DETERMINANTS OF TRANSITION RATE IMPROVEMENT FOR GIRLS FROM PRIMARY SCHOOLS TO SECONDARY SCHOOLS IN KURIA WEST, MIGORI COUNTY, KENYA

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E55/CE/24660/2011

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DECEMBER, 2015
DECLARATION

I declare that this research project is my original work and has not been presented for a degree in any other university or any other institution of higher learning for certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance with anti-plagiarism regulations.

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DEDICATION

I dedicate this research project to my dear wife, children and family. Without their support and prayers, this research project would not have been successful.
ACKNOWLEDGMENT

I would like to pass my appreciation to the following persons without whom this research project would not be complete. Special thanks to: Almighty God for granting me strength to carry out this research and compile it, my supervisors Dr. Nobert Ogeta and Dr. Mukirae Njihia, for their insight and advice that propelled me to continue with this research project even in difficult times, my dear parents: Mama Victoria, Poppa Brad and Mama Chris for their financial support. The colleagues at the Kenyatta University for their moral support during the learning period. Finally special appreciation goes to my family for being patient with me during my long absence from home when I was undertaking the practicum.
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<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>GoK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
</tr>
<tr>
<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
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<td>MoEST</td>
<td>Ministry of Education Science and Technology</td>
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<tr>
<td>PEDP</td>
<td>Primary Education Development Programme</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
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ABSTRACT

Transition rate of students from primary school to secondary is very fundamental it is important because Africa has the challenges of low education transition rate from the primary level to secondary school level. 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 girl-child education programmes especially for the post-primary education programmes to the household and the communities. As such, their chances of staying in school for girl-child reduce. The general objective of this study was to establish strategies to improve transition rate to secondary schools for girls in primary schools in Kuria West Sub County. The study targeted 31 secondary school principals and 5 education officers in Kuria West Sub County. The study targeted all the 31 secondary school principals, 350 teachers, all the 5 education officers in Kuria West Sub County. The study also targeted parents of primary going children totaling 19,024 and also girls who dropped in class eight and never proceeded to secondary school who are about 4,000 to give in-depth information on transition rate of pupils in primary schools in Kenya. The sample size used was as follows: 5 education officers out of a population of 5, 10 principals out of a population of 31, 40 class 8 dropouts from a population of 400 and 38 parents out of a population of 19024. The schools for the study were selected using simple random sampling. Classes 8 drop out girls were selected using purposive sampling. The principals and parents were selected using simple random sampling while census was conducted for education officers as their population is small. The main instruments that were employed in primary data collection were questionnaires and interview guides. The questionnaires were administered to principals and education officers while interview guide was used for class 8 drop out girls who never proceeded to secondary schools. The research generated both qualitative and quantitative data. The qualitative data was analyzed thematically by the research questions while quantitative data was descriptively analyzed. The study results showed that costs reduction, school infrastructure, quality of education and advocacy and awareness campaigns are factors that have a great influence on transition rate of girls from primary schools to secondary schools. The study concludes that school fees were found to be the main reason why most students are not in school. Similarly there are shortages of school spaces, as well as uneven distribution of schools thus difficulties of access and the main quality issues which affect school attendance are related to inadequacies in teacher quality as well as the quality of teaching and learning experience for children in schools. The study recommends that government should initiate a secondary school education fund to be sponsored by companies and individuals and the government should also put in place poverty reduction measures in the sub-county to cater for needy students.
CHAPTER ONE
INTRODUCTION

1.1 Background of the Problem

Transitions in education explain the flow of students among different stages in the school system: from one rank to the next, between grades within a given rank and out of and back into schools (Colclough, 2000). Transitions vary from one level to the next depending; on the one hand on the accessibility of school places contained by realistic reach geographically and economically, and alternatively on individual decisions of the students and their families. 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 (fifty two percent) The statistics indicate that transition rates are highest in industrialized countries (ninety eight percent) and Eastern Europe (ninety six percent) (UNESCO, 2011).

Secondary education has become a rising concern for the global community – since as the admission to primary increases, so does demand for secondary thus representing a vital linkage between essential education and the labour market or higher education (Holmes, 1999). Secondary school comes at a mainly exposed age for girls, as they change into puberty (and thus child-bearing age) and into an age perceived appropriate for work (inside or outside of the home); as such, their chances of staying in school decrease (Holmes, 1999). In addition to the fundamental right to education, there is a strong disagreement in favor of ensuring girls gain admission to excellent secondary education suitable to its optimistic impacts on girls’ capability to earn more income as adults, marry later on thus
reduce their exposure to diseases such as HIV and AIDS and have less healthier children (Cave, 2001).

However, even for those children who manage to complete primary education, transition rates to secondary schools for both boys and girls remain low at 64% across sub-Saharan Africa, going as low as 26% for girls in Guinea (Njeru, 2003). The purpose of the transition rate to secondary schools on average is 67% in sub-Saharan Africa countries (Oiro, 2010). Many children are leaving schooling without acquiring the most basic skill because of substantial low transition rate. Their short schooling experience consists regularly of limited learning opportunities in overcrowded classrooms by means of inadequate learning materials and under-qualified teachers (Alexander, 2008).

According to Manda (2002), personal and family level factors such as ill-health, undernourishment as well as poverty endanger significant transition rate of many children from primary schools to secondary schools. Consequently, many children are registered in school but fail to be present at, take part but fail to study are enrolled for several years but fail to advance and drop out from school. 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 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 (Ntarangwi, 2010).
Children are starting primary school in greater numbers than ever prior to but dropout rates are significant and lead to low levels of primary school completion and transition rate to secondary schools and tertiary institutions in many countries.

In Kenya, the primary school transition rate in 2002 was 27.0% and in 2005 in increased gradually from 27.0% to 34 percent, (Government of Kenya, 2005). The Government of Kenya 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 donors support programmes all geared towards the actualization of basic education programmes and secondary school education (GOK, 2010). The Government of Kenya (GoK) launched the Free Primary Education Development Programme (PEDP) in 2003. The aim being to ensure that all children have equitable access to a good quality primary education. There is no doubt that the implementation of FPE has brought positive changes in the primary schools in Kenya; in that more children are enrolled in schools than ever before (Onsomu, 2006). Communities, through school committees are participating in making decisions regarding their schools.

According to GOK (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 clearly 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. As for the transition of the girl-child, the undoing
is the extent of awareness and advocacy of affirmative action and its influence on
the transition rate of the girl from primary schools to secondary.

Seema (2014) in his study on the Roots of Gender Inequality in Developing
Countries established that gender disparities in education are linked with the
perceptible discrimination and cultural factors on opportunity cost of educating a
daughter compared to a son. According to Onsomu (2006) in case of a given
household budget constraints, most households prefer to take the male child to
secondary school compared to the female child. The condition is worsened by the
poverty incidences thus demonstrate the need to give special attention to social
cultural biases (Seema, 2014). Even as such initiatives are significant in creating
more opportunities of access to secondary education amongst girls from
marginalized communities, they are in the majority cases left to civil society
organization to struggle with rather than being viewed as strategy issues for
implementation by education managers.

There is, consequently, need for education managers to be at the middle of
community alertness campaigns and affirmative action for gender impartiality in
accessing secondary education. Enforcement of “back to school policy” would
permit vulnerable female students’ access secondary education subsequent to
dropping out due to either pregnancy and/or untimely marriages. The 2012 World
Development Report on Gender Equality and Development drew interest to the fact
that there are still 31 million girls out of school, almost 4 million “missing” women
yearly (meaning the number of women in low- and middle-income countries who
pass away relative to their counterparts in high-income countries) and, average wage gaps of 20 percent, down with gaps in labor force involvement (World Bank, 2012). Kuria West District was among the worst hit districts since it contributed substantially to national poverty index with 56% of the population living below poverty line against national rate bench marked at 50%, had high population density, HIV/AIDS prevalence rates and high dependence ratio (Lumuli, 2009). According to the Kuria West District Strategic Plan 2005 – 2010, girls transition rates for secondary schools, was 23.1% for females and 37.45% for males (RoK, 2005).

The statistics of transition reports of the years 2009, 2010, 2011, 2012 and 2013 were as shown in table 1.1 below.

<table>
<thead>
<tr>
<th>Table 1.1: Data on Transition Rate of Girls in Kuria West District</th>
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<tbody>
<tr>
<td><strong>Years</strong></td>
</tr>
<tr>
<td><strong>Gender</strong></td>
</tr>
<tr>
<td><strong>Number of Girls who joined Secondary school</strong></td>
</tr>
<tr>
<td><strong>Number of girls who sat for K.C.P.E.</strong></td>
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<tr>
<td><strong>Transition Rate</strong></td>
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</table>

*Source: (Kuria West District Education Office, 2014)*

This indicates very low transition rate of less than 35% for the last five years as compared to 52.5% in Homabay, 67.5% in Rachuonya North, 67.0% in Suba and 78.5% in Rachuonyo South Districts (PDE, Office, Kisumu, 2012). This prompted
the researcher to carry out the research in order to establish which strategies can improve transition rate to secondary schools for girls.

1.2 Statement of the Problem

Why is it crucial to ensure that nearly 4 billion girls and women around the world have the same chances to receive education as boys and men? First, education is a human right, enshrined in the Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child. Second, girls’ education is a strategic development investment – evidence shows that countries with greater gender equality are more likely to have higher economic growth. The systematic exclusion of girls and women from school and the labor force translates into a less educated workforce, inefficient allocation of labour, lost productivity, and consequently diminished progress in economic development. Significant barriers still exist in girls’ access to, retention in and transition between different levels of education. In relation to the quality of education, they receive when in school and discrimination and harmful practices faced by girls both within schools and in their communities.

Given the above background of the importance of girls transiting to secondary schools, it is important therefore to establish the determinants that are able to improve transition rate to secondary schools for girls in public primary schools. Thus this study examined how costs reduction, improving school infrastructure, and improving quality of education, advocacy and awareness campaigns on affirmative action influenced transition rate to secondary schools for girls in primary schools in Kuria West Sub County
1.3 The Purpose of the Study

The purpose of the study was to establish strategies to improve transition rate to secondary schools for girls: a case study of Kuria West Sub County.

1.3.1 General Objective of the Study

The general objective of this study was determinants of improvement of transition rate of girls from primary schools to secondary schools in Kuria West, Migori County in Kenya.

1.4 Specific Objectives

i. To establish the extent to which costs reduction can influence transition rate to secondary schools for girls in primary schools in Kuria West Sub County.

ii. To evaluate the extent to which improving school infrastructure can influence transition rate to secondary schools for girls in primary schools in Kuria West Sub County.

iii. To determine the extent to which improving standard of education can influence transition rate to secondary schools for girls in primary schools in Kuria West Sub County.

iv. To analyze the extent to which advocacy and awareness campaigns on affirmative action can influence transition rate to secondary schools for girls in primary schools in Kuria West Sub County.

1.5 Research Questions

i. To what extent can costs reduction influence the transition rate to secondary schools for girls in primary schools in Kuria West Sub County?
ii. To what extent can improved school infrastructure influence the transition rate of girls in primary schools in Kuria West Sub County?

iii. How can improved standard of education influence the transition rate to secondary schools for girls in primary schools in Kuria West Sub County?

iv. How can advocacy and awareness campaigns on affirmative action influence the transition rate to secondary schools for girls in primary schools in Kuria West Sub County?

1.6 Significance of the Study

The findings of this study may be useful to head teachers, teachers, pupils, parents and other education stake holders to enhance high transition rate of girls in primary schools to secondary schools. It may provide education stakeholders with basic information that would assist in stimulating debate on best approaches to enhance high transition rate to secondary schools for girls especially in rural public primary schools, thus reducing wastages in education. It may also provide important information to policymakers, school administrators and other education stakeholders in dealing with wastages.

1.7 Limitations of the Study

The study might have been affected by lack of honesty and co-operation on the side of respondents. However the researcher ensured maximum co-operation of respondents by explaining the importance of the study and the need for truthfulness and the policy that guaranteed confidentiality of responses. Although obtaining the dropouts who never transited to secondary schools was difficult, the researcher used the head teachers, teachers and the school management committee chairmen who
come from the same village to access the girls who never transited to secondary school.

1.8 Delimitation of the Study

The study was delimited to Kuria West District. The study relied on information from the principals, School Management Committee, parents and the school dropouts who never transited to secondary schools. The study was delimited to Kuria District because the researcher could not carry out the study beyond Kuria West District due financial constraints, secondly due to the short period within which the study ought to be completed.

1.9 Basic Assumptions of the Study

The study assumed that all the primary school-age children attend primary schools within the division. All the rural primary schools in Kuria West District had enough trained teachers, teaching and learning resources and facilities and are effectively managed. The study similarly assumed that the respondents provided reliable information to answer the objectives of the study.

1.10 Theoretical Framework

1.10.1 Theory of Action

This study was based on the theory of action of Max Weber which was developed in (1904). In delimiting the subject matter of sociology, Weber further specified “social action” to mean that which, “by virtue of the subjective meaning attached to it by the acting individual (or individuals), it takes account of the behavior of others and is thereby oriented in its course” (Weber 1947:88). According to Secher (1962) modification of Max Weber theory of action, an action is 'social' if the acting
individual takes account of the behavior of others and is thereby oriented in its course (Secher, 1962).

The foundation of this assumption is that human action exists in the form of tactics, i.e. mental design, sooner than it is carried out in time and space. This means that it would be possible to learn the action of persons either on their own or in groups by the policy which guided the action to take place. Max Weber indicates that one should be proficient to and want to understand human action and the possibility of such perceptive is acceptable by the purposive character of human action.

In various cases though, even with the plan and the desire to take a plan to completion, the means to do so elude us. The theory indicates that human action is bound, initially by the insufficiency of means at the removal of actors. This circumstance imposes restriction on the liberty of action. Financial status comes into play here, whether a parent is capable for example to have enough money to pay the school cost for their child. The condition is such that some children are not capable to go to school on account of their parents devoid of the economic ability to send them to school. This is usually the number one primary cause of school dropouts and lack of transition of students from primary school to secondary school (Vasavi, 2003).

A child will go to school and learn hard when they have tactic and determination to acquire knowledge and even use this knowledge to succeed in life. Having this plan will encourage the child to go to school every day and do their best. This theory also stipulates that the existing knowledge the actor has is an important element of his action. Lachmann (2000) says that in making plans, tying means to ends and
prescribing action in time and space, men evidently bring their existing fund of knowledge to bear upon a present situation. Relating this to the field of dropouts, awareness of the fact that education is the key to success in life can determine whether a child drops out of school or not (Lachmann, 2000).

1.11 Conceptual Framework

Figure 1.1: Conceptual Framework.

![Conceptual Framework Diagram]

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Dependent Variable</th>
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<td>Improved Transition Rate of Girls in Public Primary Schools</td>
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</table>

Source: Author (2014)

Figure 1.1 shows the study’s conceptual framework which shows the independent variable and the dependent variable. The study sought to establish strategies which
can improve transition rate to secondary schools for girls in primary schools, thus different strategies i.e. costs reduction strategies; school infrastructure strategies; quality of education strategies; advocacy and awareness campaigns strategies formed the independent variables. The dependent variable was transition rate of girls in public primary schools.

Cost reduction may hinder transition rate as there still remain hidden charges to both access and transition. Adhiambo and Ward (1995) contended that one might be willing to proceed with education but lack of fees will lead to drop out. Therefore, cost reduction is vital to improvement of transition rate. Quality of education may hinder transition rate if availability and adequacy of trained teachers, adequate teaching and learning materials will not be available. Glick, (2008) assert that text books, laboratories limits the secondary school capacity to admit students. School infrastructure influenced the transition rate of girls in public primary schools as school spaces, facilities and number of school may limit the secondary school to accommodate many students. This led to low transition rate transition rate of girls in public primary schools.

Finally advocacy and awareness campaigns influenced transition rate of girls in public primary schools as strengthening communities’ capacity to demand their rights and the rights of their children may lead to better attention being given to girl child education. Moreover advocacy and awareness campaigns incorporate methods to challenge existing or traditional social norms which constrain girls’ access to and achievement in education; this influenced the transition rate of girls in public primary schools Hove, (2006). Thus the study aimed at examining how costs reduction, improving school infrastructure, improving quality of education,
advocacy and awareness campaigns on affirmative action can influence transition rate to secondary schools for girls in primary schools in Kuria West Sub County.

1.12 Operational Definition of Terms

**Advocacy:** A process by an individual or group which aims to influence public-policy and resource allocation decisions within political, economic, and social systems and institutions

**Awareness:** A human's or an animal's perception and cognitive reaction to a condition or event.

**Child:** A person under the age of 16 years.

**Children Rights:** Legal authority of children to have their needs met equally in spite of gender, race or socio-economic upbringing.

**Costs:** Is the value of money that has been used up to produce something, and hence is not available for use anymore.

**Equity:** Impartiality in education as relates to socioeconomic, geographical, gender, and /or religion of the needy child

**Free Primary education:** A government policy whereby children in public primary Schools in Kenya do not pay levies towards their education, therefore all children of school going age are expected to attend school.
**Infrastructure:** The basic facilities, services, and installations needed for the functioning of a community or society, such as transportation and communications systems, water and power lines, and public institutions including schools, post offices, and prisons.

**Policy:** A plan of action adopted by the government

**Primary age:** 6 – 13 years old. (Standard 1 to 8)

**Public School:** School maintained by the Central government

**Quality:** Refers to the students’ academic excellence,

**School:** Learning institution assisted by Non-Governmental Organizations

**Transition Rate:** The transition through the educational system may be described as a series of branching points, at which students may continue schooling, movement from one class to the other.

**Drop – out** This is a girl who did not, one sit for KCPE or two, sat for KCPE but did not join Secondary School.

**KCPE** Kenya Certificate of Primary Education
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter gives the theoretical and empirical literature on factors affecting the transition from the primary to the secondary schools. The chapter also draws the conclusion as well as giving the conceptual framework of the research variables.

2.2 Global Perspective of Transition Rate
According to World Bank, (2005) many countries all over the world have embraced the idea of basic education to include secondary schooling. Diverse regions have used diverse models of development of secondary schooling. For example, in the early 1960s in USA, there emerged the philosophy that schooling might make office clerks, shop floor workers, and farmers more dynamic (Goldin, 2001). World Bank (2005) further suggested that thinking there is need for a change in education policy from physical to human capital advance. The change require additional venture in secondary school education that was characterized by public financial support and stipulation, non-selective with no untimely specialization or academic separation, an academic yet sensible curriculum, numerous small-fiscally self-governing school districts, and secular control of schools and school funds (World Bank, 2005). This model has been criticized for being a barrier to advancing education. Critics have argued that public financial support and stipulation of secondary school education is inadequate and for this reason the introduction of vouchers and public endowment of private providers. Though deemed by a lot of as being attractive due to its democratic and non-elitist qualities, this scheme has now been accused by its critics of absent in standards and liability. The decentralized panorama of the US secondary
school system enlarged investment and access to education despite the fact that it was funding inequalities (World Bank, 2005).

On the other hand the European pattern of development of secondary education differs with that of the USA. When Second World War ended (1945), most European countries had a free and obligatory primary school education system although secondary school education was yet to be opened to everyone. Sweden and the UK had comparatively high secondary school contribution rates, though beneath 50 per cent (World Bank, 2005). Secondary school education was selective and exclusively arranged to the youth for university and prominent careers in the civil service. After 1945, labour market requirements and a strong demand for social democratization led to the acknowledgment that the special secondary education system was principal to unsustainable loss of talents. This led to far-reaching education reforms that saw excessive state involvement in education (Gill, Fluitman & Dar, 2010).

The discriminatory nature of secondary school education was criticized for creating an internal system of assortment, which subdued access to education, and created unfairness (Otero and McCoshan, 2005; World Bank, 2005). Kenya adopted the British system of education which still borne similar results. After the Second World War, more public investments were made in primary and secondary education in Asian countries. For example, Singapore and South Korea adopted policies intended at increasing excellence and access to secondary education. Such policies included focusing on occupational education in upper secondary school until a goal per capita income was achieved, prior to shifting to a more universal core curriculum (Mundle, 1998; Gill et al., 2000; World Bank, 2005). However such policies did not guarantee
greater than before access to secondary education seeing that participation rates in occupational secondary education remained below 50 per cent. still, countries such as Japan that took vital actions to increase contact to secondary education through bigger public venture are now enjoying economic reimbursement, even though questions have been raised concerning the quality and importance of secondary education in countries such as Japan and Korea. It has been argued in Japan that schools are not producing pupils with adequate non-cognitive skills such as creativity and entrepreneurship needed in the manufacturing and agricultural sectors (Cave, 2001).

The primary school transition rate in the Democratic Republic of Congo, in 2007 was 41 percent, which was the equivalent completion rate for the country in the early 1990s while in Bangladesh the primary school transition rate has remained around 50 percent since 2001 (The United Nations Educational, Scientific and Cultural Organization, 2010).

In spite of the rush on enrollment as a result of F.P.E in Kenya, there were logistical tribulations bedeviling the execution of free primary education; these problems contributed to high dropout rates (MoEST, 2003). This study therefore, intends to investigate the reasons following continuous drop out amongst girls in rural public primary schools in Kuria West District, despite the fact that there was a provision for Free Primary Education for all children in Kenya.

2.3 Strategies for Improving Transition Rate to Secondary Education

The following sections provide a variety of options for improving transition to secondary school education in Kenya. Supply-side factors take part in a major role
in influencing participation in secondary school education. Conversely, progress of physical transportation, in particular, may imply demand for more teachers and, as a result, the need for increased budgetary allocations for secondary education. It is significant to facilitate the supply-side options to be evaluated alongside government policy targets as a source for identifying practicable strategies for improving household admission to secondary education within obtainable resource constraints.

The simulation model illustrates how policy initiatives can be simulated to establish envisaged growth of secondary education in Kenya with a vision to escalating access. In addition it is essential to note that secondary school partaking levels mostly depend on what is happening in primary school education. Whichever policy is expected at the development of primary school education should be accompanied by strategies to expand secondary education given anticipated future implication. The simulation model projects the estimated fundamental resource necessities for secondary school education above the next ten years in terms of number of students, classrooms, and teachers required. The main basic theory in the simulation model is that the government is entirely devoted to increasing admission to secondary schooling. Secondary school-age population is estimated to rise from 3 million in 2003 (base year) to 3.6 million in 2015. In 2003, only 17 per cent of the youth qualified for secondary schooling were in school Alston, (2006). This translates into an annual growth rate of 10 per cent and a increasing growth rate of 200 per cent over 12 years. This would then require extra resources in terms of classrooms, schools, and personnel, among others. The precise strategies for intensifying secondary school education follow (Alston, 2006).
2.3.1 Costs Reduction

In order to achieve Sustainable secondary education growth, construction of sustainable partnerships and mobilizing of local resources should be met. In part, regional disparities in entry to secondary education may perhaps be addressed during collaborations between local communities, central, and local government organs, and other stakeholders such as civil society, private sector, and advance partners. It is not lost that over the years, funding of secondary education has been a shared duty of parents and communities through user charges World Bank, (1990). Further, local communities should be encouraged in order to develop rotating finances for education at the district level in order to raise funds from civil society and community organizations for targeted students covering full scholarship. Such localized revolving education funds should go a long way in utilizing efforts made by private companies to encourage social activities through their corporate social responsibilities’ schemes. The government could survey the likelihood of introducing a secondary school education fund whose contributions should come from companies and individualist at the national level (Chiavacci, 2005). Previous studies failed to establish a clear relationship household income level of the rural communities and its influence on the access to secondary school education of the girl-child in Kuria District. This study therefore bridged this gap by establishing a strong positive correlation between the level of income of the community in Kuria District and the rate of accessibility of the girl-child.

Njeru and Orodho (2003) study illustrates a strong positive relationship between household income level and admittance to secondary education. For that reason, strategies meant at expansion of secondary school education should first deal with
factors that make secondary education unaffordable. Presently, several core poverty decrease programmes are under way in different parts of the country. Revival of the beef industry in the arid and semiarid lands: improving the efficiency of marketing and distribution of farm products and inputs:, introduction of a constituency development fund, :enforcement of minimum wage policy :financial hold up to orphans through a cash transfer scheme, the introduction of Free Primary Education in 2003, and scraping of cost sharing in public health facilities for children below six years and pregnant mothers Government of Kenya (2006), are some of the reported poverty reduction measures. Such actions, some of which need targeting, are a good attempt in mitigating the cost of poverty.

Secondary school education attracts different categories of expenses. These costs consist of tuition and boarding fees, supported by the households, and teachers’ compensation supported by the government. The study result show that school fees was the major reason why most (33 per cent) secondary school going-age children were not in school. One of the techniques of reducing costs related to secondary school education is to construct more day schools. This not only increases accessibility within a locality, but the boarding module of school fees possibly will be eliminated. Given that more than 56 per cent of households in Kenya are underprivileged Government of Kenya (2005), cost reduction strategies would endorse enrollment, as households’ burden would be low. Additional, implementation of the lately revised fees schedule should be closely monitored to ensure sufficient compliance.

Rose & Al Samarrai (2001) contend that majority of the rural household depend on agricultural produce to get income to meet the education expenses. Prior to reap, the
capacity to purchase essential clothing for school (uniform) exercise books, pens when the funds for FPE are not submitted on time to school predisposed whether children could sign up or were withdrawn from school. Further costs such as registration payments, exam payments, gaining copies of birth certificates for registration, tuition fees, lunch programs, and uniforms were all additional costs whereby many parents in rural areas found difficult to meet. Schooling costs not only lead to under–enrolment and dropout, but also border attendance at school hence leading to temporary withdrawals (Mukudi, 2004). Children could be locked out of school if they cannot meet up the direct and indirect costs (Obasi, 2000; Mukudi, 2004).

The over loaded course outline had extra costs to parents in terms of payment for additional tuition providing the lunch programs and payment for examinations. Most primary schools have introduced extra tuition, particularly for upper classes. In rural areas, the operating cost range from KShs. 300 to KShs. 2000 per year depending on the grade level. There is also the lunch program which parents have to meet up for their children. This is expensive and raises the price of education. Consequently where households cannot meet these costs, their children are subjected to dropping out.

In the early 1980s a bursary scheme was introduced with a view to enabling students from underprivileged households to get access to secondary education. However, the steadily low contribution rates from low income households shows that either the policies and initiatives have had least impact on enhancing contact, or the partial bursary allocation has restricted impact mainly on targeting to make certain the beneficiaries are sufficiently supported for a full cycle. Consequently, the
government project in decentralizing and reviewing bursary funds administration to constituency level should be very much monitored.

2.3.2 School Infrastructure

According to Chimombo, (2005) transition from primary to secondary school in Kenya is generally pegged on the number of existing spaces in secondary schools. Owing to the limited number of schools, about half of the pupils finishing primary schools lack opportunities to join secondary education. In addition to scarcity of school spaces, there is uneven distribution of schools, which increases difficulties of entrance in some areas. As of the empirical results, supply of secondary school education captured through the number of secondary schools per square kilometers has a positive impact on admittance to secondary education.

KESSP (2005) contended that in view of the envisioned growth in secondary school enrollment, and assuming a class size of 45 students, the number of classrooms essential is projected to increase from 22,914 classrooms in 2003 to 33,026 in 2008, 41,649 in 2010, and 56,313 in 2015. This being based on the simulation outcome and the estimated gross enrollment rate. It is also assumed that primary GER remains comparatively high at above 100 per cent while in arid and semi-arid lands districts primary GER increases from 22 per cent to at least 45 per cent by 2008.

The simulation replica by KESSP (2005) illustrates that: if dropout and repetition rates at primary school are decreased to less than 1 and 5 per cent correspondingly, completion will increase to 80 per cent. When at the same time, if sufficient physical infrastructure exists at secondary school level, then the transition will increase to between 65 and 70 per cent over the next 5 to 10 years. In order to meet
the 70 per cent transition rate to secondary schools by 2008 as envisioned by the government, about 12,000 new classrooms are required. This is two times the current number of classrooms and translates to about 4,000 more secondary school of three streams each.

Universal education depends on an infrastructure that supports quality education. Requirements for accessible, gender-sensitive schooling go beyond the physical structure of a building or the classroom content. If schools are located far from communities or students must travel on unsafe or nonexistent roads, creative solutions to these problems must be found (Eileen, 2004). Otherwise children, especially girls, will simply stay away. Previous studies failed to establish the influence of non-curriculum considerations that support girls’ education and failing to provide them makes education inaccessible, especially for girls. Schools need safe water and separate, clean sanitation facilities. Many times girls who put up with deplorable conditions drop out once they begin to menstruate. Improving water and sanitation in schools will not only shift gender parity in education into high gear, it will also improve the odds of meeting the health related Millennium Development Goals. The study was to fill this gap by determining the extent to which infrastructural facilities influence the girl-child access to secondary in the Kenyan context.

So as to facilitate expansion of secondary education, the government should target day schools given their relative low resource requirement. If the government, in association with development partners, contributes to building of classrooms, then the infrastructure could be expanded. Nevertheless, the government should also supervise the implementation of school fees guidelines to make certain schools do
not constantly charge higher fees after accounting for government expenditure on physical infrastructure development Geda et al, (2001).

2.3.3 Quality of Education

Ackers, Migoli and Nzomo (2001) stated that education excellence is a major aspect influencing schooling access. Quality has been compromised to some extent with bigger access (UNECSO, 2004). Access to quality Education is an vital factor because returns to schooling are reliant on child’s attainment of fundamental skills; they may choose that an investment in education is not worth the small return, (World Bank, 2004). Poor school quality might therefore discourage households from sending their children to school as a replacement for they prefer to take children out of school and engage them in income generating activities or housework. This study will therefore establish the extent to which quality of girl-child education is affected in Kuria District.

The prevalence of teacher absence in schools is associated to drop out in that it means incomplete teaching and learning, (Alcazar et al, 2006). The result is low performance. Teacher absence is concentrated in poor and rural communities, those mainly underprivileged in terms of educational achievement. In remote areas transportation difficulties might make it more tricky for teachers to arrive at school on time and remote posts may be more striking to teachers, hence leading to less morale because working in poor situation may diminish teacher motivation. Also deprived communities may be less able to hold teachers liable.

Factors such as being male or a head teacher which reflect higher salary and seniority, are constantly related to higher nonattendance, probably because they
bestow power and protection from any monitoring systems in place, (Chaudhury et al, 2005). Teachers who don’t reside or born in the district where the school is situated have high absentee rates while the teachers born and living in the district where the school is situated have lesser absentee rates, (Alcazar et al, 2006). Teachers’ attitudes towards their work and pupils, their classroom management and their interaction with pupils have a immense impact on the academic accomplishment and maintenance in school of their pupils. Teachers’ pessimistic attitudes shove pupils out of school (Abagi, 1997).

The quality of teaching and learning experience for children in schools can power their motivations and the move towards dropping out. Where teachers have not organized lessons, have no schemes of work, do not mark pupils’ books without fail and do not determine reasonable goals for teaching, classrooms are short of materials and textbooks, little worthwhile learning can be noted. These have an impact on retention of pupils. The school’s set of courses affects pupils’ involvement in school negatively. The 8 – 4 – 4 Kenya education systems is filled to capacity causing the pupils in primary schools to work under a lot of pressure. Even though the subjects were reduced from the 9 which were being examined to 5, the curriculum still remains overloaded. The burdens have reduced children’s’ playing time and affected their enthusiasm for learning (Sifuna, 1997). Also Girls and women are often shackled by gender roles and outdated traditions, with male privilege and entitlement ensuring that when educational opportunities are limited, boys will take available classroom space. Early marriage for girls is pervasive in many cultures. Bride prices are incentives for parents to forgo educating their
daughters and instead marry them – sometimes as young as 10 – to older husbands (Chege and Sifuna, 2006). Many girls become mothers in early puberty.

2.3.4 Advocacy and Awareness Campaigns Strategies

Civil society organizations can act as a main link between governments, their bilateral and multilateral partners, and local communities. According to Cave, (2001) CSOs have a important role to play in the discussion on education, since, as a consequence of their strategic partnerships at international, country, regional and local levels, they can make sure stakeholders have the understanding to hold governments accountable for their education investments and results. This role includes raising attentiveness of government policies to stakeholders and beneficiaries, provided that the information and tools for communities to demand what has been promised and seize local and national governments to account on their commitments.

Organizations can support people from the communities they work with to put further their perspectives on education, feeding back to governments and donor partners with reference to the realities in schools and communities, and stressing gaps in guidelines and policy propagation (Bruneforth, 2006). Oiro, Mwabu and Manda (2010), contends that strengthening communities’ capacity to demand their rights and the rights of their children should also integrate methods to face up to existing or traditional social norms which limit girls’ access to and attainment in education environments in which early marriage and gender-based violence may be prevailing.
Understanding and working to face up to cultural values is sensitive and difficult, and can be slow to illustrate results. However, issues around girls’ education are multi-faceted, and transform must be promoted to obligation bearers at all levels: national and local governments; donors and international organizations; schools, teachers and school leaders; parents and communities; and girls and boys. Oiro et al (2010). Civil society organizations have got to work with other actors and stakeholders to achieve an understanding of contexts and the main role of parents and communities in enabling girls to accomplish their dreams within education and beyond. Many girls are victims of sexual harassment and violence inside and outside of school. When parents are afraid that their daughters will not be safe going back and forth to school or in the school environment itself, they keep them home.

2.4 Summary

To be able to develop a comprehensive strategy for increasing entry to secondary school education by girls, policy makers need to be aware of the various strategies to improve transition rate to secondary schools for girls in primary schools. Studies on transition rate to secondary schools for students in Kenya have primarily focused on college and universities. There are a few studies on strategies to improve transition rate of girls to secondary school education, the main one being Njeru and Orodho (2003) who focused on factors affecting students access to secondary schools. However, the study by Njeru and Orodho (2003) does not give information on strategies to get better access to secondary school education, more specifically by girls.

In spite of the very low transition rate of less than 35% in Kuria West District for the last five years no study has been approved on strategies to improve transition rate of
girls to secondary education. This incited the researcher to carry out the research in order to set up strategies to improve transition rate to secondary schools for girls. The focus of this study was to offer a comprehensive study of the strategies to improve transition rate of girls in primary schools to secondary education in Kenya. The study analyzed the strategies to improve transition rate of girls to secondary education in Kenya.

Such an analysis is important since it contributes in helping policy makers develop strategies to increase access to secondary and higher levels of education, especially now that Kenya is making progress in achieving Universal Primary Education. Moreover, primary and secondary school levels are very much related, and lack of opportunities at secondary education level is likely to destabilize the goal of achieving Universal Primary Education (UNESCO, 2005). This study, along with other things, addressed the following questions: What are the factors affecting access to secondary education? And what strategies can be used to get better contact to secondary education in Kenya? According to the researcher information, there is deficiency of empirical evidence on strategies to improve transition rate to secondary schools for girls in primary schools in Kuria West Sub County. Therefore the study envisioned in satisfying this research gap on strategies to develop transition rate to secondary schools for girls in public primary schools: a case study of Kuria West Sub County.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter presents research methodology under the following sub-topics; research design, location. It also focuses on target population, sampling technique, sample size, research instruments, piloting instrument validity and reliability, data collection procedure and data analysis techniques for the study.

3.2 Research Design
This study adopted the descriptive survey research method. It included the mixed methods approach involving quantitative and qualitative data collection since the data collected would be produced in both numbers and words. Survey as a method of research enables the researcher to obtain data of a group. It can also be used to obtain information from a large sample within a short time (Franked & Wallen 2010, Mugenda & Mugenda, 1999). The survey method was appropriate for investigating the strategies to improve transition rate to secondary schools for girls in primary schools: a case study of Kuria West Sub County. The survey methodology was descriptive since it involved asking the same set of questions in the form of a written questionnaire and an interview schedule and focus group discussion conducted to respondents. A descriptive survey research sought to obtain information that describes existing phenomena by asking individuals about their implementations, attitude, behavior or values. This study was facilitated by the use of primary data.

3.3 Target Population
What refers to all members of real or hypothetical set of people or objects from which the researcher wishes to generalize the findings of the research (Borg and Gall
The study targeted all the 31 secondary school principals, 350 teachers, all the 5 education officers including District Education Office, Quality Assurance Officers in Kuria West Sub County. The study also targeted parents of primary going children who are 19,024 (District Education Office, Kuria, 2014) and also girls who dropped in class eight and never proceeded to secondary school who are 4,000 (District Education Office, Kuria, 2014) to give in-depth information on transition rate of pupils in primary schools in Kenya. According to 2009 census there are 12,683 households with primary going children in Kuria West Sub County (Census Report, Kenya: 2009).

3.4 Sampling Technique and Sample Size

A sample is a representation of the population in a research study. The study conducted a census for all 5 education officers; 30\% of the population for principals and teachers; 10\% of the population for Class 8 drop out girls; and 0.002\% of the parents. This is because according to Orodho (2003), when the population is smaller, 30.0\% sample size is accepted while if the population is larger, 10.0\% is justified. The study sampled 30.0\% of the principals because they are fewer and 10.0\% of the students because they were many. The researcher with the help of local leaders located 40 girls who never transited to secondary school through snow balling and interview them. Class 8 drop out girls were selected using purposive sampling since this allows the researcher to use cases that have the required information with respect to the objectives of study at hand (Mugenda & Mugenda, 2003). The principals and teachers were selected using simple random sampling while census was conducted for education officers as their population is small; which gave each item in the population equal chances of being included in the study. The researcher
sample size was guided by (Mugenda and Mugenda, 2003) who indicated that a sample size should be representative of the population but also economical.

Table 3.1: Sampling Frame

<table>
<thead>
<tr>
<th>Category</th>
<th>Population</th>
<th>Sample size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>31</td>
<td>10</td>
<td>30%</td>
</tr>
<tr>
<td>Education officers</td>
<td>5</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>Teachers</td>
<td>350</td>
<td>105</td>
<td>30%</td>
</tr>
<tr>
<td>Class 8 dropout girls</td>
<td>400</td>
<td>40</td>
<td>10%</td>
</tr>
<tr>
<td>Parents</td>
<td>19,024</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19,460</strong></td>
<td><strong>198</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: Author 2014

3.5 Research Instruments

The main instruments that were employed in primary data collection were questionnaires and interview guides. Questionnaires were used as the principle instruments for data collection because it saves time on the part of the researcher and heightens the independence and accuracy of responses (Saunders, 2007). The questionnaires were administered to principals by the researcher, teachers and education officers while interview guide were used for parents and Class 8 drop out girls. Document analysis was also carried out. The blending of various instruments (Triangulation) was acceptable technique in research. The questionnaires were administered and left with the respondents to fill in before being collected a day later. The questionnaires consisted of both close-ended and open-ended questions for the purpose of obtaining important information about the population. (Mugenda & Mugenda, 1999).
Interview schedule was conducted on girl students who had completed Class 8 and collected data on their personal background and reasons why they never joined secondary schools and what can be done to enable them to join secondary schools. It was a face to face encounter. The interviews were structured according to the research objectives. The interviewer recorded the respondents’ responses during the interview through note-taking.

3.6 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 were valid, piloting was conducted in two schools as a sample that was selected. However, these schools did not form part of the sample. This was done to test effectiveness and soundness of the measuring instrument. Content validity was done using the results of the pilot study. Through pilot study, ambiguities in the questions asked were done away with before the actual study is carried out.

3.7 Reliability
The researcher applied the test re-test method to ensure that the instruments are reliable. Test-rest method was appropriate for the study as it suitable to determine the consistency of a instruments across time. This type of reliability test also assumes that there will be no change in the quality or construct being measured. There are two major importance of using the test–retest method of estimating reliability. The first is 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 is that the particular sample of items or stimulus situations is held constant, which would seem to minimize the possibility of measuring traits other than what is designed by this instrument. At piloting stage the researcher administered questionnaires to principals/teachers in two schools 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 coefficient. 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 of 0.876 was established.

3.8 Data Collection Procedure

To generate data for the study, the researcher obtained a letter of introduction from Kenyatta University and availed it to the National Commission for Science, Technology and Innovation (NACOSTI) for award of research permit. Then the researcher proceeded to the field to meet the respondents of the sampled schools. The purpose of the visit was explained by the researcher and personally administered the questionnaires. The personal undertaking to distribute the questionnaires assisted in terms of response rate, giving further clarifications with regard to the instrument and creating good rapport with the respondents. This enabled the researcher to conduct document analysis and carry out observation. After distribution, the questionnaires were collected by the researcher after 1 week and interviews conducted within the days before collection date.

3.9 Data Analysis Techniques

This technique was used because it determines patterns in making inferences by systematically and objectively identifying specific messages and then relating them
with occurrence trends (Nachmias and Nachmias, 1996). It also enabled the researcher to describe and give a good quick picture of how variables are distributed. Quantitative data was analyzed through descriptive statements. The researcher used Statistical Package for Social Sciences (SPSS) as a tool to analyze the data. The study employed descriptive statistics in the form of percentages, means and measures of dispersion which allows for presentation of data in a more meaningful way and thus simpler interpretation of data.

3.10 Ethical Consideration

For ethical consideration, participants were informed of the nature of the study and allowed to choose whether to participate or not. To safeguard the privacy of the participants, respondents were kept in a private environment away from passersby or intruders. Asking participants not to write their names on the questionnaires during the research also helped ensure anonymity. The researcher identified himself first to the respondents. Then the researcher sought consent of the respondents before administering questionnaires or conducting the interviews. Information obtained from them was not to be passed to any other third party as it was only for the purpose of the study.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction
This chapter focuses on the interpretation and presentation of strategies to improve transition rate to secondary schools for girls in Kuria West Sub County. The researcher used frequency tables and percentages to present data. The study aimed at investigating the strategies for improving the transition rate of girls from primary school to secondary school based on the following objectives: to establish the extent to which costs reduction can influence transition rate to secondary schools for girls in primary schools in Kuria West Sub County; to evaluate the extent to which improving school infrastructure can influence transition rate to secondary schools for girls in primary schools in Kuria West Sub County; to determine the extent to which improving quality of education can influence transition rate to secondary schools for girls in primary schools in Kuria West Sub County; to analyze the extent to which advocacy and awareness campaigns on affirmative action can influence transition rate to secondary schools for girls in primary schools in Kuria West Sub County.

4.2 The Response Rate
The study targeted 198 respondents amongst Education officers, principals and teachers. The questionnaire were returned as shown in the Table 4.1.
Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sample size</th>
<th>% Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual respondents</td>
<td>80</td>
<td>50.0%</td>
</tr>
<tr>
<td>Targeted respondents</td>
<td>160</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Research (2014)

Out of the total 160 questionnaires that were distributed to principals, teachers and education officer only 80 questionnaires were filled-in making a response rate of 50.0%. This reasonable response rate was achieved after the researcher made physical visits to remind the respondent to fill-in the questionnaires. The response rate was satisfactory response rate as according to Babbie & Earl (2009), thus 50% is deemed adequate and one can proceed with data analysis.

4.2.1 Response Rate According to Different Respondents

The study sought to establish response rate according to different respondents. The response is presented in table 4.2

Table 4.2: Different Respondent Response Rate

<table>
<thead>
<tr>
<th>Type of Respondents</th>
<th>Sample Size</th>
<th>Actual Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Education officers</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Teachers</td>
<td>105</td>
<td>67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>160</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

Source: Author (2014)
It was established that there was a 100% response from Education officers, principals response rate was at 80%, while that of teachers was 63.80%; and that the general response rate was 66.66%.

### 4.3 Demographic Information

This section presents the demographic information of all the respondents. The demographic data discussed includes gender, age of the respondents and professional qualification. The study sought to establish the gender of all respondents. The results are summarized in Table 4.3.

<table>
<thead>
<tr>
<th>Table 4.3: Gender of All Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Source: Author (2014)

The study found out that 58.75% of the respondents were female while the remaining 41.25% were male. It is clear that the female respondents dominated the study.

The study sought to establish the ages of all the respondents. The results are indicated in Table 4.4.
Table 4.4: Ages of All the Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 25-30 years</td>
<td>6</td>
<td>7.6%</td>
</tr>
<tr>
<td>Between 30-35 years</td>
<td>30</td>
<td>37.5%</td>
</tr>
<tr>
<td>Between 35-40 years</td>
<td>24</td>
<td>30.0%</td>
</tr>
<tr>
<td>Above 40 years</td>
<td>20</td>
<td>25.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Source: Author (2014)

Majority of respondents 37.5% were age between 30-35 years old, 30.0% were between 35-40 years, 25.1% were above 40 years while 5% for those who were between 25-30 years. It was clear from the study that majority of the respondents were age between 30-35 years. The study also sought to establish the professional qualification of the principal, teachers and education officer respondents. The results are shown in Table 4.5.

Table 4.5: Professional Qualification

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate</td>
<td>12</td>
<td>15.0</td>
</tr>
<tr>
<td>Degree</td>
<td>45</td>
<td>56.3</td>
</tr>
<tr>
<td>Diploma</td>
<td>23</td>
<td>28.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source: Author (2014)

The study established that majority of the respondents had degree level of education with 56.3% followed by 28.8% of the respondents who had a diploma level of education, while 15.0% of the respondents had attained a post graduate level of
education. This indicates that most respondents had a degree level of education. Establishing demographic information is important because, in social sciences research personnel characteristics of respondents have very significant role in expressing and giving the responses about the issues under study, keeping this in mind, in this study a set of personal characteristics namely, gender, ages of all the respondents, highest academic qualification were established.

**4.4 Strategies to Improve Transition Rate of Girls from Primary Schools to Secondary Schools**

**4.4.1 Costs Reduction Strategies**

The first objective of the study was to establish the extent to which costs reduction can influence transition rate to secondary schools for girls in primary schools in Kuria West Sub County. The study sought to establish how costs reduction strategies influences transition rate of girls from primary schools to secondary schools. The study used close ended questions on various costs reduction strategies and used the following scale 1.) Strongly disagree 2.) Disagree 3.) Undecided 4) Agree 5) Strongly agree. The study came up with the following findings presented in table 4.6.
The teachers strongly agreed that students carry a lot of burden in catering for among others registration, examination, and tuition and school fees which had a mean score of 4.5000. The respondents agreed on the statements that the government should put in place poverty reduction measures in the sub-county to cater for needy students, School fees are the main reason why most students are not in school. There should be revolving funds for education at the district level to fund the needy students and Government should initiate a secondary school education fund to be sponsored by companies and individuals as indicated by means of 4.2500, 4.2500, 3.8125, and 3.7125 respectively. The respondents were undecided on whether there is a strong positive relationship between household income level and access to secondary education which had a mean score of 3.1125. However the

<table>
<thead>
<tr>
<th>Costs Reduction Strategies</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many secondary schools are put up through community contributions</td>
<td>2.3875</td>
<td>.7376</td>
</tr>
<tr>
<td>There should be revolving funds for education at the district level to fund the needy students</td>
<td>3.8125</td>
<td>.7970</td>
</tr>
<tr>
<td>Government should initiate a secondary school education fund to be sponsored by companies and individuals</td>
<td>3.7125</td>
<td>.7325</td>
</tr>
<tr>
<td>The government should put in place poverty reduction measures in the sub-county to cater for needy students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School fees are the main reason why most students are not in school</td>
<td>4.2500</td>
<td>.8343</td>
</tr>
<tr>
<td>There are several poverty reduction programmes in the area</td>
<td>4.2500</td>
<td>.4357</td>
</tr>
<tr>
<td>Students carry a lot of burden in catering for among others registration, examination, tuition and school fees</td>
<td>2.0500</td>
<td>.2193</td>
</tr>
<tr>
<td></td>
<td>4.5000</td>
<td>4.4721</td>
</tr>
</tbody>
</table>

Table 4.6: Costs Reduction Strategies
respondents disagreed on the statements that many secondary schools are put up through community contributions and also there are several poverty reduction programmes in the area with means of 2.3875 and 2.0500 respectively.

The general analysis point to the fact that costs reduction strategies influenced transition rate of girls from primary schools to secondary schools since there is a relationship between income level and secondary education. The study results concurs with Njeru and Orodho (2003 who indicated that a strong positive relationship between household income level and access to secondary education. Therefore, strategies aimed at expansion of secondary school education should first address factors that make secondary education unaffordable.

4.4.1.1 School Financiers

The study sought to establish the school financiers. The findings are as shown in table 4.7.

Table 4.7: School Financiers

<table>
<thead>
<tr>
<th>School Financiers</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>11</td>
<td>13.8%</td>
</tr>
<tr>
<td>Government</td>
<td>69</td>
<td>86.3%</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: Author (2014)

It was established by 86.3% of all the respondents that the government was responsible for financing the school while 13.8% declared that parents financed the schools. It is clear that the government is the major school financier.
4.4.2 School Infrastructure Strategies

The second objective was to evaluate the extent to which improving school infrastructure can influence transition rate to secondary schools for girls in primary schools in Kuria West Sub County. The study sought to establish how school infrastructure strategies influences transition rate of girls from primary schools to secondary schools. The study used close ended questions on various school infrastructure strategies and used the following scale costs reduction e 1) Strongly disagree 2) Disagree 3) Undecided 4) Agree 5) Strongly agree. The findings are summarized in table 4.8.

Table 4.8: School Infrastructure Strategies

<table>
<thead>
<tr>
<th>School Infrastructure Strategies</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day secondary schools should be expanded so as to accommodate many students</td>
<td>3.9500</td>
<td>.57147</td>
</tr>
<tr>
<td>The government should monitor the implementation of school fees guidelines to ensure schools do not charge higher fees</td>
<td>4.0625</td>
<td>.64325</td>
</tr>
<tr>
<td>The government should increase secondary schools in areas with limited supply and high demand</td>
<td>4.1000</td>
<td>.54191</td>
</tr>
<tr>
<td>The government should put in place subsidizing measures in both boarding and mobile schools</td>
<td>4.6875</td>
<td>4.48512</td>
</tr>
</tbody>
</table>

Source: Author (2014)
The respondents strongly agreed that the government should put in place subsidizing measures in both boarding and mobile schools which had a mean score of 4.6875. The study further found that the respondents agreed on the statements that the government should increase secondary schools in areas with limited supply and high demand, the government should monitor the implementation of school fees guidelines to ensure schools do not charge higher fees and day secondary schools should be expanded so as to accommodate many students. Each had a mean score of 4.1000, 4.0625 and 3.9500 respectively.

The study deduced that school infrastructure strategies influenced transition rate of girls from primary schools to secondary schools and the government have a major task in construction of more infrastructure in school. The study results concurs with Geda et al, (2001), who indicated that the government should monitor the implementation of school fees guidelines to ensure schools do not consistently charge higher fees after accounting for government expenditure on physical infrastructure expansion

4.4.3 Quality of Education Strategies

The third objective was to determine the extent to which improving quality of education can influence transition rate to secondary schools for girls in primary schools in Kuria West Sub County The study sought to establish the extent of agreement with the given statement on how improved quality of education influences the transition rate of girls in public primary schools in Kuria West Sub County. The study used close ended questions on various qualities of education strategies and used the following scale costs reduction e 1) Strongly disagree 2)
Disagree 3) Undecided 4) Agree 5) Strongly agree. The study findings are presented in Table 4.9.

**Table 4.9: Quality of Education Strategies**

<table>
<thead>
<tr>
<th>Quality of Education Strategies</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor school quality discourages households from sending their children to school</td>
<td>4.4875</td>
<td>4.48907</td>
</tr>
<tr>
<td>Educational quality seems to affect decision making around schooling access and retention in many contexts</td>
<td>4.0375</td>
<td>.33541</td>
</tr>
<tr>
<td>The main quality issues which affect school attendance are related to inadequacies in teacher quality</td>
<td>4.6250</td>
<td>4.47037</td>
</tr>
<tr>
<td>The quality of teaching and learning experience for children in schools can influence their motivations and consequently low transition</td>
<td>4.7000</td>
<td>4.46760</td>
</tr>
<tr>
<td>The prevalence of teacher absence in schools is linked to low transition</td>
<td>4.1250</td>
<td>.36888</td>
</tr>
<tr>
<td>Language also influences school performance and is highly correlated with poverty and hence low secondary transition</td>
<td>4.1500</td>
<td>.35932</td>
</tr>
<tr>
<td>Teachers’ attitudes towards their work and pupils may affect the students perception on secondary schools</td>
<td>4.1500</td>
<td>.35932</td>
</tr>
<tr>
<td>The school’s curriculum affects pupils’ participation in school negatively</td>
<td>4.8000</td>
<td>5.69566</td>
</tr>
</tbody>
</table>

Source: Author (2014)
The study established that the respondents strongly agreed that the school’s curriculum affects pupils’ participation in school negatively, the quality of teaching and learning experience for children in schools can influence their motivations and consequently low transition and The main quality issues which affect school attendance are related to inadequacies in teacher quality with means of 4.8000, 4.7000 and 4.6250 respectively.

In addition to this the study also identified that respondents agreed on statement that the Poor school quality discourages households from sending their children to school, language also influences school performance and is highly correlated with poverty and hence low secondary transition, teachers’ attitudes towards their work and pupils may affect the students perception on secondary schools and the prevalence of teacher absence in schools is linked to low transition. Each had a mean score of 4.4875, 4.1500, 4.1500, 4.0375 and 4.1250 respectively. These studies are reflective of (Colclough et al, 2000) who indicated that poor school quality is associated with poor academic results, with higher levels of repetition and drop-out and with lower progression ratios to higher levels of the education system.

### 4.4.4 Advocacy and Awareness Campaigns Strategies

The fourth objective was to analyze the extent to which advocacy and awareness campaigns on affirmative action can influence transition rate to secondary schools for girls in primary schools in Kuria West Sub County. The study sought to establish how advocacy and awareness campaigns strategies influences transition rate of girls from primary schools to secondary schools. The study used close ended questions on various advocacy and awareness campaigns strategies and used the following scale
The study found that the respondents strongly agreed on the statements civil society organizations acts as an important link between governments, their bilateral and multilateral partners, and local communities which had a mean score of 4.9000. The respondents further agreed that awareness campaigns of girl child education is low in the area and there is strengthening communities’ capacity to demand their rights and the rights of their children with means of 3.9625 and 3.9375 respectively. However the respondents disagreed that advocacy and awareness campaigns incorporate methods to challenge existing or traditional social norms which
constrain girls’ access to and achievement in education as indicated by the mean of 2.2625. This study concur with Cave, (2001) who indicated that CSOs have a critical role to play in the dialogue on education, because, as a result of their strategic partnerships at international, country, regional and local levels, they can ensure stakeholders have the knowledge to hold governments accountable for their education investments and results. This role includes raising awareness of government policies to stakeholders and beneficiaries, providing the information and tools for communities to demand what has been promised and hold local and national governments to account on their commitments.

4.5 Transition Rate of Girls in Public Primary Schools

Finally the study sought to establish the level of transition rate of girls in public primary schools. The study used close ended questions on various opinions on level of transition rate of girls in public primary schools and used the following scale costs reduction e 1.) Strongly disagree 2.) Disagree 3.) Undecided 4) Agree 5.) Strongly agree. The findings are shown in Table 4.10.

Table 4.11: Transition Rate of Girls in Public Primary Schools

<table>
<thead>
<tr>
<th>Advocacy and Awareness Campaigns Strategies</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The transition rate of girls in public primary school is low</td>
<td>4.9000</td>
<td>.3018</td>
</tr>
<tr>
<td>Low transition rates makes many children leave schooling without acquiring the most basic skills</td>
<td>4.0127</td>
<td>.1957</td>
</tr>
<tr>
<td>Gender disparities in education are associated with low transition rates</td>
<td>3.8375</td>
<td>.3712</td>
</tr>
<tr>
<td>Government has adequate policies to improve transition rate of girls</td>
<td>2.0250</td>
<td>.2236</td>
</tr>
</tbody>
</table>

Source: Author (2014)
The respondents were of the views that the transition rate of girls in public primary school is low as indicated with means of 4.9000. The respondents further agreed that low transition rates makes many children leave schooling without acquiring the most basic skills and gender disparities in education are associated with low transition rates, each with a mean of 4.0127 and 3.8375 respectively. Finally the respondents disagreed that government has adequate policies to improve transition rate of girls which had a mean score of 2.0250. The study concurs with Oiro (2010) who contends that the transition rate to secondary schools is generally low with an average is 67% in sub-Saharan Africa countries.
CHAPTER FIVE
DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents discussions of the key findings presented in chapter four, conclusions drawn based on such findings and recommendations there-to. This chapter is, thus, structured into discussions, conclusions, recommendations and areas for further research.

5.2 Summary of Findings

The study sought to establish the strategies to improve transition rate to secondary schools for girls in Kuria West Sub County. The study was guided by the following objectives: to establish the extent to which costs reduction can influence transition rate to secondary schools for girls in primary schools in Kuria West Sub County; to evaluate the extent to which improving school infrastructure can influence transition rate to secondary schools for girls in primary schools in Kuria West Sub County; to determine the extent to which improving quality of education can influence transition rate to secondary schools for girls in primary schools in Kuria West Sub County; to analyze the extent to which advocacy and awareness campaigns on affirmative action can influence transition rate to secondary schools for girls in primary schools in Kuria West Sub County.

5.2.1 Costs Reduction Strategies

On influence of costs reduction strategies on transition rate of girls from primary schools to secondary schools, the study established that there should be revolving funds for education at the district level to fund the needy students, government should initiate a secondary school education fund to be sponsored by companies and
individuals and the government should also put in place poverty reduction measures in the sub-county to cater for needy students. Students were faced with other financial obligation including catering for among others registration, examination, tuition and school fees. However it was identified that respondents disagreed that many secondary schools are put up through community contributions and also there are several poverty reduction programmes in the area.

5.2.2 School Infrastructure Strategies

On influence of school infrastructure strategies on transition rate of girls from primary schools to secondary schools, the study found that there are shortages of school spaces, as well as uneven distribution of schools thus difficulties of access in the area. Also day secondary schools should be expanded so as to accommodate many students and the government should monitor the implementation of school fees guidelines to ensure schools do not charge higher fees. The government is required to increase secondary schools in areas with limited supply and high demand and the government should put in place subsidizing measures in both boarding and mobile schools.

5.2.3 Quality of Education Strategies

On influence of quality of education strategies, the study established that the main quality issues which affect school attendance are related to inadequacies in teacher quality as well as the quality of teaching and learning experience for children in schools can influence their motivations and consequently low transition. Similarly, the prevalence of teacher absence in schools is linked to low transition and the language influences school performance and is highly correlated with poverty and hence low secondary transition. Also teachers’ attitudes towards their work and
pupils may affect the student’s perception on secondary schools and also the school’s curriculum affects pupils’ participation in school negatively.

5.2.4 Advocacy and Awareness Campaigns Strategies

On influence of advocacy and awareness campaigns strategies on transition rate of girls from primary schools to secondary schools, the study found that civil society organizations acts as an important link between governments, their bilateral and multilateral partners, and local communities. Also there is need of strengthening communities’ capacity to demand their rights and the rights of their children and awareness campaigns of girl child education since it is low in the area. On the other hand the study found that the respondents disagreed that advocacy and awareness campaigns incorporate methods to challenge existing or traditional social norms which constrain girls’ access to and achievement in education.

5.3 Conclusions

5.3.1 Costs Reduction Strategies

The study concludes that there is need for availability of revolving funds for education at the district level to fund the needy students. Similarly government should initiate a secondary school education fund to be sponsored by companies and individuals and the government should also put in place poverty reduction measures in the sub-county to cater for needy students. Apparently it is unclear on whether there was a strong positive relationship between household income level and access to secondary education. Therefore, strategies aimed at expansion of secondary school education should first address factors that make secondary education unaffordable.
5.3.2 School Infrastructure Strategies

School infrastructure strategies were found to influence transition rate of girls from primary schools to secondary schools. The study concludes that there are shortages of school spaces, as well as uneven distribution of schools thus difficulties of access in the area. Also there is need for secondary schools to be expanded so as to accommodate many students and the government should monitor the implementation of school fees guidelines to ensure schools do not charge higher fees. In addition to this the government should increase secondary schools in areas with limited supply and high demand and put in place subsidizing measures in both boarding and mobile schools. The government should monitor the implementation of school fees guidelines to ensure schools do not consistently charge higher fees after accounting for government expenditure on physical infrastructure expansion.

5.3.3 Quality of Education Strategies

On influence of quality of education strategies, the study concludes that the main quality issues which affect school attendance are related to inadequacies in teacher quality as well as the quality of teaching and learning experience for children in schools can influence their motivations and consequently low transition. Similarly, the prevalence of teacher absence in schools is linked to low transition and the language influences school performance and is highly correlated with poverty and hence low secondary transition. In addition to this the study concludes that teachers’ attitudes towards their work and pupils may affect the student’s perception on secondary schools and also the school’s curriculum affects pupils’ participation in school negatively. It was established that poor school quality is associated with poor
academic results, with higher levels of repetition and drop-out and with lower progression ratios to higher levels of the education system.

5.3.4 Advocacy and Awareness Campaigns Strategies

Advocacy and awareness campaigns strategies were found to influence transition rate of girls from primary schools to secondary schools. The study concludes that civil society organizations act as an important link between governments, their bilateral and multilateral partners, and local communities. Similarly, it is clear that there is strengthening communities’ capacity to demand their rights and the rights of their children and awareness campaigns of girl child education are low in the area. Apparently advocacy and awareness campaigns do not incorporate methods to challenge existing or traditional social norms which constrain girls’ access to and achievement in education. The CSOs have a critical role to play in the dialogue on education, because, as a result of their strategic partnerships at international, country, regional and local levels, they can ensure stakeholders have the knowledge to hold governments accountable for their education investments and results. This role includes raising awareness of government policies to stakeholders and beneficiaries, providing the information and tools for communities to demand what has been promised and hold local and national governments to account on their commitments.

5.4 Recommendations

Based on the above conclusions, the study concludes that:-

i. As envisioned in objective one on cost reduction strategies, the Kenya National government should make revolving funds available for education at the district level to fund the needy students. The National government should also initiate a
secondary school education fund to be sponsored by companies and individuals and the government should also put in place poverty reduction measures in the sub-county to cater for needy students.

ii. As for objective two on school infrastructure strategies, the National Government should expand secondary schools so as to accommodate many students as well as monitor the implementation of school fees guidelines to ensure schools do not charge higher fees.

iii. For quality of education to be improved as contemplated in objective three, the National Government should increase secondary schools in areas with limited supply and high demand and put in place subsidizing measures in both boarding and mobile schools. More teachers should be employed to improve the quality of learning and learning experience for children in schools. Also teachers in schools should report on daily basis and concentrate on improving the language of communication as well as the school curriculum in order to improve school performance.

iv. In terms of advocacy and awareness strategies in objective four, secondary schools should be put up through community contributions and ensure that poverty reduction programmes in the area are implemented.

5.5 Recommendations for Further Study

The study recommends more research on individual variables, to enhance deep and thorough understanding of influences of each variable on strategies to improve transition rate to secondary schools for girls in primary schools. The study also suggests that a similar study in other counties within Kenya.
REFERENCE


Dachi H. & Garrett R. (2003): child labour and its impact on children’s access to and participation in Primary Education: A case study from Tanzania. London. DFID.


Education Act (1968) Nairobi: Government Printer


APPENDICES

Appendix I: Principal/Education Officer and Teachers

Questionnaire

Section A: Background Information

1. What is your gender?
   Male [  ]
   Female [  ]

2. What is your age?
   Below 25 years [  ]
   Between 25-30 years [  ]
   Between 30-35 years [  ]
   Between 35-40 years [  ]
   Above 40 years [  ]

3. What is your professional qualification?
   Diploma [  ]
   Degree [  ]
   Postgraduate [  ]

4. What is your Job Description?
   Principal [  ]
   Education officer [  ]
Section B: Strategies to Improve Transition Rate of Girls from Primary Schools to Secondary Schools

Section I: Costs Reduction Strategies

5. To what extent do you agree on whether costs reduction influences the transition rate of girls in public primary schools in Kuria West Sub County? 1.) Strongly disagree 2.) Disagree 3.) Undecided 4.) Agree 5.) Strongly agree

<table>
<thead>
<tr>
<th>Costs Reduction Strategies</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many secondary schools are put up through community contributions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There should be revolving funds for education at the district level to fund the needy students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government should initiate a secondary school education fund to be sponsored by companies and individuals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a strong positive relationship between household income level and access to secondary education</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The government should put in place poverty reduction measures in the sub-county to cater for needy students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School fees are the main reason why most students are not in school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are several poverty reduction programmes in the area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students carry a lot of burden in catering for among others registration, examination, tuition and school fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Who finances the school?
   - Parents [ ]
   - Government [ ]

7. In your opinion, what measures do you think should be put in place to finance the institutions? ...........................................................................................................................................
Section II: School Infrastructure Strategies

8. To what extent do you agree on how improved school infrastructure influences the transition rate of girls in public primary schools in Kuria West Sub County?
   1.) Strongly disagree 2.) Disagree 3.) Undecided 4.) Agree 5.) Strongly agree

<table>
<thead>
<tr>
<th>School Infrastructure Strategies</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are shortages of school spaces, as well as uneven distribution of schools thus difficulties of access in the area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day secondary schools should be expanded so as to accommodate many students</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The government should monitor the implementation of school fees guidelines to ensure schools do not charge higher fees</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The government should increase secondary schools in areas with limited supply and high demand</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The government should put in place subsidizing measures in both boarding and mobile schools</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

9. In your own opinion what do you think is the remedy to secondary school infrastructure around the area?

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
### Section III: Quality of Education Strategies

10. To what extent do you agree with the following statement on how improved quality of education influences the transition rate of girls in public primary schools in Kuria West Sub County? 1.) Strongly disagree 2.) Disagree 3.) Undecided 4.) Agree 5.) Strongly agree

<table>
<thead>
<tr>
<th>Quality of Education Strategies</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor school quality discourages households from sending their children to school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational quality seems to affect decision making around schooling access and retention in many contexts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The main quality issues which affect school attendance are related to inadequacies in teacher quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The quality of teaching and learning experience for children in schools can influence their motivations and consequently low transition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The prevalence of teacher absence in schools is linked to low transition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language also influences school performance and is highly correlated with poverty and hence low secondary transition.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ attitudes towards their work and pupils may affect the students perception on secondary schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school’s curriculum affects pupils’ participation in school negatively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section IV: Advocacy and Awareness Campaigns Strategies

11. To what extent do you agree with the following statements on how advocacy and awareness campaigns on affirmative action influence the transition rate of girls in public primary schools in Kuria West Sub County?

<table>
<thead>
<tr>
<th>Advocacy and Awareness Campaigns Strategies</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil society organizations acts as an important link between governments, their bilateral and multilateral partners, and local communities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is strengthening communities’ capacity to demand their rights and the rights of their children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>advocacy and awareness campaigns incorporate methods to challenge existing or traditional social norms which constrain girls’ access to and achievement in education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness campaigns of girl child education is low in the area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section V: Transition Rate of Girls in Public Primary Schools

12. To what extent do you agree with the following statements on the transition rate of girls in public primary schools in Kuria West Sub County?

1.) Strongly disagree 2.) Disagree 3.) Undecided 4.) Agree 5.) Strongly agree

<table>
<thead>
<tr>
<th>Transition Rate of Girls in Public Primary Schools</th>
<th>1</th>
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<tbody>
<tr>
<td>The transition rate of girls in public primary schools is low</td>
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<td>low transition rates makes many children to leave schooling without acquiring the most basic skills</td>
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<td>Gender disparities in education are associated low transition rates</td>
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<td>Government has adequate policies to improve transition rate of girls</td>
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### Appendix II: Interview Guide for Parents and Class 8 Drop out Girls

| To establish the extent to which costs reduction can influence transition rate to secondary schools for girls in public primary schools in Kuria West Sub County | How can costs reduction influence the transition rate to secondary schools for girls in public primary schools in Kuria West Sub County? | i. Does the district have fund for the needy students  
ii. Has your family income affected your transition to join secondary school  
iii. Is school fees the reason why you are not in school |
|---|---|---|
| To evaluate the extent to which improving school infrastructure can influence transition rate to secondary schools for girls in public primary schools in Kuria West Sub County | How can improved school infrastructure influence the transition rate of girls in public primary schools in Kuria West Sub County? | i. Are secondary schools difficult of access  
ii. The boarding schools in the area have low accommodation for students? |
| To investigate the extent to which improving quality of education can influence transition rate to secondary schools for girls in public primary schools in Kuria West Sub County | How can improved quality of education influence the transition rate to secondary schools for girls in public primary schools in Kuria West Sub County? | i. Did poor school quality discourage your parent to send you to secondary school?  
ii. Did your bad teaching and learning experience made you not to proceed to secondary  
iii. Did teachers attitude their work and pupils may affected your transition of secondary schools  
iv. Did school’s curriculum affected your transition of secondary schools |
| To analyze the extent to which advocacy and awareness campaigns on affirmative action can influence transition rate to secondary schools for girls in public primary schools in Kuria West Sub County | How can advocacy and awareness campaigns on affirmative action influence the transition rate to secondary schools for girls in public primary schools in Kuria West Sub County? | i. There are civil society organizations in the area advocating for girl child education  
ii. Awareness campaigns of girl child education is low in the area |
Appendix III: Research Permit

THIS IS TO CERTIFY THAT:  

MR. MARWA PATRICK SIMION  
of KENYATTA UNIVERSITY, 0-10205  
MARAGUA, has been permitted to  
conduct research in Migori County  

on the topic: STRATEGIES TO IMPROVE  
THE TRANSITION RATE OF GIRLS FROM  
PRIMARY SCHOOLS TO SECONDARY  
SCHOOLS IN KURIA WEST, MIGORI  
COUNTY, KENYA  

for the period ending:  
8th December, 2014  

[Signature]  

Applicant's Signature  

[Signature]  

Secretary  

National Commission for Science, Technology & Innovation  

Permit No: NACOSTI/P/14/7281/3520  
Date Of Issue: 22nd October, 2014  
Fee Received: Ksh 1,000