INFLUENCE OF SOCIO-ECONOMIC AND ENVIRONMENTAL FACTORS ON GIRLS' TRANSITION TO SECONDARY SCHOOL IN MT. ELGON, BUNGOMA COUNTY, KENYA

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A Thesis Submitted to the Graduate School in Partial Fulfilment of the Requirements for the Master of Arts Degree in Gender and Development Studies of Egerton University

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DECLARATION AND RECOMMENDATION

Declaration

I declare that this thesis is my original work and has not been presented, wholly or in part, for an award of degree in this or any other university for award of a degree.

Signature…….. Date 14th August 2023

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GM11/16636/15

Recommendation

This thesis has been submitted for examination under our supervision and has our approval as candidate's supervisors.

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DEDICATION

With love to my Husband for the encouragement, guidance, and financial assistance and to my entire family members, my children Purity, Clara, Leon, Ian and Talya whom we have tested the depths of this water together. Thank you and God bless you.

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ABSTRACT

Gender disparity and inequality in education has been a challenge world over. Education for All (EFA) and education targets of the Sustainable Development Goal 4(SDG) were put in place specifically to address concerns linked to education and development. This study sought to contribute to the growth of girl child education through establishment of the Socio-economic and environmental factors influencing transition rate of girls from Primary to Secondary School in Mt. Elgon, Bungoma County. The specific objectives involved establishing Socio-Economic factors that influence transition rate of girls to Secondary School in Mt. Elgon Sub-county, determining the extent to which Socio-economic factors contribute to girls' transition rate to Secondary Schools and investigating environmental factors that affect Girls' Transition to Secondary School in Mt. Elgon Sub-county. The study was conducted in girls' public secondary schools and selected primary schools in the six administrative wards in Mt. Elgon Sub-county. The study used descriptive research design utilizing both qualitative and quantitative methodologies. Out of a target population of 112, 88 was sampled using simple random sampling and purposive sampling techniques. Simple random sampling was adopted to select the schools that were used as sample. The study employed questionnaires, interview schedules, focus group discussions and document analysis and desk top study as the instruments for the study. For qualitative data, the Sub-County Director of Education and Divisional Education Officers, District Officers, Church Leaders and Non-Governmental Organizations formed key informants for the study with whom in-depth interviews was conducted. The Quantitative data was analysed using descriptive statistics using Statistical Packages for Social Sciences (SPSS) version 27 for windows. Qualitative data was analysed using thematic content analysis. The results showed that majority (61.7%) of respondents said FGM very much affects girls transition to secondary schools in Mt. Elgon Sub-county. Girls after undergoing FGM feel mature and ready for marriage. About 33.3 % of respondents cited apathy for education as a contributing factor to girls' transition to secondary school. 63% of form one girls interviewed considered distance to school as a major factor influencing their transition to secondary schools given that secondary schools are fewer and distantly located. The study concludes that socio-cultural, socio-economic and environmental factors greatly influence transition of girls from primary to secondary school in Mt. Elgon Sub-county, Bungoma County. The study recommends the government, Non-Governmental Organizations and other sectors should address socio-economic and environmental factors to improve the transition rate of girls to secondary school. These findings will inform policy in the education sector.

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LIST OF ABBREVIATIONS AND ACRONYMS

ACC :	Assistant County Commissioner
ALSG :	Association of Local Society Groups
EFA :	Education for All
FGM :	Female Genital Mutilation
GOK :	Government of Kenya
KCPE :	Kenya Certificate of Primary Education
MDG's:	Millennium Development Goals
NACOSTI:	National Commission for Science Technology and Innovation
NGO :	Non-Governmental Organization
SDG :	Sustainable Development Goals
SPSS :	Statistical Package for Social Sciences
UNESCO:	United Nations Educational, Science and Cultural Organization
UNICEF:	United Nations Children's Fund

CHAPTER ONE
INTRODUCTION

1.1 Background information

Education is a human right and a fulfilling experience that helps girls and boys reach their full potential in society. Yet millions of children in Africa are still out of school, most of them being girls. Education for Sustainable Development (ESD) and Education for Sustainable Development Goals (ESDG) were established after the Millennium Development Goals (Kopnina, 2020). Among the 17 Sustainable Development Goals named in the Agenda, SDG 4, with its corresponding 10 targets, calls on Member States to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (English & Carlsen, 2019; UN, 2016)). Education is at the heart of the 2030 Agenda for Sustainable Development: it is identified as a stand-alone goal (Sustainable Development Goal 4). It is comprised of the following key deliverables: ensuring lifelong learning opportunities for all, from early childhood to adult education; surety of equity, inclusion and gender equality; effective learning and the acquisition of relevant knowledge, skills and competencies; ensuring relevance of learning, in terms of vocational and technical skills for decent work as well as for global citizenship in a plural and interconnected world. Some of the sustainable development and encourages teaching for sustainability through various examples of alternative education that emphasizes planetary ethic and degrowth. These alternatives include Indigenous learning, ecopedagogy, ecocentric education, and education for steady-state and circular economy, empowerment, and liberation (Kopnina, 2020).

The SDG goal number 4 was put in place specifically to address concerns linked to education and development (Nazar *et al*., 2018). Despite this, gender inequalities in education persist in Sub-Saharan Africa to the detriment of girls. This is evidenced by disparities in access to school as well as in enrolment, retention, completion, and performance rates (Were, 2020). These disparities point to structural and systemic gender inequality which is partly reflected in education, as was reported by The State of the World's Children (2007). Education is any act of experience that has a formation effect on the mind, character, or physical ability of an individual. It is the process by which society transmits knowledge, skills and values from one generation to another. It is the valuable thing that society can bequeath its membership. It helps fight ignorance and the acquisition of knowledge creating a better citizenry in terms of prospects in life (Zivengwa *et al.,* 2011). The set SGDs enhanced achievement of education and enabled attainment of other Sustainable Development Goals hence breaking the vicious cycle of poverty when the girls obtain quality education. Education can lead to reduction of inequalities

empowering of the people to live more sustainable and healthy life. Education can also foster tolerance in people and make the society more peaceful (Adegbesan *et al*, 2010; Nazar *et al.*, 2018).

A country's education system in terms of quality has a direct correlation with the country's social, economic, and political health. It thus makes education an issue of national importance owing to the premium everyone attaches to it. Knowledge and skills provided by an education system should be relevant to the needs of the individual and of the nation. These two elements should be measured in positive observable behaviour (Amstrong & Allan, 2009; Burés *et al*., 2016). The right to education was created and recognized by all jurisdictions. Article 2 of the first protocol to the European convection of human rights obliges all signatory parties to guarantee the right to education. The United Nations International covenant on economic, social and cultural rights guarantees every other citizen in the world a right to education. Under the education for all (EFA) programmes driven by UNESCO, many Countries have committed to having universal environment in primary education by the year 2015 and this has made it compulsory for children to receive primary education in many countries, (Karlusky, 2010).

Transition in education refers to the flow of students from one level/stage to the next in the school system. For this study, transition here refers to the movement of girls from Primary to secondary school in pursuance of education. Education transition rates can be defined as the percentage of learners advancing from one level of schooling to the next. It is calculated as the percentage of upcoming year divided by the number of learners in senior class in the preceding year (Hueblar, 2011). The worldwide education transition rates from primary school to secondary school level indicate that eighty-five percent (85%) of learners who get to the last grade in primary school get to attend secondary school. The two regions with the lowest education transition rate are West and Central Africa (52).

Globally, statistics indicate that girls' transition rates are highest in industrialized countries (98%) and Eastern Europe (96%) (UNESCO, 2009). Africa has the challenges of low education transition rate from primary level to secondary school level. This can be attributed to a myriad of factors among them being over-reliance of donor support programme for the education system. The very lack of innovative programmes by African governments and not building on sustainable programmes in many projects bring in the aspect of over-reliance on donor support leading to a situation of crumbling of the programmes on the delay of funding or the withdrawal of the same leaving the learners missing out on the education programmes and in many cases not transiting to the next level (Muga, 2011).

A great challenge to African governments is that of financing of the education programmes. The governments operate with huge budgetary deficits which always need to be plugged by way of donors infusing budgetary and development support. This leaves the challenge of financing the education programmes especially for the post-primary education programmes to the household and the communities. The challenge leaves the households in a precarious situation whereby they must do a delicate balancing of act of deciding on whether to pay for education of the learners or meet the daily needs of survival and sustenance taking into accounts that most of Africa's population lives in less than a dollar per day (Matayos, 2010). This makes it even harder for the girl child when the parents have to decide on whether to take the girl to school or the boy. Most African countries prefer the boy child to the girl child and boys are always given priority over girls when it comes to access to family decisions.

In 2008, in primary schools specifically, Sub-Saharan Africa had yet to achieve gender parity. Gender disparities were largest in rural areas and among poor households. In secondary school, only 30 percent of boys and 25 percent of girls were enrolled. Transition rate for both boys and girls remain low at 64% across Sub-Sahara Africa, going as much as 26% for girls in Guinea, 44% in Burkina Faso and 31% in Mauritania. Redressing this situation demands serious investment in getting more children, both boys and girls, to secondary school and achieving gender parity. The Kenyan situation paints a grim picture on the education transition rates from primary to secondary school. Every year after the release of the Kenya Certificate of Primary Education (KCPE) details alarming numbers of learners missing out in terms of progression to the next level. This can be attributed to the lack of infrastructural capacity owing to the lower numbers of secondary schools in comparison to the primary schools. This causes many learners to miss out the opportunity to progress to the higher level (Ogolla, 2013).

During conflicts, girls' rights are violated as they are subjected to mental, emotional and physical repercussions. The girl child access to education is affected through rape, killings, forced recruitment in the armed forces, sexual exploitation, and abduction forced marriage and increased exposure to HIV and AIDS. These effects hinder the girls' participation in education leading to male dominance.

There must be some 'initiative' to empower parents and families in rural areas in order to access information about their children's options for higher education and contribute to their aspirations for further study. These initiatives should not be limited to provision of Career and education information to the parents to empower them to support their girls transit academically (Kilpatrick *et al*., 2020).

A study by Feliaciti (2006) posit that in Rwanda conflict indicates that rape and other grave violence against girls are carried out during conflicts as a weapon of war. The effects of rape and other sexual crimes force the girl child to drop out of school, have forced pregnancies and suffer psychologically (Muthengi, 2013). In some African communities such as the Maasai, religious and traditional norms dictate that girls are to be married at a certain age when they are still in school with no prospects of marriage when they are mature. The girls are therefore pulled out of school as soon as they reach maturity to prepare them for marriage. Early marriage has been repeatedly identified as one of the major causes of girls' dropping out of education. Culture rites have a key role on the transition rate of girls to secondary school. Some girls after Female Genital Mutilation (FGM), start feeling that they are now grown-up women and should get married. This is because girls are expected to be married immediately after they are initiated. Pressure is therefore put on them to leave school and fulfil the traditional expectations. Further, women that have passed through FGM were more likely prone to violence by intimate partner compared to those women that have not undergone the process (Sano *et al*., 2021).

According to Republic of Kenya (2010), the provision of resources for financing of education for an efficient education system is a challenge to the government. This calls for the involvement of all stakeholders; the state and non-state actors in the quest to putting up the facilities and mobilization of resources to see to it that the secondary school education is realized. This leaves the responsibility of footing a major part of secondary school education bill to the households and the community. It ultimately exposes the learners from disadvantaged homes especially girls to the risk of falling out driven by the element of the associated costs. The girls are even married off at an early age to get pride price to educate the boys.

The family background of the learners plays a key role in the determination of education transition levels. The family network and family composition determine whether the child will have attachment to learning and education. This is attributed to the aspect of households attaching higher economic activities which have immediate returns like the provision of short term labour at a cost compared to the investment in Education for the future. Situations of family compositions as well detail the phenomenon in the event of having the parents who have been to school, they will insist on the learner achieving the academic pursuits but in the case of having those who have not been to school, they may not see the importance of taking the learners for the next levels of schooling (Juma, 2010). Because children learn from observation, if the parents are keen on the education of the girls then they will also be motivated to work hard and achieve higher education.

The economic activities of parents determine whether they have capacity to meet their obligations in terms of financing the secondary school education of the learners. In the areas of high agricultural potentials, we have high education transition levels from primary to secondary school levels owing to the very aspect of parents affording to pay for the same. This leaves the girls from the disadvantaged background in the situation of disadvantage and the risk of losing out in advancement in the academics (Madegwa *et al*., (2019)). Situation of high unemployment rate among college and university graduates creates perception of inadequacies and the impression of low quality and value to education giving rise of apathy and anti-social behaviour. This gives rise to the situation of many learners opting out of the schooling system at a tender age for activities that they deem productive and assuring them of immediate economic gains. It gives rise to the proliferation of street gangs in the slums outlawed social groups and social activities like touting and small-scale business at the expense of education. It ultimately leads to lowering the transition rate from primary to secondary school levels (Weya, 2011).

According to Republic of Kenya (2011), the government has a policy of ensuring the presence of universal primary school education achievement by the year 2015. The plan has set targets, goals and has a comprehensive work program to achieve the same. Increase in primary school enrolment rates and the ensuring of transition from primary to secondary levels. The only undoing of the same is lack of matching the same with the requisite policy in terms of enhancement of the institutional capacities by way of infrastructure development in terms of building of secondary schools, looking at the education systems and the very essence of having two academic systems of learning in the country. The 8.4.4 system of education and the G.C.E system. This has led to the perception of "class" issue in society and to some extent, discontent with the local systems of learning and education. Mt. Elgon Sub-County is highly endowed with rich agricultural potential. The rate of transition from primary school to secondary school does not reflect the potential that the region has in comparison to other neighbouring Sub-counties. Statistics have continuously indicated that the transition rates of girls from primary to secondary schools in Kenya is normally between 40-44% lower than that of the boys standing now at 47-52%. For instance, in Bungoma District (now county), there have been worrisome trends of low transition rates among the girls as compared to the boys. Although the transition rates of the boys over the last five years have been above the national aggregate (between 60-72%), that of the girl child has lagged normally between 44-50% (UON Digital Archive).

The EFA Global Monitoring Report (2009) found that in many countries, disparities based on wealth, location, gender, immigration or minority status, or disability deny millions of children quality education. Sub-Saharan Africa accounts for 47 percent of out-of-school

children worldwide, with 54 percent of those children being girls. In 2006, 35 million children were not enrolled in school. This is almost one third of the school-age population. One in eight girls is married by the age of 15 in sub-Saharan Africa and South and West Asia, and one in seven has given birth by the age of 17years. Ensuring that girls stay in school is one of the most effective ways of averting child marriage and early births. Education is also a key factor in hastening the demographic transition to lower birth and mortality rates**.**

The government outlined targets in the Sessional Paper No. 1 of 2005 on quality education to improve the primary to secondary transition rate which stood at 46% and to increase it to 70%. In 2006, it had increased to 59.60%. In the year 2011 the transition rate reached 72.5%. There are a lot of donor support programmes all geared towards the actualization of basic education programmes and secondary school education (Republic of Kenya, 2010). The expenditure is geared towards the development of the country and economic growth.

Low girls' access and participation in education and more specifically secondary education remains a barrier to realizing an ideal quality and universality of education. Despite the governmental and non-governmental organizational efforts in promoting educational opportunities for all children in Kenya, only 48.5% of girls and 51.5% boys' transition to secondary education.

1.2 The statement of the problem

In Mt. Elgon Sub-county, the girls' transition rates have continued to be lower than those of other neighbouring Sub-counties in the County despite the area having higher agricultural potential and favourable environmental conditions compared to other sub-counties within Bungoma County. In view of this, there are no sufficient studies in Mt. Elgon Sub-county conducted to examine the Socio- Economic and environmental factors contributing to low girl secondary school transition rate. This study sought to address this knowledge gap.

1.3 Objectives of the study

1.3.1 General objective

The general objective of this study is to establish influence of socio-economic and environmental factors on girls' transition to secondary school in Mt. Elgon, Bungoma County.

1.3.2. Specific objectives

i) To establish Socio-Economic factors that influence transition rate of girls to Secondary School in Mt. Elgon Sub-county.

ii) To determine the extent to which Socio-economic factors contribute to girls' transition rate to Secondary School in Mt. Elgon Sub-county.

iii) To investigate the school environmental factors that affect Girls' Transition to Secondary School in Mt. Elgon Sub-county.

1.4 Research Questions

i) What are the Socio-cultural factors that influence girls' transition rate to Secondary School in Mt. Elgon Sub-county?

ii) To what extend does Socio-economic factors influence girls' transition rate to Secondary School in Mt. Elgon Sub-county?

iii) How does the school environment contribute to Girls' Transition to Secondary School in Mt. Elgon Sub-county?

1.5 Justification of the study

Despite the efforts made for many years, Transition rates for girls to secondary school in Mt. Elgon Sub-county is dismally low. There are many studies on the transition rates of girls from primary to secondary schools in various regions of Kenya (Dube & Orodho, 2014; Ouma, 2013). However, with exception of Nalobile (2014) there is a dearth of studies on the same in Mt. Elgon Sub-County.

The findings of this study will fill this gap and be of great value to the community by way of seeking intervention measures which may lead to improved transition rates for girls. The result of the study may be used to avoid early termination of girls' education as the country focuses on achieving Kenya vision 2030 and Sustainable Development Goals (SDG) by 2030 especially (SDG 4 on quality education) and (SDG 5 on Gender Equality and Women Empowerment). The study enlightened the teachers, parents and other stakeholders on their role in enhancing the girls' education beyond the primary cycle. Other nations would get a point of reference in the document for proper planning to ensure smooth transition from basic to higher levels of education for girls. Ministry of education, and county government could use the recommendations for future planning considering the transition agenda as they draw plans for basic education.

1.6 Assumptions of the Study

The study is based on the following assumptions:

i) That respondents honestly gave true information required without biasness.

ii) That all secondary schools in the area gave equal chances to all girls completing their primary school to join secondary school.

1.7 Scope and limitations of the study

This study targeted to interview teachers was limited to Mt. Elgon Sub-county which is in Bungoma County specifically in schools located in the six wards namely; Cheptais, Chesikaki, Chepyuk, Kapkateny, Kapsokwony, and Kaptama. Bungoma County has nine sub-counties.

Although there are several sub-counties in Bungoma County with similar challenges, they were not included in the study due to the large size of the County.

There were various challenges experienced during the survey. These limitations were; language barrier, time and financial resources. These challenges were overcome by using local extension staff in order to enhance the trust of respondents hence their willingness to respond. This also solved the problem of language barrier as the extension staff understood the local language.

To overcome time and financial challenges, the researcher focused only on conducting the research in Mt. Elgon Sub County. The researcher further narrowed down to 88 respondents. Mt. Elgon Sub-county is hilly with bad roads thus the researcher encountered transport problems due to the bad terrain and sometimes lack of means of transport. The researcher hired a four-wheel drive vehicle and visited the area during dry season. Mt. Elgon Sub-county has been marred with cases of insecurity in the recent past. The researcher worked with the area administration to address the security issues during the study.

1.8 Definition of terms

Access: In this study refers to the girls' ability to reach and gain maximum use of school facilities in their learning process.

Donors: here refers to institutions, individuals or groups giving support in form of kind or material to girls.

Factors: According to this study refers to determinants of girls' transition to Secondary School.

Girls: In this study refers to young women of school going age.

Gender: Has been used to refer to roles, behaviours and characteristics expected of the girls.

Legislation: According to this study refers to the process of enacting laws by act of parliament in favour of girls' education.

Public School: in this study refers to government owned and funded schools with surrounding community being the catchment area.

Socio-cultural factors: in this study refer to a set of beliefs, customs and practices that girls are expected to adhere to.

Transition: in this study refers to movement from Primary to Secondary School.

Transition rate: refers to the percentage of girls' proceeding from primary to secondary school.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This section reviews the existing literature on the factors contributing to transition rates of girls from public primary schools to secondary schools. The study further draws on previous works carried out by other researchers and it relates it to the present study.

2.2 Factors contributing to transition rates of girls from public primary schools to secondary schools

Countries around the World have made substantial gains in primary education reaching an average of 90% primary enrolment by 2010 (United Nations, 2015). However, retention in school for 137 million children who join grade one remains a challenge (UNESCO, 2009). In addition, a large number of pupils do not only complete primary education, but also fail to continue to secondary school.

According to Dawo and Simatwa (2010), 880 million adults in the World were illiterate, 110 million children were not going to school and discrimination of women and girls was common at the beginning of the millennium. It is the responsibility of Governments to realize its obligation of the right to education for all its citizens as captured in the analytical framework of governmental obligations developed by the United Nations Special Rapporteur which includes availability, accessibility, acceptability and adaptability of education (Goodluck & Odaro, 2011).

Transition from Primary to secondary school in Africa in 2005 was averagely 62% according to the UNESCO Report (2009). In comparison, more boys than girls transitioned to secondary school at 66% and 57% respectively. Gender disparity in transition was higher in Mali, Togo, Ethiopia, Benin, Cote D'vore and Guinea with less than 60 girls per 100 boy's transition to secondary school. The average Figure does not correctly represent the true picture of disparity in different countries. For example, while the average enrolment in 2006 were less than 20% in Burkina Faso, Madagascar, Mozambique, Niger and Uganda, they were over 80% in Mauritius and Seychelles.

Secondary enrolment in the Sub-Saharan Africa (SSA) continues to be the lowest in the World. Of approximately 104 million secondary school age children in the region, only 25% were enrolled in secondary school in 2006 (UNESCO, 2009). Of those, there were 83 girls for every 100 boys. This Figure in Sub-Saharan Africa is a challenge as compared with other regions. For instance, in the Caribbean, enrolment rate to secondary school is 107 girls for every 100 boys. Secondary net enrolment ratio in South and West Asia is 45% with 86 girls for every

100 boys. The gaps in net enrolment ratio between Sub-Saharan Africa and the World average are 33%. Statistics provided by UNESCO (2008) show that children, particularly girls, in Sub-Sahara Africa have the lowest opportunity to enrol in Secondary School at their official age.

According to World Statistics on child school enrolment ratio of boys to girls in primary school in Kenya released in 2015, it stood at 84% to 88% respectively. In the period 2009 – 2014, enrolment of girls to boys to secondary school stood at 56% to 57% respectively (UNICEF, 2016). Kofi Annan, former United Nations Secretary-General once said "To educate girls is to reduce poverty and that there is no tool for development more effective than the education for girls" (World Bank, 2000). The research focused on the Socio-cultural factors, economic factors and environmental factors that influence girls' transition to secondary school. It also has summary of the gaps filled, the theoretical framework and conceptual framework.

2.3 Socio-cultural Factors

This section discussed various socio-cultural factors that affect girls' transition to Secondary School. These factors include cultural and girls' education and family background on girls' education.

2.3.1 Cultural Beliefs and Girls' Education

Most parents in Africa still have traditional beliefs of preferring a particular gender to education. High education priority is given to a boy child as compared to girl child (Nyawara, 2007). Anderson, as quoted by Chimombo (2005) observed that females have less access to education sector than males hence parents decide that schooling is not relevant for the economic roles of their female children who will move to their husband's families when they marry and that gains in productivity or income due to education will accrue to the families of their sons in law rather than to them (World Bank, 1995). Moreover, a study by Bamik (2018), found that girls are the victims of some of the rigid cultural norms whereby educating them can be one of the best and most effective ways to eliminate discrimination and gender inequalities. This is so since girls gain education, skills, and, the capabilities required for their presence in the society will fight with the political, economic, social, gender, and educational inequalities in their living communities.

The erosion of school and moral values has given rise to major society challenges. This is in the name of the increase of teenage pregnancies and young families. This has increased the dropout rates of the concerned girls and given rise to low transition rates from primary to secondary school once they get into early motherhood (Wagacha, 2009). The same affects the community by way of having semiliterate individuals who have not actualized their dreams in terms of academic prospects and a waste of resources expended in the quests to bequeath them

an education. Preventing girls from going to school on the basis of cultural norms prevailing in communities, been a major cause of child marriage, violence against women, discrimination against women and girls, and gender inequality in Afghanistan (Bamik, 2018).

The gender inequalities have been a challenge in the girl child education in Kenya. There has not been specific allocation in terms of budgetary provisions in the gender unit in the Ministry of Education and the social cultural practices alienate the girl child from the mainstream systems in terms of access to opportunities at the community level. This is attributed to the emphasis of educating boys at the expenses of girls and the viewing of girls as an investment for the generation of wealth when marriage time comes. This has contributed significantly to the low transition rate of the girl child from primary to secondary school level of learning (Muga, 2009). These social factors were investigated to ascertain if they affect transition rate of learners from primary to secondary school in Mt. Elgon Sub-County. Social cultural factors such as early marriage, unwanted pregnancies and gender disparity are some of the factors that may affect girls' transition rates to Secondary School in Mt. Elgon Sub-County.

Regarding Female Genital Mutlation (FGM), the Kenyan government introduced a comprehensive law which was Prohibition of Female Genital Mutilation Act (2011). This act stipulates tougher penalties for offenders. These include 3 to 7-year imprisonment or a fine of about USD 6,000 for anybody committing FGM (MoGSY, 2011). A person causing a death by performing FGM was liable to life sentence. Moreover, a comprehensive National Policy for the ending FGM was implemented in 2010. The policy sensitizes stakeholders to take solid steps to promote the stoppage of FGM via legislation, public civic education, advocacy, media coverage, women empowerment as well as getting access to reproductive health and other support services. These laws and policies are backed up by the 2010 Constitution of Kenya, which reaffirms the government's commitment to protect and promote human rights and essential freedoms (Kimani & Obianwu, 2020; Wainaina, 2011). Kenya is ranked 27th among the developing nations in availing FGM data and it (Kenya) is one of the 17 countries with specific laws against Female Genital Mutilation (Charlotte & Donna, 2010).

2.3.2 Family Background on Girls' Education

Whether parents are educated or illiterate affects demand for education in the household. According to Onyango (2000), better educated parents appreciate the value of education more than illiterate ones and normally assist their children to progress with education both morally and materially. A UNICEF report as in Onyango (2000) found out that in sub-Saharan countries and two Indian states, children of educated women are more likely to go to school hence the more schooling the women have received, the more probable that their children also benefit

from education. Educated parents do not discriminate their children's access to education based on gender.

Family networks and their compositions play a very big role on the transition rates from primary to secondary education. One can only live and flourish with the social class in which he involves himself with Mbui (2010). The same applies to the matter of education and academic activities. If the child is inspired to go to school at home, they have the urge to do it but if no one gives them the inspiration, or reflects them at that, they may end up dropping out of the schooling System.

According to Martins (2010), the family background has a great bearing on the parent development of a child's academic pursuits. It shows that the involvement of parents in the academic activities of the pupil and the extra–curricular activities as well greatly shaped their destinies in terms of achievement in academics. The learners always have a role model to look up to for emulation and a Figure to exercise authority and control in cases where it is required. This ensures learners excel and progress in terms of academic advancement to the highest levels possible. In Mt. Elgon Sub-county, Bungoma County, family background of the girls greatly affects their transition from primary to secondary school. Mostly children of Teachers, Prominent business people and other working parents transition to secondary school since their parents a literate.

2.4 Socio-Economic Factors

This section gives the summary of the socio-economic factors influencing transition of girls to secondary school. These factors are not limited to cost of secondary education, Economics of Education, as well as poverty and girls' education.

2.4.1 Cost of Secondary Education

Financing of education programme is a global challenge to governments the world over (Mutiga, 2010). This has caused the education programmes in the country to be expensive to the parents and the general community considering that the government subsidy programmes only cover tuition in secondary schools and the parents are at times called to supplement the government efforts to meet the shortfalls in financing at the primary levels. According to Republic of Kenya (2009), after the implementation of the free primary education in the year 2003, the number of primary school pupils increased by 18% from 6,063,000 pupils to 7,160,000 pupils in 2003. This precipitated a crisis for the schools in that parents were totally reluctant to support school activities because of the notion that education is free. The grant from the government is not sufficient and at times not distributed when the schools need funds. This has affected the quality of education and operations in school causing some parents the agony

of enrolling pupils in schools which meet their aspirations in terms of quality of education for their children. Most of these schools sometimes are outside the sub-county or even to other neighbouring counties. Financing of education and training in Kenya as it recommended a policy of cost sharing between government, parents and communities (Ackah, 2019).

The major challenge of implementation of free primary education with an aim of attaining the universal primary goal by the year 2015 was that of financing. The situation of access to the primary education seems far in access to educational opportunities but it reveals that the child is not assured of quality because the rapid rise in number makes teaching and learning difficult (Sawamusra, 2010). The government on the other hand depends mainly on aid from external agencies that it terms as development partners. It leaves a question of whether the universalization of free primary education is sustainable by the very virtue of being overly aid dependent. According to Weya (2010), transition from primary to secondary school is gauged by the enrolment to secondary school. There is a direct correction between family incomes and the enrolment rates in secondary school. This brings out the factor of social inequalities in that however bright the child is in primary school; they cannot be assured of progression to secondary school in the absence of a bursary or well-wishers chipping in if the parents of the concerned child are not able. The situation for the girl child is even worse in communities which do not value education for girls.

Issues of educational financing, being critical to the transition rate of girls through different levels of education in most parts of the world, it is found to be more critical in coastal regions of Kenya where young girls get out of school for easy money from tourists. Amina (2009) an educational advisor to the association of local society groups (ACSG) working in the coastal region with the aim of taking back girls to school observed that, with inadequate funds, girls were likely to be out of school flirting with foreign tourists who offered them much more money and other social protections in exchange for sex. She recommends that the government and other stakeholders in the education centres should formulate stringent policies that would see all the young children in school as well as prohibiting child prostitution.

According to the study by Republic of Kenya (2011), improvement of transition rates from primary to secondary schools is a crucial issue for the government. The government has set a transition rate of seventy-five percent from primary school to secondary school, but the actual national transition rate is as low as forty-five percent (45%) (2009-2010) statistics with an admission rate of sixty percent but a decline of the position owing to lack of capacity to meet the financial cost implications on the part of the parents. The cost of education greatly

influences transition of girls from primary to secondary school in Mt. Elgon Sub-county since most parents leave below the poverty line.

2.4.2 Economics of Education

School enrolment rates for secondary education are directly related to family income hence the poorer a child's household, the less likely the child is to attend secondary school (UNICEF, 2007). According to Republic of Kenya (2011), parents often bear the burden of school fees for secondary education. Education has the capacity to help alleviate the poverty situation by way of catalysing wealth creation activities due to the advancement in technology and increase in the literacy levels in the society (Wagner, 2011). These calls for empowerment of some parents with an aim of helping them realize their obligation of educating the girls for the benefit of the society.

The structural adjustment programmes and debt servicing programmes by government have had far-reaching effects on households. This has had the net effect of the erosion of spending power due to the shrinking of household's disposable incomes and the limited opportunities for earning and livelihoods. This causes many households the pain and suffering of toiling for daily sustenance and meeting of the basic requirements in life. Parents are forced to forgo the secondary education for their girls especially in the rural areas because they want them to be in regular work to earn an income and contribute to the sustenance of the family. There is evidence of reduced enthusiasm to proceed to secondary school in the rural areas because many consider it normal to stop learning and keep the household by way of earning a living (Mfumira, 2009).

There is a direct correction between a community's economic activities and the level of education. Areas of high agricultural potential and high business and allied economic activities have a similar proportionate growth in the academic qualifications owing to the capacity of their parents and guardians to pay for it (Waiganjo, 2009). This brings out the social inequalities for advancement in life. The same impacts on the transition rates from primary to secondary school level by the very aspects of the cost involved. Economic activities of the parents affect transition rate of learners from primary to secondary in Mt. Elgon Sub-county, Bungoma County.

2.4.3 Poverty and Girls' Education

According to Abagi (2008), girls from households with low education and limited resources are more disadvantaged than boys from the same background because parents often prioritize basic family needs and boys' education to that of girls. This may lead to the deduction

that parents with elevated level of education, better occupation and more resources are more willing to educate both their sons and daughters.

Psacharopoulos and Woodhall (2005) argue that the effect of poverty on education are direct, in that poor families find it difficult to pay fees, but even free primary education imposes substantial burden through earnings foregone and out of pocket expenses for cloths, travels and books. It is likely that children from poor families are not provided with adequate materials and opt not to be enrolled in school. If enrolled there are likely to drop out of school compared to those from the well-off families. Parents generally favour the education of male children when confronted with limited opportunities and resources for the provision of education. Mt. Elgon Sub-county is not an exception since most people are peasant farmers and find it difficult to decide on whether to provide basic needs such as food and shelter or to take their girls to school. In most cases parents are forced to marry off their girls to get pride price to pay fees for the boys.

2.5 Environmental Factors

This section describes the environmental factors that influence girl's transition to secondary schools both within the school and outside school.

2.5.1 Security and Girls' Education

During conflicts, girls' rights are violated as they are subjected to mental, emotional and physical repercussions. The girl child access to education is affected though rape, killings, forced recruitment in the armed forces, sexual exploitation abduction forced marriage and increased exposure to HIV and AIDS. These effects hinder the girls' participation in education leading to male domination. On Rwanda conflict indicates that rape and other grave sexual violence against girls are carried out during conflicts as a weapon of war (Feliaciti, 2006). The effects of rape and other sexual crimes force the girl child to drop out of school, have forced pregnancies and suffer psychologically (Muthengi, 2013). During armed conflicts women and girls are particularly vulnerable to gender-based violence, including all forms of sexual violence. Recent assessments conducted in Kenya indicate that displaced women and girls not only fear sexual exploitation and assault but are experiencing other types of gender-based violence as well. Vulnerability to exploitation and abuse by virtue of their age and gender is further increased by the post-election conflict and the prevailing humanitarian and security conditions. Conflict can also exacerbate harmful cultural practices, such as forced and early marriages when parents do not have the resources to take care of their children. Understanding the causal relations between vulnerability of women and girls, types of gender- based violence,

and distinct phases of the conflict, is therefore an essential pre-requisite for defining appropriate response.

Long distance from home gives rise to issues of concern for the security of the girl child. Adolescent girls may be victims of sexual harassment and abduction UNESCO, (2007). Researchers have found a relationship between late entry of girls to school, frequent absenteeism and finally dropping out. Girls may start school late due to the great distance from home. Travelling long distance before arriving in school decreases the productivity of girls' since they arrive in school already tired and back home too tired to do any meaningful studies, participation and performance in any subject is consequently hampered. This long distance is partly due to the terrain of Mt. Elgon Sub-county. Sex pests also abound on the way to school and this dissuades the girls from going to school.

2.5.2 School Environment and Girls' Education

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, 1993; Kathuri, 1983). 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.

School transition have consistent evidence of gender differences impacting future academic outcomes among the school going girls(Evans *et al*., 2018; Harter *et al*., 1992; Seidman *et al*., 1994; Wigfield *et al*., 1991). Further, Seidman *et al*. (1994) found that children's grades declined following the transition regardless of gender. Studies examining motivation, attitudes toward, and self-concepts in specific academic domains have found that boys tend to have more positive attitudes toward and higher self-concepts in maths than girls, whereas girls tend to have more positive attitudes toward and higher self-concept in English than boys (Eccles *et al*., 1984; Marsh, 1989). However, research findings regarding effects of gender on self-concepts and attitudes toward academic achievement, and how these characteristics vary by gender across the transition period, are inconsistent (Evans *et al*., 2018; Valkenburg *et al*., 2011).

The study by Court and Ghai (1980) found out that the distribution of resources and equipment is a major factor which accounts for scholastic difference among schools. Kibui (1995) by citing a study conducted by Clark *et al*. (2014) and Octavian (1982), stated that teachers teaching in classrooms without lockable doors and windows experience problem with their teaching aids. These situations affect the effectiveness of teaching. Resources make the entire learning process complete, functional and adaptable (Kazungu, 2010).

The study by Makransky *et al*. (2019) sought to determine if boys and learn better in the event the features of the agents of the teaching methodology in schools match with the gender of the students learning by employing immersive virtual reality. The study further revealed that 66 medium school learners comprising of thirty three (33) females were given assignment to study about the laboratory safety using teaching agents in the ratio of 1:2. The outcome showed the presence of statistically significant for the explained variables for the performance when learning, absorbing and transferring and the girls showed great results compared to the boys. The results prove that gender-based design of the teaching or pedagogical agents play a crucial role in the learning surroundings. While the study by Mucherah *et al*. (2018) sought to examine the relationship that existed between school surrounding and teacher defending as well as friends on the bullying and victimization of girls. The participating agents comprised of two thousand two hundred and seventy three (2273) high school students from the three public schools inclusive of both boys and girls in Kenya. The study employed structural equation modelling (SEM) to examine the relationship that existed between the climate in school and behaviour of the teacher with regards to bullying and demographics of the student as well as the bullying itself. Positive school climate associates with low bulling behaviour and victimization among the students (Espelage & Swearer, 2010; Tippett & Wolke, 2014). Moreover, it was found that if students give a record of teachers halting student bullying, the behaviour of bullying and victimization decreased in scores and vice versa (Gini *et al*.,2015; Saarento & Salmivalli, 2015). However, a study by Bianchi *et al*. (2021) posit that friendship serves as a protective agent against bullying and victimization, whereby acceptance among the peers was found as non-protective. The top level of the being accepted by the peers was termed as the risk factor to enhance victimization of the girl child in school.

2.6 Gender and girls education

A study by Evans *et al*.(2020) employed data derived from twenty six (26) countries by deriving data from census and survey availed by National statistics agencies such as UNESCO and Eurostat. The study characterised the progression of gender gaps among the low and middle income nations in years from 1960s to 2010. Evans *et al*. (2020) in their study revealed that:

women got more educated compared to their men counterparts currently than five decades ago within each country globally; women are less educated compared to men among many countries while in several countries experiencing low education levels between both women and men in 1960s, there was an increased gender disparity. This is due to increased number of boys attending school while less girls could be enrolled in school. Therefore, the gap between the two genders increased and widened prior to recovering. Moreover the study posit that gaps between men and women are not always constant among the countries that achieve higher educational levels as most of the nation's possessing huge and present gender gaps in education achievement experience low level of male's education while others do not perform well in other aspects like Gross Domestic Product (GDP) per capita and expectancy. The young stars such as women possess high education compared to men in the rest of the world, however, gender gaps among the educational achievement continue to deteriorate in major nations (Evans *et al*., 2020). According to studies by Lahelma (2018) and Müller and Kogan (2010), almost every advanced western societies have undergone adequate experience in education increment at the start of 20th Century, which is after the Second World War (1945). Breen *et al*. (2010) in the ir studies further reveal that for decreasing both social and gender disparities regarding the educational privileges among most of the modern countries.

2.7 Theoretical Framework

The study was guided by Social Learning Theory by Albert Bandura, Conflict Theory by Karl Marx (1818-1883) and Feminism Theory by Wilhelmina Druker (1847 – 1925) (Chuang, 2021; Rumjaun & Narod, 2020). Bandura noted that children observe the people around them behaving in various ways (Bandura, 1986). Individuals that are observed are called models. In society, children are surrounded by many influential models, such as parents within the family, friends within their peer group and teachers at school. These models provide examples of behaviour to observe and imitate. Children pay attention to some of these people (models) and encode their behaviour. Later, they may imitate the behaviour they have observed. They may do this regardless of whether the behaviour is 'gender appropriate' or not but there are many processes that make it more likely that a child will reproduce the behaviour that its society deems appropriate for its sex.

First, the child is more likely to attend to and imitate those people it perceives as similar to itself. Consequently, it is more likely to imitate behaviour modelled by people of the same sex. Secondly, the people around the child will respond to the behaviour it imitates with either reinforcement or punishment. If a child imitates or models behaviour and the consequences are rewarding, the child is likely to continue performing the behaviour. If a parent sees a little girl

consoling her teddy bear and says, “What a kind girl you are”, this is rewarding for the child and makes it more likely that she will repeat the behaviour.

Thirdly, the child will also consider what happens to other people when deciding if to copy someone’s actions. A person learns by observing the consequences of another person (i.e. models) behaviour e.g. a younger sister observing an older sister being rewarded for a behaviour is more likely to repeat the behaviour herself. This is known as vicarious reinforcement. This relates to attachment to specific models that possess qualities seen as rewarding. Children will have many models with whom they identify. These may be people in their immediate world, such as parents or siblings, or could be fantasy characters or people in the media. The motivation to identify with a model is that they have a quality which the individual would like to possess. Social Learning Theory emphasizes the impact of good role models to both the performance and character of the child. Parents, teachers, and the community at large should be interested in the development of the girl child and provide good role models for them to emulate. This improves the transition rate of girls to secondary school. The Conflict theory by Dahrendorf postulates that inequalities in power and reward are built into all social structures (Kühne *et al*., 2019). Individuals and groups who benefit from any structure, strive to see it maintained. For example, the wealthy may fight to maintain their privileged access to higher education by opposing measures that would broaden access such as affirmative action or public funding. A social science perspective that holds that stratification is dysfunctional and harmful in society, with inequality perpetuated because it benefits the rich and powerful at the expense of the poor (Cross *et al*., 2019). Conflict theorists argue that dominant groups monopolize positions of power, maintaining power from generation to generation and keeping subordinate groups out.

This theory applies to this study, as it shows how the communities use their culture to ensure the position of girl child as a minor partner in education. In most African communities’ girls are seen as second-class children. The community and the parents educate boys and let girls to be married. This confirms the fear that if the girls are educated they had to demand their rights and therefore not respect the societal norms of just being seen and not heard. So, the non-enrolment of girls in primary school and transition to secondary school is to perpetuate the illiteracy among the girl child to be controlled by the boys and men.

Feminism is the belief that women should be allowed the same rights, power and opportunities as men and be treated in the same way. It is a belief in the social, economic, and political equality of the genders. Feminism can be understood in number of ways like: a holistic theory concerned with the nature of women’s global oppression and subordination to men; a socio- political theory and a practice which aims to free women from male supremacy and

exploitation; a social movement encompassing strategic confrontations with the sex-class system; an ideology which stands in dialectical opposition to all misogynous ideologies and practices. Susan James asserts at the outset that "Feminism is grounded in the belief that women are oppressed or disadvantaged by comparison with men, and that their oppression is in some way illegitimate or unjustified" (James, 1998). She argues that women feminism helps women to achieve the fullest possible liberation. For Thompson, "Feminism aims to expose the reality of male domination, while struggling for the world where women are recognized as human beings in their own rights."

2.8 Conceptual Framework

There is a relationship between cost of secondary education, girls' family background, parents' economic activities, social cultural factors, school environment, political environment and the transition rate of girls from primary to secondary school. In the event of families affording to pay the secondary school education, the girls' proceed to secondary school. This greatly influenced by the family background, parents' economic activities and to a large extend.

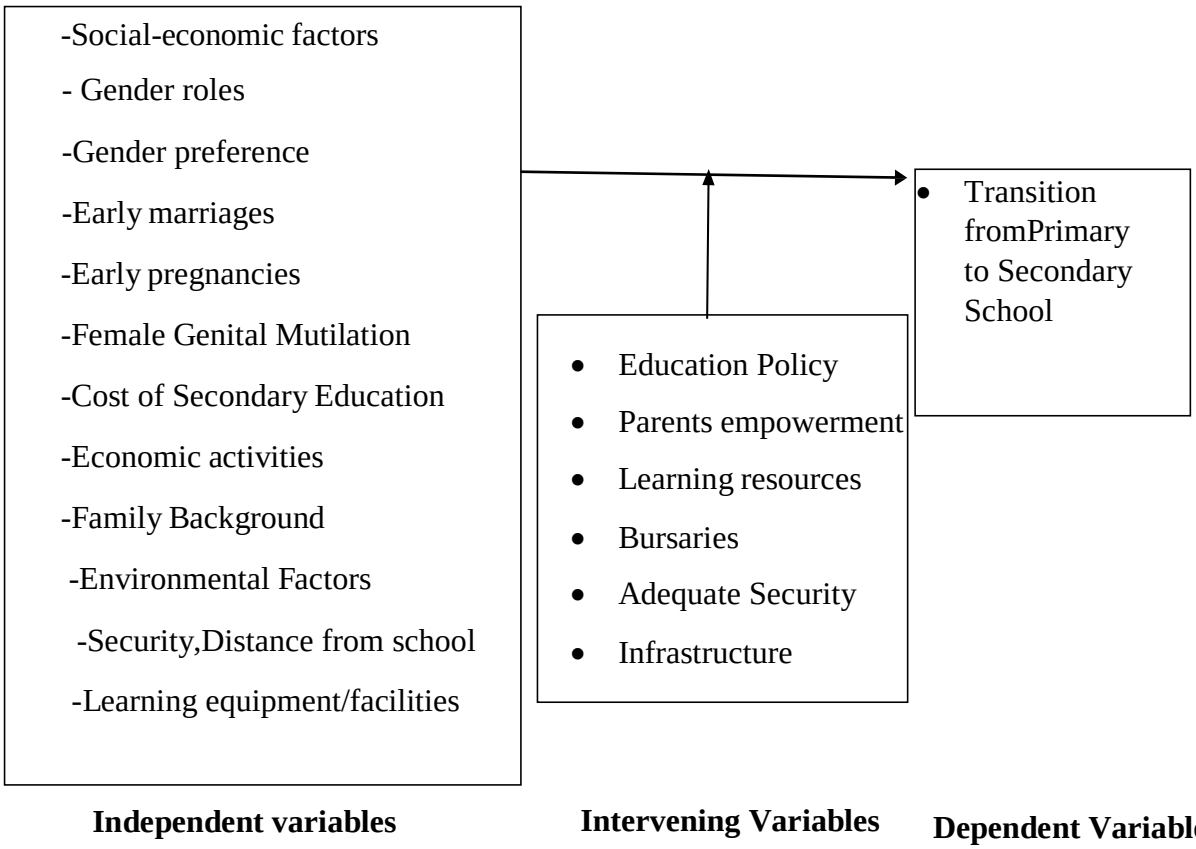

Figure 2.1: Conceptual Framework

the socio- cultural practices in the community, presence of physical facilities in the name of schools to accommodate the lessons determine the number of girls who can be absorbed to secondary school.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This section describes: the site of the study, research design, target population, sample and sampling procedure, data collection instruments, reliability and validity of instruments used as well as data processing and presentation methods.

3.2 Study Area

This study was specifically conducted in Mount (Mt) Elgon Sub-County in Bungoma County using cross-sectional research design as data was collected at a specific point in time as shown in Figure 3.1. Mt. Elgon is geographically located between latitude 00 48' and 10 30' North, and longitude 340 22' and 350 10' East with a population of 78,873 people as per the 2019 population census (KNBS, 2019). The sub-County is characterized by undulating landscape with the altitude rising from 1800 metres above sea level in the south to about 4300 metres to the north, both in Kenya. The average annual rainfall is 1800 mm with a bimodal type of rainfall with the long rains between March and June, and short rains from September to November. The temperature varies between 140 C and 240C with lower altitude experiencing a higher temperature. The climate is favourable for a wide range of agriculture and livestock activities which account about 90% of the economic activities in the region.

This study examined Socio-economic and environmental factors influencing Transition Rate of Girls' from Primary to Secondary School in all the six Administrative Wards of Mt. Elgon Sub-County. The Wards are Cheptais, Chesikaki, Chepyuk, Kapkateny, Elgon, and Kaptama. Mt. Elgon sub-county is located on the slopes of Mt. Elgon bordering Uganda on Northwest, Trans Nzoia County to the East and Busia County to the West. The sub-county is hilly with loam soils suitable for farming. The main crops grown are maize, beans, onions, potatoes among others. The infrastructure is poor with most of the road untarmacked. Mt. Elgon is home to three communities; the Sabaots who are the majority among the Bukusu and Teso. Studies have been done in other sub-counties within Bungoma County, but much has not been done in Mt. Elgon Sub-county due to its topography and volatile security situation.

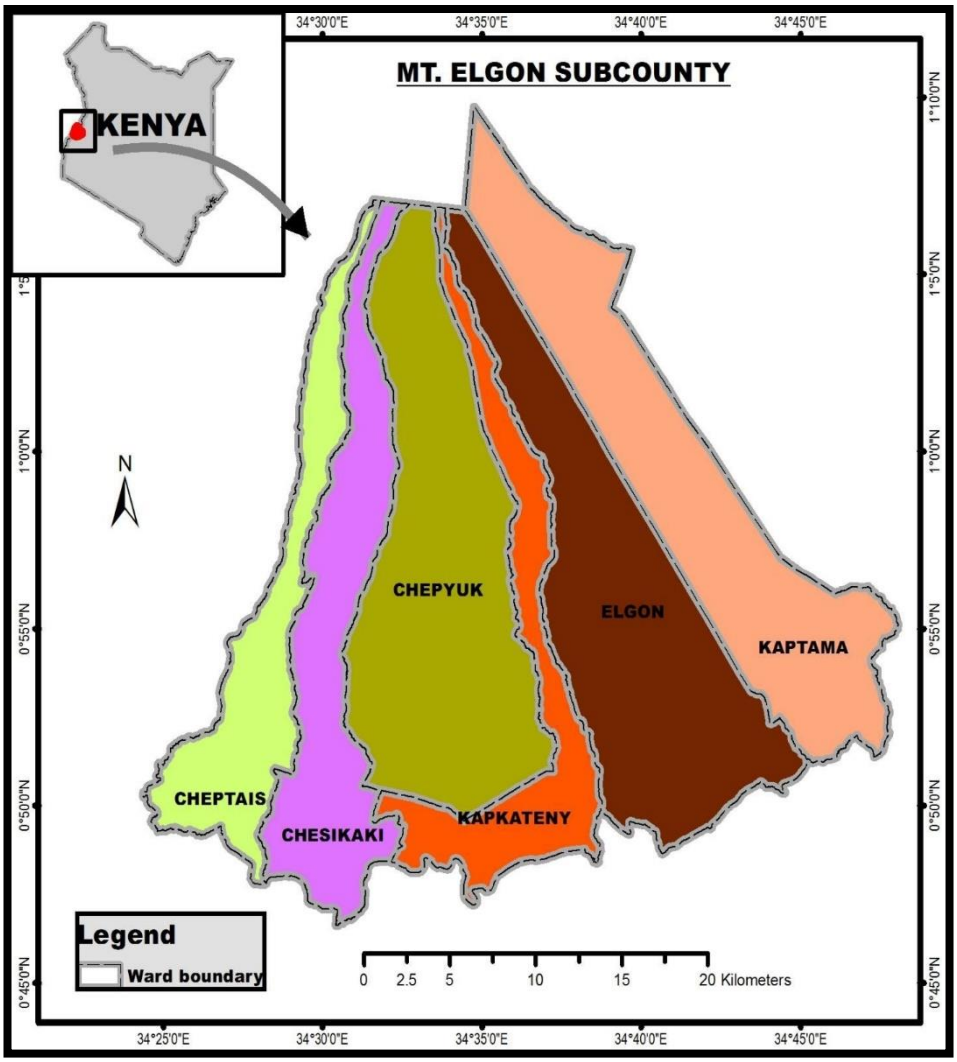

Figure 3.1: Map showing study area

Source: Department of Geography Egerton University

3.3 Research Design

The study employed a descriptive survey research design to find out the factors contributing to low transition rate of girls from Primary to Secondary school level in Mt. Elgon Sub-county, Bungoma County. According to Orodho (2005), a descriptive survey is a method of collecting information by way of interviewing or administering of a questionnaire from a selected sample and researcher summarizing the data and presents it through frequencies and percentages. The data was analysed, patterns extracted, and comparisons done. The descriptive survey is mostly used to collect information about people's attitudes, opinions, habits or any variety of social issues. This design was appropriate for the study because the researcher collected, analysed and reported information as it existed in the field without the manipulation of the variables understudy. This design is particularly prevalent for its prospective

representativeness, its ability to assess larger population using relatively small samples (Bong & Gall, 1999). For the qualitative data which was collected through focus groups and key informants' interviews, the identified key informants and the focus groups were intended to enable realization of data saturation which was the key element in qualitative data. According to Houser (2013), a researcher can realize data saturation with two well conducted interviews.

3.4 Target Population

All people under consideration in any field of inquiry constitute a universe or targeted population (Kombo, 2006). For this study, the target population included School Principals, Head Teachers, Primary school teachers from selected schools and form one girls from three schools randomly selected, Sub-County Director of Education, Divisional Education Officer, Assistant County Commissioner, Church Leaders and Non-Governmental Organizations operating in Mt. Elgon Sub-County.

3.5 Sampling Procedure and Sample Size

According to Kathuri and Pals (1993), a researcher cannot test the entire population during research. Mugenda and Mugenda (1999) asserts that in descriptive research design, it is common to sample 10 to 20 percent of the accessible population but again it depends on the nature of the research study as shown in Table 3.1.

Table 3.1: Summary of Sample Population

Category	Target Population	Sample
Principals (Secondary Schools)	3	3
Head Teachers (Primary Schools)	3	3
Teachers (Primary Schools)	33	24
Students (from form one)	60	45
Sub-County Director of Education	1	1
Divisional Education Officers	6	6
Assistant County Commissioners	2	2
Church leaders	3	3
Non-governmental Organization	1	1
Total	**112**	**88**

In this research, a simple random sampling technique was adopted to select the schools to be used as sample; from (32) public secondary schools within the Sub-county 10% was selected randomly and three primary schools close to the selected secondary schools purposively sampled.

The Principals, Head Teachers and Teachers were sampled and issued with questionnaires to fill. For qualitative data the Sub-County Director of Education, Divisional Education Officers, Assistant County Commissioner, Church Leaders from the three main Churches in Mt. Elgon Sub- County (Salvation army, Friends' Church and African Inland Church) and Non-Governmental Organizations formed the key informants for the study with whom in-depth interviews were conducted. In each of the school selected focus group discussion was conducted for Ten (10) girls from form one students. Key informants and focus group interviews were audio recorded and transcribed verbatim with analysis done through thematic and content analysis.

3.6 Sampling Procedure and sample size

Mount Elgon Sub-county was purposively selected for the study because it is one of the mountainous sub county in Bungoma County with the highest girl population not transiting to secondary education. The researcher used proportionate stratified random sampling procedure to determine the respondents (secondary principals, primary head teachers, students, sub-county director of education, divisional education officers, assistant county commissioners, church leaders and NGOs) to have relatively similar characteristics to be involved in the study across Mt. Elgon sub county. These similar characteristics included; demographic factors, access to education, same location among others. A stratified sample refers to one resulting from the classification of population into mutually exclusive groups, called strata, and choosing a simple random sample from each stratum. The main objective was to establish improved efficiency for sampling (Parsaian *et al*., 2021). Using Yamane formula, the researcher compiled a list of 88 respondent's names that was divided into two homogenous subgroups known as strata, namely female and male. The sample size of each stratum was equal to the subgroup proportions which was 44 male and 44 female. A probabilistic simple random sampling was then used to choose respondents from each of the two homogenous subgroups in the sub-county. Data collection was then collected on level of stakeholder engagement in the education sector access to education services and access to fees/scholarship/cdf funds. Yamane (1967) mathematical formula was applied to calculate the sample for this study as shown in Equation 1.

$$N = n = \frac{N}{1 + N(e)^2} \quad (1)$$

Where N is the total population size, e is the error or confidence level. A confidence level of 95% was used to ensure a more accurate result from the sample. The error term was equal to 0.05 based on this. Using the total population of 112 and error margin of 0.05, the sample size was calculated as follows:

$$n = \frac{112}{1 + 112(0.05)^2} = 88 \quad (2)$$

The calculated sample size from 112 targeted stakeholders based on the formula was 88.

3.7 Instruments of Data Collection

The researcher used questionnaires, interview schedules, focus group discussions, and document analysis and desk top study as the instruments for the study. The study had a set of questionnaire and interview guide, which was used to collect data. The questionnaires are deemed suitable in that they have a large group of respondents and have the benefit to self-administer, anonymity and the standardization of questions to ease the data analysis procedure (Orodho, 2005). The questionnaires had both closed and open-ended questions. This nature of questions gave the respondents the freedom to decide on the form, detail and length of their answers. In addition, these questions helped to gain more insight and knowledge some of which may not be anticipated. The study also used the interview schedule for purpose of having a structured interview. The Study employed Focus group discussions with students to capture attitudes and aspirations of respondents.

3.8 Validity

Instrument validity refers to the extent to which a test or instrument measures what it was intended to measure (Mbwesa, 2006). It refers to accuracy, meaningfulness and technical soundness of the research instrument (Mugenda & Mugenda, 1999). To ensure that the instruments are valid, piloting was conducted in two schools from the nearby Webuye Sub-county as a purposively selected sample. This was done to test effectiveness and soundness of the measuring instrument. Tools validity was done using the results of the pilot study. Through pilot study, ambiguities in the questions to be asked was done away with before the actual study is carried out. The instrument was also used to check whether the questions were suitable for the intended respondents.

The instruments were scrutinized by the supervisors to determine whether the items in the instruments adequately address the objectives of the study.

3.9 Reliability

The research applied the test re-test method to ensure that the instruments were reliable. Test-re-test method is appropriate for the study as it determines the consistency of instruments across time. This type of reliability test also assumes that there were no changes in the quality or construct being measured Donald G. Morrison (1981). There are two major importance of using the test–retest method of estimating reliability. The first was that only the test itself is

required, unlike other methods of estimating reliability that require more than one form (i.e., parallel or alternate forms). The second was that the sample of items or stimulus situations was held constant, which minimized the possibility of measuring traits other than what was designed by the instrument. At piloting stage, the researcher administered questionnaires to principals/teachers in two schools at the nearby Webuye Sub-county as a sample. After two weeks the same questionnaires were re-administered in the same way to the same group. The two scores were used to compute Pearson product correlation co-efficient. The close the value to +1.00, the stronger the congruency measure (Scranevel, 1985). Therefore, the researcher was satisfied that the instruments were reliable after a correction coefficient was established.

3.10 Data Analysis and Presentation

The researcher used Statistical Package for Social Sciences (SPSS) version 22 as a tool to analyse data. Quantitative data was analysed through descriptive statements. Results were presented using descriptive statistics and tables.

3.10.1 Specific objectives.

All the specific objectives were analysed using descriptive statistics including: measures of central tendencies such means, variances, standard deviations, and percentages.

3.11 Ethical Consideration

According to Kothari (2005), data collection procedures highlights the steps and their sequences as well as actions pre-requisite in conducting research effectively. Application for a research permit from the National Commission for Science Technology and Innovation (NACOSTI), Ministry of Education, State Department for Higher Education was done upon presentation of corrected copies of a research proposal. The permit was presented to the authorities of education in Mt. Elgon Sub-county seeking for permission and assistance from relevant entities. This study adopted the steps proposed by Wiseman and Mc Donald (1980) which ensures enhanced questionnaire response rate. A cover letter was attached to each copy of the questionnaire addressed to the respondents disclosing the significance of the study as well as commitment to the confidentiality between the researcher and the respondents.

CHAPTER FOUR
RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the analysis of data, discussions and interpretations of the findings. Data analysis was aimed at achieving the purpose of the study which was to determine the Influence of Socio-cultural and Socio-economic factors on girls' transition to secondary school in Mt. Elgon Sub-county, Bungoma County, Kenya. The study also sought to determine how socio-economic factors and environmental factors influence transition of girls from primary to secondary school in Mt. Elgon sub-county. The analysis was based on data collected from the respondents. Questionnaires, interview schedules and focus group discussions were used as instruments for data collection. The findings were presented in Tables.

4.2 Questionnaire Response Rate

The response rate of a survey is a measure of how many people approached, (sampled) completed the survey (this is expressed in terms of percentage from 0% to 100%).

Table 4.1: Table Questionnaire Response Rate

Respondents	Sample size	Responses	Responses Rate (%)
Principals (Secondary School)	5	5	100
Head Teachers (Primary Schools)	3	3	100
Teachers	24	18	75
Students	42	28	66.6
Sub-county Director of Education	1	1	100
Divisional Education Officers	6	3	50
Assistant County Commissioners	2	2	100
Church leaders	3	2	66.6
Non-governmental Organization	1	1	100.0
Total	88	63	71.6

The assumption was that the higher the percentage of the response rate, the more likely the results are representative of the population. The questionnaires were distributed to 88 respondents, out of which 63 filled in and returned the questionnaires. Table 4.1 shows the questionnaire return rate.

4.3 Demographic Information of respondents

This section looked at major characteristics of the interviewed respondents of this study. It sought demographic information of respondents from the sampled schools. The demographic information under consideration includes respondents: gender, age, academic qualification, teaching experience and position held in the sampled schools and the number of boys compared to girls in the streams. The information on Table 4.2 shows the respondents that took part in the study on the investigation of the influence of socio-economic factors on girls' transition rate to secondary school in Mt. Elgon Sub-County, Bungoma County.

The results on Table 4.2 shows that 2.4% of the sample members were primary school head teachers. This was followed by the portion of the sample members who were school teachers from girls-mixed secondary schools at 4.8%. In third place was the girls-mixed secondary school principals at 11.9% and finally the largest portion was composed of the sample members who said they wereprimary school teachers who were 80.9% of the total sample members.

Table 4.2: Respondents

Description	Frequency	Percent	Valid percent
Primary school head teacher	1	2.4	5.0
Girls mixed secondary school teacher	2	4.8	10.0
Girls mixed secondary school principal	5	11.9	25.0
Primary school head teacher	12	80.9	60.0
Total	20	100.0	100.0

4.4 Teaching experience

The following information from Table 4.3 shows that the portion of the sample members who had less than five years of experience in the profession were 2.4%, this was a tie with another group which had16-20years experience at 2.4%. Those who had 6-10 years' experience were about 29.5%, this was followed closely by 22.0% of the sample members who said they had above21years experience.

Finally, the largest portion of the sample members was made of teachers who had 11-15 years of experience at 43.7% of the total sample. The different sample members were found to have come from different schools which were the target population of the study.

Table 4.3: Teaching Experience

Description of teaching experience	Frequency	Percent
Less than 5years	1	2.4
6-10years	4	29.5
11-15years	10	43.7
16-20years	1	2.4
Above 21years	4	22.0
Total	20	100.0

Some of the schools include Cheptais high school, Toroso High School and Kaboywo Mixed Secondary School. Results on Table 4.4 shows that there were 34.0% of the total.

Table 4.4: Names of schools

Name of schools	Frequency	Percent
Cheptais High School	7	36.7
Toroso High School	9	29.3
Kaboywo Mixed Secondary School	4	34.0
Total	20	100.0

respondents who were from Kaboywo mixed secondary school, this was followed by 29.3% of the sample members from Toroso High School. The largest portion of the sample members were from Cheptais High School at 36.7%.

4.5 Location of the school

In relation to the location of the school, different respondents were asked where their schoolwas located. Table 4.5 shows the results of the location of the school.

Table 4.5: Location of the School

Location of school	Frequency	Percent
Chesikaki	2	10.0
Kaptama	5	25.0
Chepyuk	8	40.0
Elgon	2	10.0
Cheptais	3	15.0
Total	20	100.0

The results of the school location show that there were 40.0% of the targeted sample

members who said that their school was located in Chepyuk. This was followed closely by those who said that their school was located in Kaptama at 25.0%. Those respondents whose school was located in Cheptais were 15.0%. 10.0% said their school was located in Chesikaki and another 10% in Elgon ward.

4.6 Gender of the respondents

The results in Table 4.6 shows that there were two types of gender among the sample members that is either male or female. It shows that about 33.33% of the sample members were Male while 66.67% of the total respondents was composed of Female respondents. This indicates that there were more female than their Male counter-parts who took part in the study.

Table 4.6: Gender of Respondents

Description of gender	Frequency	Percent
Male	7	33.33
Female	14	66.67
Total	21	100.0

4.6 Age bracket of the respondents

The age bracket was presented on Table 4.7, the same shows that there were people of different agegroups who took part in the current study. There were 4.76% of the sample members who said that they were between 19-30years old, followed by those who were above 50years old at 9.5%. In fourth place was the portion of the respondents who were between 31-40 years old.

Table 4.7: Respondents age bracket

Age bracket of the respondents	Frequency	Percent
19-30years	1	4.76
31-40years	5	23.81
41-50years	13	61.90
Above 50years	2	9.5
Total	21	100.0

4.7 Level of education

Table 4.8 depicts the level of education of the respondents. It is vividly indicated that the largest group of sample members were composed of those who said they were between 41-50years which validates the data collected by the researcher because this age group is expected to have been in the profession for a while which also means more experience and information.

There were different levels of education considered by the study which includes; Certificate, Diploma, Undergraduate degree and Masters & above. The results on Table 4.8 shows that 9.5% of the sample members had Certificate and Master's Degree and above respectively. This was followed by 28.6% Diploma qualification with the highest group of 52.4% who said had Undergraduate Degree level.

Table 4.8: Respondents level of education

Description of level of education	Frequency	Percent
Certificate	2	9.5
Diploma level	6	28.6
Undergraduate degree	11	52.4
Masters and above	2	9.5
Total	21	100.0

4.8 Girls Transition rate by school

This section looks at girls' transition rate from Primary to secondary school for the past five years leading up to the study. Table 4.9 shows the way many pupils (by gender) sat for KCPE in the years. The first year under consideration that is 2013 was found to have 47.8% Girls who sat forKCPE. This was against 52.5% of the boys who sat for KCPE in the same year as indicated on Table 4.9.

Table 4.9: KCPE candidates in 2013

Description	Frequency	Percent
Boys	12	52.2
Girls	11	47.8
Total	23	100.0
	42	100.0

The year 2014 saw a decrease in the number of boys who sat for KCPE with a consequentincrease in the number of girls who sat for the same exam. The results on Table 4.10 shows that there were 46.9% Boys who sat for KCPE, this was against the 53.1% of Girls who sat for the same exam in 2014. In the year 2015, the study found that there were also more Girls at 60% who sat for theKCPE exams compared to 40% boys.

Table 4.10: KCPE candidates in 2014

Description	Frequency	Percent
Boys	15	46.9
Girls	17	53.1
Total	32	100.0

This is illustrated on Table 4.11 and Figure10 below.

Table 4.11: KCPE candidates in 2015

Description of gender	Frequency	Percent
Boys	14	40.0
Girls	21	60.0
Total	35	100.0

Table 4.12 shows that in 2016, 45.5% Boys sat for the KCPE exams while the number of Girls was 54.5%. This puts the number of girls who sat for KCPE at 9% more than the boys in 2016.

Table 4.12: KCPE candidates in 2016

Gender	Frequency	Valid Percent
Boys	15	45.5
Girls	18	54.5
Total	33	100.0

The results on Table 4.13 shows that in 2017, 52.4% of students who sat for KCPE which translates to 22 were boys while 47.6% were girls which translates to 20. The number of girls was slightly lower than the year 2016.

Table 4.13: KCPE candidates in 2017

Description of gender	Frequency	Percent	Valid Percent
Boys	22	52.4	52.4
Girls	20	47.6	47.6
Total	42	100.0	100.0

4.9 The number of pupils who sat for KCPE in the years given below, how many joined secondary

The results and findings on Table 4.14 shows that 55.6% of the Boys who sat for KCPE in 2013 joined secondary school, while 44.4% of the Girls who sat for KCPE in 2013 joined secondary school. The results show that of all the boys who sat for KCPE two boys and three girls did not transition to secondary school.

Table 4.14: Candidates that joined Secondary School in 2013

Number of candidates that joined secondary	Frequency	Valid Percent
Boys	10	55.6
Girls	8	44.4
Total	18	100.0

Table 4.15 shows that 53.3% of those who joint secondary school were boys while 46.3% were girls. The results show that one boy and one girl who sat for KCPE in 2014 did not advance to secondary school.

Table 4.15: Candidates joint Secondary School in 2014

Description of gender	Frequency	Valid Percent
Boys	14	46.7
Girls	16	53.3
Total	30	100.0

Table 4.16 below shows that 45.2% of the candidates who joined secondary school in 2015 were boys while 54.8% were Girls. The results show that all the boys who sat for KCPE proceeded to secondary school. Seventeen girls out of twenty-one advanced to secondary school.

Table 4.16: Candidates joint Secondary School in 2015

Descriptive of gender	Frequency	Valid Percent
Boys	14	45.1
Girls	17	54.8
Total	31	100.0

Results in Table 4.17 below shows that the students who sat for KCPE in the year 2016, 46.9% of those who joined secondary school were girls while 53.1% were boys. One girl whoever did not join secondary school.

Table 4.17: Candidates joint Secondary School in 2016

Description of gender	Frequency	Valid Percent
Boys	15	46.9
Girls	17	53.1
Total	30	100.0

The findings and results on Table 4.18 shows that 55.0% candidates who joinedsecondary school in 2017 were boys while 45.0% were girls. Two girls did not join secondary school.

Table 4.18: Candidates joint Secondary School in 2017

Description of gender	Frequency	Valid Percent
Boys	22	55.0
Girls	18	45.0
Total	40	100

4.4 Academic Performance in KCPE, distance from school and insecurity

In relation to academic performance of the students in KCPE and its influence on the transition rate of girls' to secondary school, 9.5% of the sample members said that poor academicperformance of girls in KCPE does not affect the transition rate to secondary school since most of the secondary schools in Mt. Elgon Sub-county are day schools which accommodate students withlow marks. The second place was 52.4% of the sample members who stated that the poor academicperformance in KCPE fairly affects the transition rate of girls to secondary school. Finally, 38.1% of the sample members said that poor academic performance very much affects the transition of girls to secondary school. Therefore, it means that the different sample members believed that poor academic performance of girls was to some extent to blame for low transition rate to secondary school and especially good secondary schools since most of the girls end up joining dayschools which are either poorly equipped or not equipped at all.

Table 4.19: Extent of poor Performance and transition to Secondary school

Description of performance	Frequency	Valid Percent
Very much	8	38.1
Fairly	11	52.4
Not at all	2	9.5
Total	21	100.0

On the question of why girls perform poorly in KCPE examination in the various schools,57.1% of the respondents said parents/guardians do not have keen interest on their girl's academicperformance. 23.8% said girls spend a lot of time doing household chores which made them havelimited time for learning and reading. There was 9.5% of the respondents who said that the reason they thought girls performed poorly in KCPE examination was because girls wasted a lot of time during menstrual periods due to lack of sanitary pads and thus do not attend school during that period. Another 9.5% said girls perform poorly due to apathy for education. The researcher concluded that lack of interest by parents on girls' education was the main reason girls' performedpoor as compare to boys. One of the girls (name withheld) said that her mother ones told her that she cannot waste money educating someone's wife.

Table 4.20: Reasons for poor performance among girls

Reasons for poor performance	Frequency	Valid Percent
Parents and guardians do nothave keen interest on their academic performance	12	57.1
Girls spend a lot of time doinghousehold chores	5	23.8
Waste of time during menstrual periods due to lackof sanitary pads	2	9.5
Apathy for education	2	9.5
Total	21	100.0

On whether distance from school affects girls' transition to secondary school, it was noted that long distance from home to school exposed girls to insecurity. At this level, the girls are at adolescence stage and may be victims of sexual harassment and abduction UNESCO, (2006). The analysed data found out that 63% of form one girls interviewed considered distance to school as a major factor influencing transition to secondary school given that secondary schools are fewer and distantly located. This was followed by 38% of the girls interviewed who did not consider the distance as a reason for the low transition to secondary school.

Majority of the girls interviewed at 61% considered insecurity as one of the reasons for lowtransition rate to secondary school, while 39% considered it not a major factor. The researcher concluded that distance from school and insecurity in Mt. Elgon Sub-county is a major factor affecting girl's transition to secondary school.

On whether infrastructure like roads to school affect girl's transition to secondary school, 38% of the girls said that the roads to school affect their transition to secondary school because the girls are forced to use motorbikes to school and the riders sometimes take

advantage of the girls. 62% percent said the road infrastructure does not affect girl's transition to secondary school. The researcher concluded that road infrastructure plays a role in girls' transition to secondary school.

4.5 Socio-economic Factors and girls transition to secondary school

In relation to the financial stability of the parents and their support to transition of girls to secondary school. There were 4.8% of the respondents who said the parent's financial stability does not affect at all transition of girls to secondary school. In the second place was 14.3% of therespondents who said that financial stability of parents fairly affects transition rate of girls to secondary school. Finally, there was 81.0% of the sample members who said very much that the financial stability of the parents affects transition of the girls to secondary school. These findings concur with Chepchieng and Kiboss (2004) findings that level of parental education and occupation influences the parents' decision on whether to take the girl child to school or not. On Table 4.21, 4.8% of the sample members said that the parents/guardians find it difficult to finance their daughters to secondary school.

Table 4.21: Extent of Parents' financial stability on girls' transition to Secondary School

Extent of parents' financial stability	Frequency	Valid Percent
Very much	17	81.0
Fairly	3	14.3
Not all	1	4.8
Total	21	100.0

This is because the families believe that educating a girl child does not pay in the long run. This was followed by 33.3% of the respondents who said parents/guardians find it difficult to finance their daughters to secondary school because secondaryschool fees are believed to be unjustifiably high as shown in Table 4.22.

Table 4.22: Reasons for parents' inability to finance secondary education

Reasons for parents inability to finance secondary school	Frequency	Valid Percent
Low levels of family income	13	61.9
Secondary school fees is perceived to be unjustifiably High	7	33.3
Families believe that educating a girl child does notpay in the long run	1	4.8
Total	21	100.0

In third place was a portion of the sample members at 61.9% who believed that the low levels of family income were to blame for parents'/guardians inability to finance their daughters' secondary school education

Table 4.23 shows that there were 14.3% who said that the parents/guardians should come up with community initiatives to support the girls so as to address the high cost of educating the girl child. The second place was 23.8% portion of the sample members who said that the Government should come up with initiatives to generate employment and livelihood opportunities for the parents/guardians in order to address the high cost of educating girls. Finally, there was also a portion of the respondents that is composed of 61.9% of the respondents who said that Affirmative Action-based Scholarship should be put in place to addressthe high cost of educating the girl child.

Table 4.23: Remedy for high cost of education

Remedy for high cost of education	Frequency	Valid Percent
Come up with community initiatives to support the girls	3	14.3
Affirmative action-based Scholarship	13	61.9
Initiatives to generate employment and livelihood opportunities for the parents/guardians	5	23.8
Total	21	100

4.6 Social Cultural Factors and transition of girls to secondary school

This section introduces the socio-cultural factors and transition of the girl to secondary school. These factors comprised of the following: teenage pregnancies and early marriages, Gender discrimination-preference of boy child, Cultural rights such as FGM, Apathy for education and Lack of successful women role models.

4.6.1 Teenage pregnancies and early marriages

The better part of the population that is 81.0% as shown in the results on Table 4.24 said that teenage pregnancies and early marriages affect very much transition rate of girls to secondary school in Mt. Elgon Sub-county. This shows that a very big percentage of the people in Mt. Elgon believe that there is a statistically significant relationship between teenage pregnancies and early marriages and the rate at which girls' transition to Secondary school. This study concur with the study by Birchall (2018) which found that girls who remain in school or return after pregnancy, a combination of ridicule and moralistic attitudes from peers, as well

as teachers, along with the pressures of finding childcare and the experience of financial hardship, can build up, resulting in girls dropping out of school and hence not transition to secondary school.

This was against the 9.5% of the sample members who said that teenage pregnancies and early marriages had no much effect on the transition of girls to secondary school. The researcher therefore concluded from the findings that teenage pregnancies and early marriages are a major contributor to low transition rate of girls to secondary school.

Table 4.24: Teenage pregnancies and early marriages

Severity of teenage pregnancies	Frequency	Valid Percent
Very much	17	81.0
Not much	4	19.0
Total	21	100.0

4.6.2 Gender discrimination-preference of boy child

The results and information on Table 4.25 show that 4.8% of the sample members said that gender discrimination and preference for boy child had no-effect on the transition of girls to secondary school in Mt. Elgon Sub-county. Those who said that gender discrimination and preference for the boy child against the girl child has no much effect on the transition of girls to secondary school was 28.6%. The last part was composed of the sample members who said that gender discrimination and preference of boy-child very much affects the girls' transition rate to secondary school in Mt Elgon Sub-county at 66.7%. This is further supported by the study by OECD (2014) which found that other than performance and motivation, there is a disparity between boys and girls regarding levels of education they have attained. The study by OECD (2014) further found that more girls than boys managed to successfully finis upper secondary school levels

Table 4.25: Gender discrimination/preference of boy child

Gender discrimination	Frequency	Valid Percent
Very much	14	66.7
Not much	6	28.6
No effect	1	4.8
Total	21	100.0

4.6.3 Cultural rights such as FGM

Table 4.26 depicts the cultural rights such as female genital mutilation (FGM). The

issue of cultural rites and the different things practiced by the community was also put to test and how the same affects the transition rate of girls to secondary school. The information on Table 4.26 shows that 38.1% of the sample members who took part in the study said cultural rights such as the Female Genital Mutilation had no much effect on the transition rate of girls to secondary school after they have had their KCPE.

Table 4.26: Cultural rights such as FGM

Effects of cultural rights	Frequency	Valid Percent
Not much	8	38.1
Very much	13	61.9
Total	21	100.0

Further, those who said that Female Genital Mutilation had very much effect transition rate of the girls to secondary schools were 61.9%.The researcher therefore concluded that FGM was one of the major factors that influenced girls' transition to secondary school in Mt. Elgon Sub-county because the girls who undergo Female Genital Mutilation dropped out of school for early marriages.

4.6.4 Apathy for education

The information on Table 4.27 shows that there were 14.3% of the sample members who stated that apathy for education had no effect on the girls' transition rate to secondary schools in Mt. Elgon Sub-county.

Table 4.27: Apathy for education on girls' transition to secondary school

Apathy for education	Frequency	Valid Percent
Very much	7	33.3
Not much	11	52.4
No effect	3	14.3
Total	21	100.0

There was also a 33.3% of the respondents who actually said that apathy for education had very much effect on the transition of girls to secondary school. Those who said that apathy for education did not have much effect on the transition rate of girls to secondary school were 52.4% of the total sample members.

4.6.5 Lack of successful women role models

The last visualization that is in Table 4.28 shows that there was 14.3% of the total sample members who said that lack of successful role models very much had no effect on the girl's transition rate to secondary school in Mt. Elgon Sub-county. The second part was taken

by 28.6% of the respondents who believed that lack of successful women role models affects very much transition rate of girls to secondary school. Finally, those who said that lack of successful women role models was not much of a hindrance on the girls' transition rate to secondary school was 57.1% of the total sample. This study is in line with the study by Cross *et al*. (2019) which found that the consequences of inadequate mentoring to be isolation, disempowerment, job dissatisfaction, stress and limited career development; factors conducive to burnout and attrition.

Table 4.28: Lack of successful women role models on girls' transition to secondary school

Effects of lack of successful role models	Frequency	Valid Percent
Very much	6	28.6
Not much	12	57.1
No effect	3	14.3
Total	21	100.0

The information in this section shows the mechanisms to deal with socio-cultural factors that influence transition of girls to secondary school in Mt. Elgon Sub-county. 9.5% of the sample members said that other initiatives should be put in place to deal with the socio-cultural factors that impact negatively on the transition rate of girls to secondary school. This was followed by 33.3% who suggested that the continuous advocacy efforts be put in place to deal with socio- cultural factors that impact negatively on the transition rate of girls to secondary school. The largest portion of respondents was composed of 57.1% who said that a system of engaging old girls' student/role models should be put in place to help deal with the socio-cultural factors that impact negatively on the transition rate of girls to secondary school by motivating the girls to work hard.

4.7 Remedies for negative socio-cultural factors affecting girls' transition to secondary school

The results in Table 4.29 shows some of the various remedies to negative socio-cultural factors affecting girls that attend to secondary school. These results show that about 57percent recommend putting in place a system of engaging old girl students as the role models. This factor will serve as the key remedy for the negative socio-cultural factor positively influencing transition of girls to secondary school.

Table 4.29: Remedies for negative socio-cultural factors affecting girls' transition to secondary school

Description of remedies	Frequency	Valid Percent
Put in place a system of engaging old girl students/rolemodel	12	57.1
Continuous advocacy efforts	7	33.3
Other initiatives	2	9.5
Total	21	100.0

CHAPTER FIVE
CONCLUSIONS AND RECOMMENDATIONS

This section presents Summary, Conclusions and Recommendations derived from the findings of the study. The conclusions are in line with the study objectives. The recommendations have been suggested based on the drawn conclusions.

5.1 Summary of the Study

The study sought to examine the socio-economic and environmental factors that influence girls' transition rate to secondary school in Mt. Elgon Sub-county, Bungoma County. The study was informed by the reported high dropout rates of girls especially in upper primary and lower secondary schools in the area. The study targeted the six Administrative Wards found in Mt. Elgon Sub-county. Thirty two (32) public secondary schools were targeted for the study from which a sample of three secondary schools and three primary schools were selected.

The overall findings show that both Socio-economic, cultural and environmental factors influence girls' transition from primary to secondary school in Mt. Elgon Sub-County. Female Genital Mutilation (FGM) which is still rampant in the area was cited as one of the cultural rights that affects girls' transition to secondary school. About 61.7% of respondents said FGM very much affects girls' transition to secondary school in Mt. Elgon Sub-county. Girls after undergoing FGM feel mature and ready for marriage. This also contributes to apathy for education since girls refuse to go back to school after undergoing FGM. 33.3 % of respondents cited apathy for education as a contributing factor to girls' transition to secondary school. The better part of the respondents 81% said that teenage pregnancy and early marriages very much affects transition of girls to secondary school in Mt. Elgon Sub-county. This shows a significant relationship between teenage pregnancy, early marriages and the rate of girls' transition to secondary school. The study found out at 66.7% of respondents that gender discrimination and preference for boy-child plays a great role in the transition of girls to secondary school. Lack of role models was also seen as a contributing factor to low girls' transition to secondary school as indicated by 28.6% of the respondents.

The study also established that poor performance among girls' largely affects transition rate of girls to secondary school. This is due to the fact that girls spend a lot of time doing household chores, waste a lot of time during menstrual periods due to lack of sanitary pads. Parents and guardians lack of interest on girls' education also contributes to low transition rate of girls to secondary school.

The study found that poverty also emerged among the main contributors influencing transition rate of girls to secondary school in Mt. Elgon Sub-county. 81% of the sampled members said financial instability of the parents affects transition of the girls to secondary school. A portion of the sampled members at 61.9% believed that the low level of family income was to blame for parents'/guardians inability to finance their daughters' secondary education.

The majority of the respondents said Insecurity from the remnants of Sabaot Land Defence Force Militia group are still a major factor to the security of the girls. The schools that are near the forest are not safe from SLDF militia. The distance from home to school was also cited as a major factor contributing to girls' transition to secondary school since most of the secondary schools in the area are day schools.

5.2 Conclusions

From the findings, the study concludes that socio-cultural, socio-economic and environmental factors greatly influence transition of girls from primary to secondary school in Mt. Elgon Sub-county, Bungoma County.

5.2.1 Socio-cultural factors and Transition of girls to secondary school

Cultural based factors investigated were Female Genital Mutilation (FGM), early marriages, gender discrimination and apathy for education. The sampled head teachers and class teachers agreed that all these factors greatly affect transition rate of girls to secondary school. Evidence from data indicates that rather than apathy for education, all the other factors are a major impediment on girls' transition to secondary school. Female Genital Mutilation (FGM) was sighted as a major cause of low transition of girls to secondary school. Majority of the respondents stated that after the girls undergo FGM which is normally performed after the girls sit for their Kenya Certificate of Primary Education, in the month of December, most girls start to assume the roles of mature women including engaging in sexual activities. These girls end up getting unwanted pregnancies and thus unable to transition to secondary school. Some of the girls are married off while others remain at home to nurse their small babies. It can therefore be concluded that socio-cultural factors can lead to low transition of girls from Primary to Secondary School.

5.2.2 Socio-economic factors and transition of girls from Primary to Secondary school

This study sought to examine the socio-cultural and socio-economic factors influencing transition rate of girls from primary to secondary school in Mt. Elgon Sub-county, Bungoma County. The overall findings indicate that socio-economic factors influenced transition of girls from primary to secondary school. This was confirmed by 81% of the respondents who said

financial instability of the parents/guardians affects transition rate of girls to secondary school. Low level of family income was seen as a major factor influencing girls transition to secondary school. This is confirmed by 61.9% of the respondents. Parents in Mt. Elgon Sub-county are mostly subsistence farmers. The crops they plant cannot sustain the families in terms of food later on pay school fees for their Children. The study discovered that parents' resources, income level and occupation have a greater influence on transition of girls from primary to secondary school. It can therefore be concluded that socio-economic factors can lead to low transition of girls from Primary to Secondary School.

5.2.3 Environmental factors and transition of girls from Primary to Secondary School

The factors investigated included distance from school, insecurity and school and road infrastructure. On whether distance from school affects girls' transition to secondary school, it was noted that long distance from home to school exposed girls to insecurity. The data analysed found out that 63% of form one girls interviewed considered distance to school as a major factor influencing transition to secondary school given that secondary schools are fewer and distantly located. This was followed by 38% of the girls interviewed who did not consider the distance as a reason for the low transition to secondary school. The researcher concluded that distance from home to school is an impediment to girls' transition to secondary school. Given that these schools are day mixed schools also bring more challenges to girls.

The researcher also concluded that insecurity is a major reason for low transition rate of girls to secondary school. Given that Mt. Elgon Sub-County has had a long period of insecurity by the Sabaot Land Defence Forces (SLDF) a militia group formed in 2007. The researcher concluded that insecurity in Mt. Elgon Sub-county is a major factor affecting girls transition to secondary school.

On whether infrastructure like school environment, availability of learning materials, classrooms toilet facilities and roads to school affect girls transition to secondary school, the researcher concluded that lack of basic facilities in schools and poor road infrastructure affects transition to secondary school because of inadequate learning and the risk of sexual harassment by the Motorbike riders commonly known as 'Boda Boda' riders.

5.3 Recommendations of the study

According to the Government of Kenya (2011), improvement of transition rates from Primary to Secondary schools is a crucial issue for the government. The government has set a transition rate of seventy-five percent from primary to secondary school but actual national transition rate is as low as forty-five percent (45%) (2009-2010) statistics. Quality education is a fundamental human right, as laid down by the international law. The laws do not distinguish

between the boy and girl child. Therefore, the girl child should be enabled to attain quality education.

The following recommendations were drawn based on the findings and conclusions of the research:

(i) Parents/guardians and community should put more effort on the academic performance of girls in school by having keen interest on their studies. The government and NGO's should increase the distribution of sanitary pads to girls to avoid missing school during menstrual periods.

(ii) Parents/guardians should be taught various income generating activities for them to be financially stable and be able to cater for family needs and education of their children.

(iii) The government should follow up on the implementation of the policy of Education for All by making sure that local administration is held culpable if girls are not taken to school due to parents' preference for boy child. The local Administration should monitor girls transition to secondary school and report any girls married off for action to be taken against such parents. Since Female Genital Mutilation has been outlawed in Kenya, parents/guardians found performing such retrogressive practices on their girls should be prosecuted.

(iv) The government and NGO's to carry out civic education to enable both girls and parents to understand the importance of education and be able to take back to school girls who drop out due to early pregnancies. This will help parents/guardians to understand that education is a human right and that all children are equal and have a right to education.

(v) The Ministry of Education should allocate more resources towards educating of girls in Mt. Elgon Sub-county since some of the issues encountered are unique to the region. The government should also prioritize security in the area to enable girls to go to school without fear of their security.

(vi) Increase advocacy and strengthen alumni to serve as role models and come up with a system of engaging younger girls. There should also be continuous advocacy efforts on the importance of girls' education among the community members.

5.4 Suggested areas for further Research

Due to limited scope and resources for this study that could not allow the researcher to explore all the factors influencing girls transition to secondary school in Mt. Elgon Sub-county, Bungoma County, it is recommended that the following areas of research could bring more incite to the issue of girls' transition from primary school to secondary school.

(i) A study to be carried out to investigate the Challenges of re-admission of teenage mothers to School.

(ii) To evaluate the efficiency of the Local Administration on the fight against Female Genital Mutilation and Early Pregnancies.

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APPENDICES

Appendix A: Letter of Introduction

Anna Naibei
P. O. Box 15432, 00100
Nairobi – KENYA
5th August 2019

Sir/Madam,

RE: DATA COLLECTION FOR RESEARCH PROJECT

I am a student of Egerton University pursuing a Masters of Arts Degree in Gender and Development Studies. I am currently conducting a research entitled Influence of **Socio-economic and environmental factors on girls' transition to secondary school in Mt. Elgon Sub-county,Bungoma County.**

Your school has been selected to participate in this study. I hereby humbly request you to participate in this study by completing the questionnaire. Your assistance will help generate information that will help in improving girls' transition rates from primary to secondary school inMt. Elgon Sub-county and Kenya at large. Your responses will be treated with utmost confidentiality.

Thank you. Yours faithfully

Anna Naibei

Appendix B: Key Informant Guide

(To be filled by Sub-County Director of Education, Divisional Education Officers, Assistant County Commissioners, Church leaders and Non-Governmental Organization)

Organization……

Gender: Male Female

Thank you for agreeing to be a key informant for this research on Influence of Socio-cultural andSocio-economic Factors on girls' Transition rate to secondary school in Mt. Elgon Sub-county, Bungoma County. Information from this interview will be kept confidential and anonymous. Theinterview will take about 15 minutes.

1. In your opinion does the cost of education affect transition rate of girls to secondary school in Mt. Elgon Sub-county?

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2. Does poverty influence girls' transition rate to secondary school in Mt. Elgon Sub-county? If yes, how?

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3. Do economic activities of parents' influence transition rate of girls to secondary school in Mt. Elgon Sub-county?

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4. In your opinion does parental level of education influence girls' transition to secondary school in Mt. Elgon Sub-county?

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5. Would you attribute performance among girls to transition to secondary school in Mt. Elgon Sub-county?

……

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6. Do you think parental preference for boys affect girls' transition to secondary school in Mt. Elgon Sub-county?

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7. To what extend does early marriages affect girls' transition to secondary school in Mt. Elgon Sub-county?

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8. In your observation does early pregnancy influence transition rate of girls to secondary school in Mt. Elgon Sub-county?

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9. To what extend does Female Genital Mutilation affect girls' transition to secondary school in Mt. Elgon Sub-county?

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10. In your opinion what learning environmental factors affect girls' transition rate to secondary school in Mt. Elgon Sub-county?

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……

11. Can you attribute distance from school to girls' transition to secondary school in Mt. ElgonSub-county?

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12. To what extend does insecurity influence girls' transition to secondary School in Mt. ElgonSub-county?

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……

13. In your opinion, what other external environmental factors influence girls transition tosecondary school in Mt. Elgon Sub-county?

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……

……

14. What do you think can be done to cushion the above factors?

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……

Appendix C: Questionnaire

(Principals, Head teachers and Teachers only)Introduction

Thank you for agreeing to be interviewed for this research on Influence of Socio-cultural and Socio-economic Factors on girls Transition rate to secondary school in Mt. Elgon Sub-county,Bungoma County**.** You are humbly requested to answer all the questions provided as honestly as possible, to the best of your knowledge. Information from this interview is strictly for academic purposes and responses will be kept confidential and anonymous.

1. Background information (to be answered by all)

1.1 Respondent:

Primary school head

teacher

◯ Girl/mixed secondary school principal

o Primary school teacher ◯ Girl/mixed secondary school teacher

1.2 What is the name of the school? _____

1.3 Where is the school located in Mt. Elgon Sub-county?

District name:_____ Ward: _____

1.4 What is your gender? ◯ Male ◯ Female

15 What is your age bracket?

o 19 to 30 years ◯ 31 to 40 years ◯ 41 to 50 years ◯ above 50 years

1.10 What is your highest level of academic qualification? ◯ Certificate ◯ Diploma level ◯ undergraduate degree ◯ Masters and above ◯ Any other(specify)_____

What is your teaching experience in years?

o less than 1 to 5 years ◯ 6 to 10 years ◯ 11 to 15 years ◯ 16 to 20 years ◯ Above 21 years

2 Girls' transition rate by school (to be answered by primary school head teachers only)

2.10 How many pupils (by gender) sat for KCPE in the years given below

Year	Boys	Girls	Total
2013			
2014			
2015			
2016			
2017			

2.11Of the pupils who sat for KCPE in the years given below, how many joined secondary schools?

Year	Boys	Girls	Total
2013			
2014			
2015			
2016			
2017			

3 Academic performance in KCPE (To be answered by primary school head teachers only)

3.10To what extent does the poor academic performance of girls in KCPE affect the transition rates to secondary school?

o Very much ◯ Fairly ◯ Not at all

3.11 Why do you think girls perform poorly in KCPE examinations in your school?

o Parents and guardians do not have keen interest on their academic performance

o Girls spend a lot of time doing household chores

o Waste of time during menstrual periods due to lack of sanitary pads

o Apathy for education

o Lack learning accessories such as books

o Other (specify) _____

4 Cost of Educating girls' (to be answered by all)

4.10To what extent does the financial ability of the parent/guardian affect the number of girls who transition to secondary schools?

o Very much ◯ Fairly ◯ Not all

4.11Why do you think parents/guardians find it hard to finance their daughters' secondary education?

o Low levels of family income ◯ Secondary school fees is perceived to be unjustifiably high

o Families believe that educating a girl child does not pay in the long run

o Girls should rather go and do short-term economic activities to bring income for the family

o Other reasons

(specify)_____

4.12 What do you think should be done to address the high cost of educating a girl child?

o Come up with community initiatives (such as harambees) to support the girls

o Affirmative action-based scholarships

o Initiatives to generate employment and livelihood opportunities for the parents/guardians

o Other (specify)_____

5 Social cultural factors (to be answered by all)

5.10To what extent have the following factors hindered transition of girls in your school to secondary school?

Socio-cultural factor	**Ranking**		
	Very much	**Not much**	**No effect**
Teenage pregnancies and early marriages			
Gender discrimination-preference of boy-child			
Cultural rites such as FGM			
Apathy for education			
Lack of successful women-role models			

5.11What do you think should be put in place to deal with socio-cultural factors that impact negatively on the transition rates of girls in your school to secondary school?

O Put in place a system of engaging old girl students/university or college students/ Other

people and other successful women from Mt. Elgon to act as role models to other girls to excite their passion for academic success

O Continuous advocacy efforts by various stakeholders on the need to education the girl child

O Other initiatives

(specify)

_____

6 Rank the following factors that affect the transition rates of girls from primary to secondary school in your institution?

Factor affecting girl-child transition to secondary school	**Ranking (Order of importance)**
Poor performance in KCPE	
High cost of education compared to family economic status	
Lack of learning materials	
Social-cultural factors	
Preference of the boy-child	
Many household chores for girls	
Cultural rites such as the female genital mutilation (FGM)	
Early marriages	
Teenage pregnancies	
Insecurity in the area	
Long distance to school	
Poor learning environment in schools	
Lack of successful women role models	
Apathy for education	
Education level of parents	
Government policy on girl-child education	
Other factors (specify):	

Appendix D: Interview Guide

(To be used to interview girls from selected three schools in the Sub-County)

A. Social-Economic factors

i. What do you think is the cause of poor performance among girls in KCPE?

ii. Do you think cultural practices like FGM affect transition of girls to secondary school?

iii. Do you think Gender discrimination i.e. preference of the boy child affected transitionof the girl child to secondary?

iv. Do you think early marriages affect girls transiting to secondary school?

v. Do early pregnancies contribute to low transition of girls to secondary school?

vi. Has lack of successful women-role models contributed to low transition of girls to secondary school?

vii. How does High cost of education in Primary School affect transition of the girl child to secondary?

viii. Do you think high cost of education in Secondary deter girls to join high school?

ix. What are the economic activities in this area? Are they sustainable enough for parentsto educate their children?

B. Environmental Factors

i. Which learning environmental factors affect girls' transit to secondary school?

ii. Does Distance from school affect learning?

iii. Does insecurity influence girls' transition to secondary School?

iv. In your opinion does Infrastructure like Classes and roads to schools affect girls transition to secondary school?

Appendix E: Research License from National Commission for Science, Technology and Innovation (NACOSTI)

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

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P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 25276

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MS. ANNA NAIBEI
of EGERTON UNIVERSITY, 15432-100 NAIROBI,has been permitted to conduct research in *Bungoma County*

on the topic: *INFLUENCE OF SOCIO-CULTURAL AND SOCIO-ECONOMIC FACTORS ON GIRLS` TRANSITION TO SECONDARY SCHOOL IN MT. ELGON SUB-COUNTY, BUNGOMA COUNTY, KENYA*

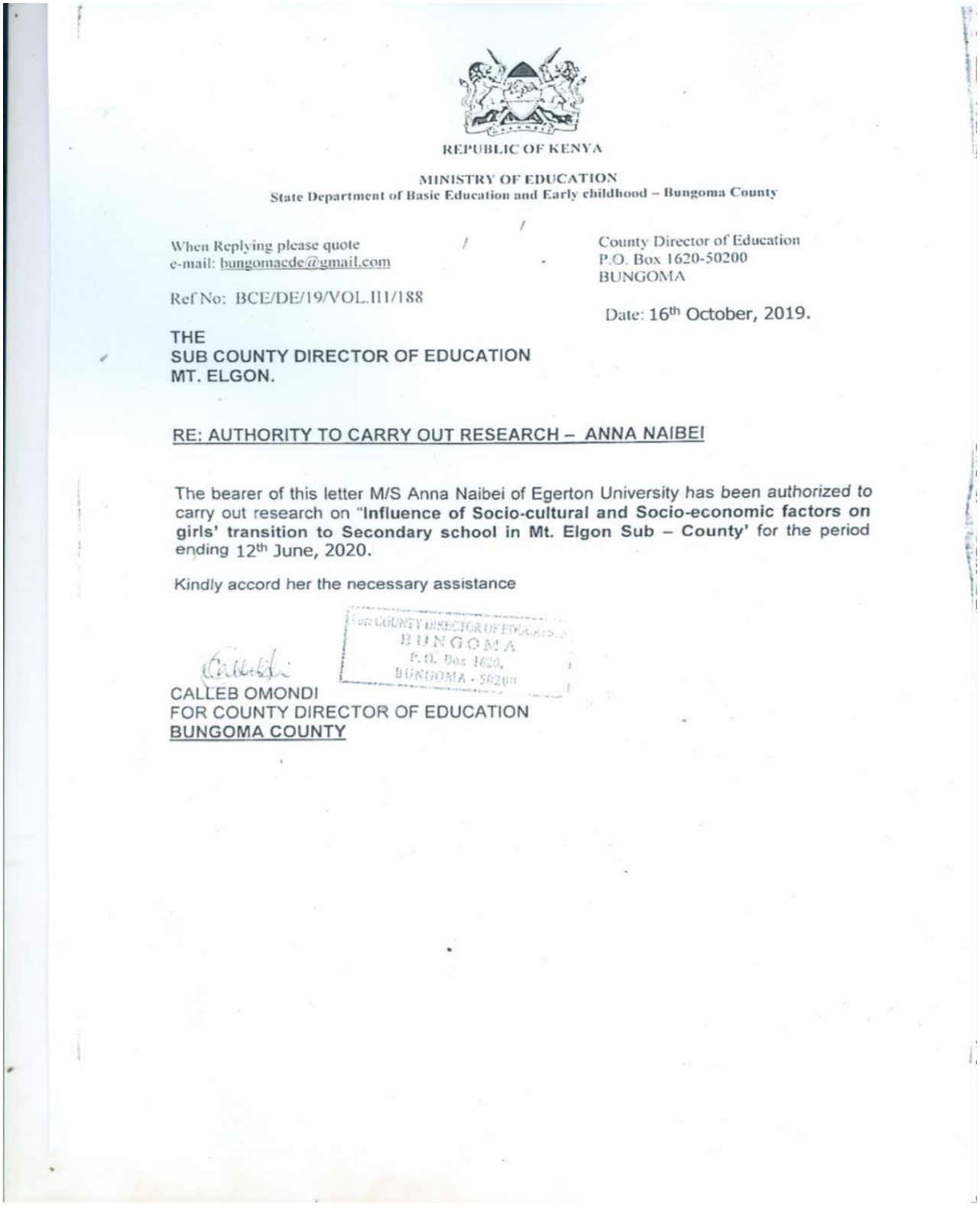
for the period ending:
12th June,2020

Permit No : NACOSTI/P/19/43028/31240
Date Of Issue : 12th June,2019
Fee Recieved :Ksh 1000

.....
Applicant's Signature

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

Appendix F: Research Authorization from County Director of Education



REPUBLIC OF KENYA

MINISTRY OF EDUCATION
State Department of Basic Education and Early childhood – Bungoma County

When Replying please quote
e-mail: bungomacde@gmail.com

County Director of Education
P.O. Box 1620-50200
BUNGOMA

Ref No: BCE/DE/19/VOL.III/188

Date: 16th October, 2019.

THE
SUB COUNTY DIRECTOR OF EDUCATION
MT. ELGON.

RE: AUTHORITY TO CARRY OUT RESEARCH – ANNA NAIBEI

The bearer of this letter M/S Anna Naibei of Egerton University has been authorized to carry out research on "**Influence of Socio-cultural and Socio-economic factors on girls' transition to Secondary school in Mt. Elgon Sub – County'** for the period ending 12th June, 2020.

Kindly accord her the necessary assistance

COUNTY DIRECTOR OF EDUCATION
BUNGOMA
P. O. Box 1620,
BUNGOMA - 50200

CALLEB OMONDI
FOR COUNTY DIRECTOR OF EDUCATION
BUNGOMA COUNTY

Appendix G: Research Authorization by County Commissioner

REPUBLIC OF KENYA

THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telephone: 055- 30326
FAX: 055-30326
E-mail: ccbungoma@yahoo.com
When replying please Quote

Office of the County Commissioner
P.O. Box 550 - 50200
BUNGOMA

17th October, 2019.

REF: ADMIN.15/13/VOL.III/63

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – ANNA NAIBEI

Reference is hereby made on the letter Ref; NACOSTI/P/19/43028/31240 dated 12th June, 2019 from National Commission for Science, Technology and Innovation on the above subject.

The bearer of this letter, **Anne Naibei,** has sought authority to carry out a research on, **"Influence of socio-cultural and socio-economic factors on girls' transition to secondary school in Mt. Elgon Sub-County, Bungoma County, Kenya** " for the period ending 12th June, 2020.

Authority is hereby granted for the specific period and any assistance accorded to him in this pursuit will be highly appreciated.

COUNTY COMMISSIONER
BUNGOMA

Joseph Nang'ole
For: County Commissioner
BUNGOMA COUNTY

Appendix H: Publication

http://www.ijssit.com

SOCIO-CULTURAL FACTORS THAT INFLUENCE TRANSITION RATE OF GIRLS FROM PRIMARY TO SECONDARY SCHOOL IN MT. ELGON SUB-COUNTY, KENYA

[1*] **Anna Naibei** annanaibei@gmail.com

[2**] **Lilian Chesikaw** lchesikaw@gmail.com

[3***] **Marygorety Akinyi** cmgakinyi@gmail.com

[1, 2] *Institute of Women Gender and Development Studies, Egerton University, Kenya*

[3] *African Women's Studies Centre, University of Nairobi, Nairobi, Kenya*

Abstract: *The study focused on establishing the socio-cultural factors that influence transition rate of girls from primary to secondary school in Mount Elgon Sub, County in Bungoma County. Gender disparity and inequality in education has been a challenge world over. Education for All (EFA) and education targets of the Millennium Development Goals (MDGs) were put in place specifically to address concerns linked to education and development. Despite this, gender inequalities in education persist in Sub-Saharan Africa to the detriment of girls. The study used descriptive research design utilizing both qualitative and quantitative methodologies. Out of a target population of 589, 88 was sampled using simple random sampling and purposive sampling techniques. Simple random sampling was adopted to select the schools that were used as sample; from (32) mixed secondary schools and (5) girls' public secondary schools within the Sub-county 10% were selected randomly and three primary schools nearer to the secondary schools selected purposively. The researcher used questionnaires, interview schedules, focus group discussions, and document analysis and desk top study as the instruments for the study. The results showed that Female Genital Mutilation (FGM) was sighted as a major cause of low transition of girls to secondary school. Majority of the respondents stated that after the girls undergo FGM which is normally performed after the girls sit for their Kenya Certificate of Primary Education, in the month of December, most girls start to assume the roles of mature women including engaging in sexual activities. These*

girls end up getting unwanted pregnancies and thus unable to transition to secondary school. Some of the girls are married off while others remain at home to nurse their small babies. It can therefore be concluded that socio-cultural factors can lead to low transition of girls from Primary to Secondary School.

Key words: *Transition, Socio-cultural, Female Gender Mutilation*