, most head teachers had good experience in their work. On the second objective, the researcher sought to establish the influence of teaching and learning resource, on the transition of girls from primary to secondary school in Golbo division of Moyale district. The study established that teaching materials in many schools were inadequate and poorly utilized by the teachers, making it difficult for the learners to acquire taught concepts easily.

The findings in the study also revealed that many girls do not access text books and also lack interaction with teaching and learning aids that would have boosted their morale. Many schools in this division lacked sufficient teaching and learning resources which have caused low transition of girls from primary to secondary school. Inadequacy of resource materials, space and equipments are the main problems to implementation of curriculum in many schools, adversely affecting performance in examinations thus causing low transition of girls from primary to secondary school.

Further findings revealed that majority of the teachers in Golbo division do not prepare teaching aids for their lessons. They mainly rely on the chalk board as

a tool that aids their lessons. Teachers complain of ununlockable or complete absence of class doors and windows, hence teaching aids being vandalized by outsiders after class hours. They also indicate rough classroom walls, lack of fixing glue and undisciplined pupils who tear or steal them as a challenge to the security of teaching aids being kept in class.

On the third objectives, the researchers sought to establish how assessment procedure influences transition of girls from primary to secondary school. The main findings show that many teachers assess achievements of the content by asking oral questions. Field findings though, indicate that homework assignments and continuous assessment tests are not given more often. Many teachers give assignments only once or twice a week and also on many occasion fail to mark the given assignments. This is a clear indication that girls are not satisfied with teachers' level of assessment.

Further findings show that only few teachers have shown love for their work as many do not prepare professional documents like schemes of work, lesson plans. They do not even keep learners progress records, not even a class timetable. This poses a major question on the preparedness to teach well.

On objective four, the researcher sought to establish the level of girl's involvement by teachers in the teaching and learning process. Finding reveals that girls and boys are given equal opportunities to ask or answer questions in class but due to being shy and for the fear of failure girls stay away from active participation in learning. As a result, teachers involve more boys in learning process than girls. Further findings revealed that girls fear interacting

with male teachers as influenced by their cultural and religious (Islam) background which distance ladies from male counterparts.

On the fifth objective, the researcher wanted to determine the extent to which physical facilities influence transition of girls from primary to secondary school. The study established that physical facilities like dormitories and libraries which would have kept girls at school were not in place. It is also noted in many schools that girl's toilets are inadequate and the few which exists lack proper doors and over flowing. Some schools lack essential facilities like playground for the co-curricula activities.

Further findings show that classroom structures in many schools were not in good condition as they lack cemented floors, doors and windows all posing a challenge to keeping girls continuously in school hence affecting their transition. As a result there are huge numbers of girls' drop-outs, many being forced to repeat other classes and others ending up getting married.

5.3 Conclusions

Based on the findings of this study, it was concluded that teacher characteristic greatly affected transition of girls from primary to secondary school in Golbo Division of Moyale district. This argument is supported by the findings that many teachers did not prepare well in advance, as in preparing the required professional documents, using audi-visual aids that would have stimulated the girl's active participation in the learning process. Another issue that came out well was the habit of teachers not giving students home assignments on

regular basis. This does not work well as pupils are left on their own without any effort of evaluation to see the mastered concepts.

The study also concluded that teaching and learning resources did affect the transition of girls from primary schools to secondary schools. This argument is supported by the inadequacy of textbooks and teaching aids in most of the schools sampled. Even in cases where such resources were available, they were not utilized.

Research findings also yielded results that led to the conclusion that involvement of girls in the learning process influenced their low transition to secondary schools. Statistics collected from the field survey indicated that although girls were given equal opportunities in the participation of answering questions in class by their teachers, their fear for the male teachers made them be left out in the assessment method even despite oral questions and class participation being identified as an assessment method by the teachers. This resulted to them not grasping concepts taught in class.

The study concluded that physical facilities did contribute to the low transition of girls from primary to secondary schools. Responses recorded indicated that learning environment that was characterized by lack of enough school latrines, inaccessibility of good conditioned classrooms, lack of libraries/ book stores and lack of sanitary towels. This learning environment posed a major challenge to girls hence the low transition.

Findings recorded from the study were supported by data provided by the District Education Officer in Moyale hence leading to the conclusion that school based factors that included – teacher characteristics, teaching and learning resources, assessment procedures used, involvement of girls in learning and teaching process and physical activities led to the low transition of girls from primary to secondary school in Golbo division of Moyale District.

5.4 Recommendations

With the aim of curbing the low transition several schools based activities need to be incorporated in schools. Among practices that need to be introduced and incorporated in school practices include:

1. Provision of adequate teaching and learning resources by schools: This ensures that teachers deliver well in class and students interact with different learning resources hence they increase their level of understanding in class.
2. Guidance and counseling of girls: Continuous guidance and counseling will ensure that the girl child's psychological and psychosocial needs are taken care of. Issues relating to early marriages could be discussed in sessions and the girl child would share experiences and get guidance on matters affecting their school lives
3. Motivation of teachers needs to be enhanced. This ensures that both the teachers feel appreciated and their work is identified hence encourages them to work harder towards the achievement of a common goal.

4. Frequent administration of continuous assessment tests at school level:
Evaluation is a major concern especially when girls continue getting poor grades compared to their male counterparts. Frequent evaluations ensure that teachers as well as pupils know how well or poor they perform hence they set targets for the next examinations. This also makes teachers realize strengths and weakness of their pupils and strive to improve on the weak points.
5. Improvement of Teaching: quality assurance and standard officers should ensure teachers do prepare well for their lessons so as to aid in the pupils' and especially girls better understanding. This would include teachers' development of lesson plans and teaching aids. The schools on the other hand need to provide teachers with necessary materials for effective output.
6. Institutions responsible for employment of teachers like the Teachers Service Commissions as well as the Board of Governors at the county level should ensure that qualified teachers are employed and there is gender balance in the teaching staff.
7. Sensitization programmes need to be developed by the ministry of education to sensitize parents on the importance of the girl child education in the society. This would ensure that parents do not become blocks for their girls to attend school sessions but rather would encourage them to do so. Continuous sensitization programmes for girls in school also need to be developed by the ministry of education so as to ensure that girls are sensitized on the importance of education

as well as to the society and they are made aware of societal values that may deprive them of their education rights and how to handle such challenges. This will help keep the girl child abreast of all challenges they are facing and how to deal with them

8. The government through the Ministry of Education needs to ensure that schools are easily accessible and available to students and all those willing to study. This will ensure that pupils do not fail to attend class sessions due to far distances of schools from their homes. This could be done by construction of more schools in isolated areas.

5.5 Suggestions for further research

The researcher suggests further studies to be done in the following areas:

1. A similar study should be replicated in different geographical areas with similar people lifestyles and same climatical conditions in the rural settings within the county.
2. Since this study used only teachers and few girls in class eight a similar study should be carried out involving teachers, stakeholders, and both sex pupils on completion rate of girls within the primary cycle.
3. A study should be conducted to investigate non-school based factors affecting transition of girls from primary to secondary school both in the same area and other areas in the district using a broad dimension of respondents.

4. A research study should be conducted on the impact of culture and the society on transition of girl, from primary to secondary school in rural areas inhabited by pastoralists and community of Islamic faith.

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APPENDICES

APPENDIX 1: INTRODUCTORY LETTER

University of Nairobi,
Department of Educational
Administration and Planning,
P.O Box 30197,
Nairobi

The head teacher,
_____ Primary school
P.O. Box _____

RE: REQUEST TO COLLECT DATA

I am a postgraduate student at the University of Nairobi. I am currently undertaking educational research aimed at finding out **school based factors affecting transition of girls from primary to secondary schools in Golbo division in Moyale district, Marsabit County.**

Your school is among those sampled for the study. There is a questionnaire to be filled by you, your teachers and some of your pupils as participants. The identity of the respondents will be treated with utmost confidentiality and the responses will be utilized for education purposes only.

Thanks.

Yours faithfully,
DIDA J GUYO

APPENDIX 2

QUESTIONNAIRES FOR HEAD TEACHERS AND DEPUTIES

The purpose of this questionnaire is to gather information about school based factors affecting transition of girls from primary school to secondary schools in Golbo division of Moyale district. Your identity will be accorded the necessary confidentiality hence do not write your name or the name of your school.

Please indicate the correct option as honestly and correctly as possible by putting a tick () against one of the options. For the questions that require your opinion, use the spaces provided.

Part A. Demographic data's

1. What is your gender? Male () female ()

2. What is your highest qualification?

Academic	Professional

3. What is your all time working experience both as a teacher and a head teacher?

4. For how long have you been head teacher/deputies in this school? (Delete as Appropriate)

Less than a year () 1-5 years () 6-10 years () 11-15 years ()

Part B. Information about the school

1. Please indicate enrolment per class, by gender in the table below.

class	1	2	3	4	5	6	7	8
Boys								
Girls								
Total								

2. How many teachers do you have in your school? Male ___Female ___

3. How would you rate the following resources to teachers and pupils? Tick as appropriate.

Resource	Available to trs.	Available to pls.	comments
Syllabus			
Text books			
Chalkboard			
Readers			
Revision papers			

4. How would you rate the following facilities in your school?

Facility	Number available	Comment status
Classrooms		
Girls Toilets		
Staffroom		
Playground		
Bookstore /library		

5. In your opinion, how does availability of these facilities affect transition of girls from primary to secondary school?.....

.....

.....

.....

.....

.....

.....

.....

.....

Part C. Information about transition per gender

1.a) Please fill in the table below which will show a summary of transition per year by gender from primary to secondary school.

Year	Number of candidates by gender who attained over 250 marks.	
	Boys	Girls
2012		
2011		
2010		
2009		
2008		

b) In your capacity as a head/deputy head teacher, what intervention measures have you put in place to improve the status of transition of girls in your school?

.....

c). In your opinion, to what do you attribute the trend of transition of girls in your school?.....

.....

2.a) Which assessment procedures do teachers use to evaluate pupils academic performance?.....

.....

b). How many exams were administered last term for the following classes?

class	1	2	3	4	5	6	7	8
Exams								
category								

c). Was result analyzed and necessary feedbacks given in good time?

3. What measures are employed to reverse the negative trend of transition of girls?.....

.....
.....

Thank you for your cooperation

APPENDIX 3

QUESTIONNAIRES FOR TEACHERS

The purpose of this questionnaire is to gather information about school based factors affecting transition of girls from primary school to secondary schools in Golbo division of Moyale district. Your identity will be accorded the necessary confidentiality; hence do not write your name or the name of your school.

Please indicate the correct option as honestly and correctly as possible by putting a tick () against one of the options. For the questions that require your opinion, use the spaces provided.

Part A. Demographic data's

1. What is your gender? Male () female ()

2. What is your highest qualification?

Academic	Professional

3. What is your professional experience in years?

.....

4. For how long have you been a teacher in this school?

Less than a year () 1-5 years () 6-10 years () 11-15years ()

Part B. Information on teaching and learning resources

5. How do you consider the status of teaching and learning resources in your class?

Adequate () inadequate ()

If inadequate, what is the ratio of sharing the textbooks in your class?

.....

6. How often does your head teacher calls for meeting involving teachers and parents, discussing procurement of educational resources?

Always () sometimes () never ()

7. How do you consider the following learning materials in your school?

Tick as appropriate.

Materials	Yes	No
Chalkboard		
Text books		
Science material		
Supplementary readers		
Syllabus		

What types of teaching aids do you commonly use in your class teaching?

.....

8. Where do you keep these aids after use?

.....

9. What problems do you experience displaying them in class?

.....

C. Information on transition of girls

10. In your opinion, how do you rate the transition of girls in your school?

More than boys () equal to boys () less than boys ()

What in your opinion have contributed to this trend?

.....
.....
.....
.....

11. What remedies do you suggest to improve transition of girls in the school?

.....
.....
.....

D. Information on curriculum implementation.

a) State the problems which interfere with curriculum implementation in your school

.....
.....
.....
.....

b) In which five main areas do you experience difficulties in your teaching work?

.....
.....

c) How do you determine at the end of the lesson whether students achieved the content?

.....
.....
.....

d) How often do you assign homework assignment for your learners?

Daily () twice () once week () twice a week ()

e) Are the following professional documents available and checked by your head teacher?

Document	Available (Yes)	Not available
Schemes of work		
Lesson plan		
Lesson notes		
Record of work		
Assessment record		
Syllabus		
Class Time table		

Thank you for your cooperation

APPENDIX 4

QUESTIONNAIRE FOR CLASS EIGHT GIRLS

This questionnaire is designed to seek information on school based factors affecting transition of girls from primary to secondary school. Please tick where appropriate or fill in the information required. Do not write your name.

Part A. Demographic data

What is the type of your school set up? Boys () girls () mixed ()

How many different schools have you enrolled since you started schooling?

.....

How many times have you repeated?

Part B. Information on transition

- i. Do girls equally perform well as boys do? Yes () No ()
- ii. a) Have your head teacher ever discussed on transition of girls in the school? Yes () No. ()

If yes, what were the interventions made to improve the situation?

.....
.....
.....

b) What challenges do girls face at school that has a negative influence on their transition from primary to secondary school

.....
.....
.....

- iii. Are homework assignments given and marked for all subjects by your teachers? Yes () No ()
- iv. Are girls in your class given equal opportunity answering questions in class by teachers? Yes () No ()
- v. Do teachers take you through done exams for corrections regularly? Yes () No ()

vi. Do girls in your class have equal access to school text books as boys?

Yes () No ()

vii. How ideal are physical facilities like toilets, school field and classroom for girls?.....

.....

.....

.....

.....

.....

.....

Thank you for your cooperation.

APPENDIX 5: LETTER OF AUTHORISATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/798**

Date: **24th May 2013**

Jackson Guyo Dida
University of Nairobi
P.O Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated **14th May, 2013** for authority to carry out research on "*School based factors affecting transition of girls from primary to secondary schools in Golbo Division, Moyale District.*" I am pleased to inform you that you have been authorized to undertake research in **Moyale District** for a period ending **31st December, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Moyale District** 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.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Moyale District

APPENDIX 6: RESEARCH PERMIT

PAGE 2 PAGE 3


Research Permit No. **NCST/RCD/14/013/798**


THIS IS TO CERTIFY THAT Prof./Dr./Mr./Mrs./Miss/Institution **Date of issue** **24th May, 2013**
Prof./Dr./Mr./Mrs./Miss/Institution **Fee received** **KSH. 1000**

Jackson Guyo Dida
of (Address) University of Nairobi
P.O Box 30197-00100, Nairobi
has been permitted to conduct research in

Location
Moyale District
North Eastern Province

on the topic: School based factors affecting
transition of girls from primary to secondary
schools in Golbo Division, Moyale District.




Applicant's Signature **Secretary**
National Council for Science & Technology

for a period ending: 31st December, 2013.

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.


2. Government Officers will not be interviewed with-out prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.


REPUBLIC OF KENYA
RESEARCH CLEARANCE PERMIT

GPK60553mt10/2011 **(CONDITIONS—see back page)**

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