

**INFLUENCE OF SOCIO-CULTURAL FACTORS ON THE TRANSITION RATE OF  
GIRLS IN SECONDARY SCHOOLS IN MANDERA EAST SUB-COUNTY KENYA**

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**A Research Project Submitted To The School Of Education And Social Sciences In  
Partial Fulfilment Of The Requirements For The Award Of Degree Of Master Of  
Education In Education Administration And Planning, Lukenya University**

**OCTOBER, 2024**

## DECLARATION

This research project is my original work and has never been presented in any other University.

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### **Declaration by the supervisors**

This project has been submitted for the course examination with our approval as the University Supervisors

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## **ABSTRACT**

The purpose of this study was to find out the Factors Influencing Transition Rate of Girls in Secondary Schools in Mandera East Sub-County, Kenya. Although a number of studies have been done on factors affecting access, performance and transition in secondary schools in other parts of the Country, no specific study had been carried out on factors influencing transition rate of girls in secondary schools in ASAL regions particularly in Mandera County, Kenya despite free secondary education. The study is based on the following objectives: to determine the factors that affect transition in secondary schools among girls within Mandera East Sub-County. To assess the perception of the girl-child and the view of the community regarding educating girls, to identify the local people's suggestions and mitigation measures for addressing the problem and identify the key challenges that prevent girls from accessing secondary education despite free secondary education and remedies. The total population for this study was 640 respondents which consisted of 60 teachers, 400 students and 180 parents. The study was conducted in Mandera East Sub-County, Mandera County, Kenya. The study focused on four secondary schools in which 400 students were involved. The target group included a sample of 9 teachers, and 27 parents. The study used simple random sampling technique to select respondents, particularly teachers and parents. The current study has deduced that the current transition rate of the female students in Mandera East Sub-County has been increasing from Form One to Form four averaging a transition rate of 90.18 percent. The study established that early marriages and female genital mutilation are the socio-cultural factors influencing the transition rate of girls in secondary schools in Mandera East Sub-County. FGM, nomadic lifestyle, parents' level of education, poverty, distance from home to school, and harsh climatic conditions are key challenges that prevent girls' from accessing secondary education despite free secondary education in Mandera East Sub-County. The parent's level of education; parents' guide their daughters more often concerning education; and parent attitude influences girls' transition to secondary education in Mandera East Sub-County. The study recommended that the local administration should monitor the transition of girls to secondary school; parents or guardians found practicing FGM on their daughters should be prosecuted; and the government and NGOs should conduct civic education to help both girls and parents understand the importance of education.

## **DEDICATION**

This work is most dedicated to the Almighty God that helped me to accomplish it. I also wish to dedicate this work to my Husband Issack M. Gabow, for believing and encouraging me all through the programme and my children Dr. Hamdi Issack, Tasnim Issack, Musdalifa Issack, Abass Issack and Yasin Issack for standing with me during the hardest moments of my life, and the entire family for their support, encouragement and prayer while undertaking the course.

## **ACKNOWLEDGEMENT**

I Thank the Almighty Allah for giving me health, courage and strength to undertake this study. I would like to pass my gratitude to Lukenya University, for enrolling me to pursue Masters Course. Special gratitude goes to my supervisors Dr. Ruth Kimeu and Dr. Kimani Njoroge for their commitment, guidance and support in writing this proposal and the entire department of Masters of Education and Social Sciences. I would like to thank each and every student in the class who provided me with unending assistance throughout concept generation and motivating inspirations. Finally, I would like to thank my parents for their wise counsel and moral support.

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## ACRYNOMS

<b>ASAL</b>	Arid and Semi-Arid Lands
<b>EFA</b>	Education for All
<b>FAWE</b>	Forum for African Women Educationists.
<b>FGM</b>	Female Genital Mutilation
<b>GER</b>	Gross Enrolment Ratio
<b>NEP</b>	North Eastern Province
<b>NER</b>	Net Enrolment Ratio
<b>NGO</b>	Non Governmental Organization

# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

This section of the study gives details on the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study on theoretical frameworks and assumption of the study, limitation of the study and definition of the significant terms.

### 1.1 Background of the Study

Education is universally acknowledged as a fundamental right and a key driver of societal progress. In the context of Mandera-East Sub-County, Kenya, the focus on education is particularly crucial, as it shapes the future of the region and its residents. Despite concerted efforts to improve educational outcomes, a persistent challenge persists— the influence of socio-cultural factors on transition rate of girls in secondary schools. This research project aims to delve into the multifaceted factors contributing to the educational journey of female students in the specified region, with the ultimate goal of identifying actionable strategies to enhance their academic experiences.

The barriers and challenges of transition of girls to secondary school include; the cost of education, access to education, the progress cycle from one class to another and its impact on retention, quality and relevance of education offered (Abuya et al., 2017). These factors can be grouped into four broad categories, namely, socio-cultural, socio-economic, school environment related and political factors. The cultural factors include African traditions and customs, early marriages, teenage pregnancy, boy child preference, heavy household chore and female genital mutilation (Andiema, 2021). The economic factors include poverty, family background, and parent's level of education and cost of secondary education (Okore, 2018). Distance of school from home, harsh school environment and sexual harassment of girls are some of the school environment related factors that affect rates of transition of girls from primary to secondary school (Rutakinikwa, 2016).

With regards to access to Secondary education in Kenya, Imana (2020) documents that although Kenya's secondary education has expanded since independence in 1963, and more recently with the introduction of subsidized secondary education, access to secondary education remains restricted. For instance, Imana (2020) argues that if one compares the number of pupils who sat for Kenya Certificate of Primary Education (KCPE) and then makes

a follow up to see how many sit for Kenya Certificate of Secondary Education (KCSE) four years after, one will notice great drop, and that only 47 percent of pupils who complete primary school are selected to join to the secondary school. Although many students have benefited in this programme, a lot more have been left out for reasons this study seeks to investigate. New UNESCO data reveals that 50 million more girls have enrolled in school globally since 2015. There are also 5 million more girls completing each level of education from primary to secondary education. This progress calls on efforts to double down in the remaining years to 2030 as there are 122 million girls still out of school around the world today.

Research and evidence has shown that education is one of the most critical areas of empowerment for a girl, overall leading to a healthier and more productive life. Taking this right away make the girls lose the right to learn, develop and succeed in life. The importance of providing girls with good education cannot be over emphasized. There are notable advantages of educated women. An educated woman can manage her life and that of her family well. She can maintain herself more efficiently. An educated woman has ample knowledge of hygiene and health and this helps her to maintain hygiene standards of her family (Njuki et al., 2023).

Investing in girls' education transforms communities, countries and the entire world. Girls who receive an education are less likely to marry young and more likely to lead healthy, productive lives. They earn higher incomes, participate in the decisions that most affect them, and build better futures for themselves and their families.

The right to education has been reaffirmed internationally. Article 28 of the United Nations Convention on the rights of the child states that every child has a right to education no matter what his or her circumstances and the Government of Kenya has stated its commitment to making this a reality (Matadi & Iyer, 2019). Indeed, the Government of Kenya seeks to ensure equity in terms of equal access to education. This commitment to achieving equity is of utmost importance since equity in education is a fundamental principle of the EFA Agenda (Mwambene, 2016). According to UNESCO (2008), equity in education should ensure provision of appropriate, relevant and viable learning opportunities to all children without distinction of location.

A large body of research on access to school and progression to upper classes around most African countries consistently confirm that girls considerably outnumbered boys in Early Childhood Education and lower primary with the reverse being noticed in transition to upper primary and secondary school levels where boys overtake the girls (Jillaow et al., 2020). With regards to participation, there is growing concerns that girls, especially those from among the

Arid and Semi-Arid (ASAL) pastoralist communities have continuously under-performed in national examinations in upper classes compared to boys (Jillaow et al., 2020).

The pattern of results has generally led to the assumption that the observed girls' underperformance is due to their underrepresentation in those class levels, especially in secondary schools. As such policies that attempted to address the problem of female underrepresentation and poor performance in such areas have been skewed in favour of the females (Bismark et al., 2015). The bulk of research studies have focused on the causes of female underrepresentation not only in access and performance in education but also in wage employment (Auriol et al., 2022).

Another major threat affecting girls is unique climatic condition of the Arid and semi-Arid lands which makes provision of education a challenge. These areas experience extremes in climatic conditions which are at times characterized by frequent droughts (Golla, 2021). The terrain is harsh as much of it is dry with average rainfall of only 250mm. In arid and semi-arid areas such as NEP, the level of poverty and economic under-development may be higher than in other parts of the country with more reliable weather patterns. This is because the mainstay of the country is agriculture and therefore weather patterns play an important role in the economy. Further analysis shows regional and gender disparities in access to secondary education. Counties such as Nairobi, Kirinyaga and Kiambu had the highest NERs of 65 per cent, 62.1 per cent and 60.5 per cent, respectively, in 2018. Samburu, Kwale, and Turkana had the lowest rates standing at 16.5 per cent, 15.5 per cent and 9.3 per cent, respectively, in the same year. Nationally, enrolment has been higher for boys than girls since 2014. The prevailing low GER and NER for secondary education has been attributed to, in part, transition rates below pupil completion rates.

Achievement is affected by students' personal characteristics, attitudes, activities and most of all students' interest and engagement. Students with low academic self-esteem and the students that are not interested and actively engaged are at a significantly higher risk of low achievement (Olivier et al., 2019). Students' attitude towards a particular subject has a positive relationship with achievement (Verešová & Mala, 2016). Cognitive aspects, motivational factors, teaching methodology and classroom-contextual factors exercise a significant influence. Cognitive factors including cognitive capabilities, previous knowledge, and, to some extent, subject-specific self-concept are important for achievement (Panadero, 2017; Spangler, 2023).

Along with these factors pertaining to the students' personalities, a recent study by Orodho (2014) has demonstrated that family background is also very important. Researches from other regions of the world are also in agreement with the Orodho (2014) finding and indicate that

students from lower socio-economic background in terms of parents' occupational status faced a higher risk of low achievement (Bellibas, 2016). Home educational background and parents' educational attainment greatly influences the quality of education for their children. Student achievement was found to be directly proportional to the education of their parents (Idris et al., 2020). The cultural factors of the home in the Kenyan context were other family characteristic that proved significant in predicting low achievement (Gabriel et al., 2016).

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

The Kenyan government has made enormous efforts to achieve gender equality. Despite various efforts and policies aimed at enhancing educational opportunities for all children in Kenya, the transition rate of girls to secondary schools in Mandera East Sub- county remain low. While the national transition rate in 2013 was 78.8 percent for girls, in North Eastern region the transition rate was 36 percent in 2013. According to the Ministry of Education (2023), boys were more likely than girls to earn grades that allowed them to enroll in universities in Kenya.

Despite learning in the same environment, having the same teachers teach them, and using the same facilities and resources, the girls' lower performance is observed in the Sub County. The study attempted to address influence of socio-cultural factors on transition rate of girl in secondary schools in Mandera East Sub-County, Kenya.

### **1.3 Purpose of the study**

The purpose of this study was to find out influence on socio-cultural factors on transition rate of girls in secondary schools in Mandera East Sub-County, Kenya. By identifying and analyzing these factors, the study aimed to provide a comprehensive understanding of the barriers to girls' education.

### **1.4 Objectives of the Study**

To find out factors affecting transition rate of girls in secondary schools in Mandera East Sub-County, Kenya.

#### **Specific Objectives:**

- i. To determine the current transition rate of girls in secondary schools in Mandera East Sub- County.
- ii. To examine the socio-cultural factors influencing the transition rate of girls in

secondary schools in Mandera East Sub- County.

- iii. To find out the effect of parental attitudes on girls transition in secondary education in Mandera East Sub-County.
- iv. To identify the challenges that prevents girls from accessing secondary education in Mandera East-Sub-County.
- v. To find out the solution to challenges that prevent girls from accessing secondary education in Mandera East-Sub-County.

### **1.5 Research Questions**

The study was guided by the following research questions

- i. What is the current transition rate of girls in secondary schools in Mandera East Sub-County?
- ii. What are the socio-cultural factors influencing the transition rate of girls in secondary schools in Mandera East Sub-County?
- iii. What role do parental attitudes and support play in influencing girls transition to public secondary schools in Mandera East Sub-County?
- iv. What are the key challenges that prevents girls from accessing secondary education in Mandera East Sub- County?
- v. What mitigation measure that should be carried out to prevent girls dropout in secondary schools in Mandera East Sub-County?

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

This research is significant in that it will contribute to the existing body of knowledge on gender disparities in education, particularly in regions facing unique socio-cultural challenges. Findings from this study will inform policy interventions and educational strategies aimed at improving the transition rates of the girls in secondary schools in Mandera East Sub-County. The Research will serve as a foundation for future studies exploring gender-related educational challenges in similar context, both nationally and internationally. The Research findings will also influence of social-cultural factors on transition rate of girls in secondary schools provides useful information to the youths in Mandera East Sub- County.

### **1.7 Assumptions**

Girl-child Students from Mandera East Sub-County areas desire to join secondary schools. That all respondents are capable of identifying the factors leading to low transition rate among

female students in secondary schools. All the respondents were cooperative and provided reliable responses.

### **1.8 Scope of the Study**

The study focused on factors that prohibit girls from transitioning to secondary schools in Mandera East Sub- County. The study was undertaken in Public secondary schools in Mandera East Sub-County. Respondents during the study were drawn from the sampled population in Mandera East Sub-County; and they included teachers, parents, students and quality assurance officers.

### **1.9 Limitations of the Study**

The sample size for the study didn't allow generalization of the results in the entire County. The return rate for the questionnaire won't be 100% thus reduce the generalizability of the study results. The study may lack adequate records kept in the schools on the student's transition rate which may cause delays in filling the questionnaires. However, the researcher worked in consultation with the principals and quality education officers in the study area.

### **1.10 Definition of Operational Terms**

**Girl-child-** Female students of school going age specifically those transitioning from primary to secondary schools

**Public Secondary Schools-** Government-funded and operated schools that provide secondary education to students without charging tuition fees.

**Socio-economic factors-** variables related to the economic and social conditions of students and families e.g. income levels, parental education, employment status, household size.

**School infrastructure-** Physical facilities and resources available in schools, including classrooms, libraries, laboratories, sanitation facilities.

**Access** -Access simply means the right to education. It is also the opportunity provided for the girl-child to be educated. Access deals with the availability, convenience and ability to be educated

**Attitude** - Negative or positive predisposition towards certain individual or things

**Coping mechanism** - An action undertaken by an individual facing a challenging situation

**Disparities** - Marked difference in terms education opportunities.

**Dominant culture** - the norms, standards, social practices.

**Gender** - A social construct conceptualized in terms of sex roles in males andFemale.

**Majority** -Group with access to society's resources and has the greater influenceon shaping the society's cultural system.

**Marginalization** - Some level of neglect or being treated unequally because ofgeographical or political factors.

**Minority** - Condition of being inferior or subordinate.

**Transition**- A period of changing from one state to another.

**Quality of Education**- The standard of teaching and learning in schools.

**Safety and Security**- the conditions within and around school.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The literature review critically examined existing research and scholarly work related to the influence of socio-cultural factors on transition rate of girls in secondary schools, with a specific focus on Mandera-East Sub-County, Kenya. This section aimed to provide a comprehensive overview of the current state of knowledge, identify gaps in the existing literature, and set the stage for the proposed research.

Gender disparities in education have been widely acknowledged as a global concern. Numerous studies highlight the persistent challenges faced by female students, ranging from access to educational opportunities to disparities in academic achievement (Mumin et al., 2023). The global community has made strides in addressing these issues, but localized challenges require specific attention, as each region presents a unique set of socio-cultural that influence educational outcomes.

Within the African context, gender disparities in education continue to be a significant concern. Research conducted across various African countries underscores the importance of understanding local dynamics that contribute to the differential experiences of male and female students (Choudhary, 2023). These studies emphasize the need for context-specific interventions to bridge the gender gap in education effectively. Mandera-East Sub-County, situated in a predominantly conservative cultural setting, presents unique challenges for the girl-child's education. Existing literature suggests that deeply ingrained cultural norms and expectations can limit educational opportunities for female students (Nur & Barigayomwe, 2024). Understanding these norms is crucial for designing interventions that resonate with the local community.

Studies in similar contexts highlight the prevalence of early marriages and societal pressures that contribute to the dropout rates of the girl-child in secondary schools (Birchall, 2018). Cultural practices promoting early marriages often disrupt the educational trajectory of female students, leading to a cycle of limited opportunities and economic dependence.

Economic constraints, including poverty and limited resources, emerge as significant factors affecting the educational opportunities available to the girl-child in Mandera-East Sub-County.

Research indicates that poverty disproportionately impacts female students, hindering their access to quality education and contributing to high dropout rates (Kuteesa et al., 2024). Addressing economic barriers is crucial for enhancing the academic prospects of female students. Infrastructure and resource disparities within public secondary schools also play a role in the academic performance of the girl-child. Unequal distribution of resources can contribute to a suboptimal learning environment, affecting the overall educational experience and outcomes of female students (Burris & Hacker, 2017). Despite the challenges, success stories and effective interventions have been documented in various regions facing similar circumstances. Research on successful initiatives offers valuable insights into the types of interventions that have proven effective in enhancing the transition and academic performance of the girl-child (Kang'ethe & Obondo, 2020). These success stories can inform the design of targeted policies and interventions for Mandera-East Sub-County.

Government policies and initiatives aimed at promoting gender equality in education are critical components of the broader discourse. Analysing the impact of existing policies on the ground, their effectiveness, and potential areas of improvement can guide future policy recommendations for addressing the challenges faced by the girl-child in Mandera-East Sub-County (Republic of Kenya, 2018). The literature reviewed underscores the complexity of the challenges faced by the girl-child in public secondary schools in Mandera-East Sub-County. By examining global perspectives, African contexts, socio-cultural factors, economic constraints, and policy interventions, this literature review provides a foundation for the proposed research. It highlights the importance of understanding the local dynamics and tailoring interventions to address the specific challenges faced by female students in this unique setting. The proposed study aims to contribute to the existing body of knowledge by providing context-specific insights that can inform policies and interventions to enhance the educational experiences of the girl-child in Mandera-East Sub-County, Mandera County, Kenya.

This study was concerned with the low transition rate of the girl-child students in public secondary schools in Mandera East Sub-County, Mandera County, Kenya and how these students cope with the given challenges. This section review literature on factors affecting transition rate of girls, perception of the girl-child and the community toward girls' education. It considered the challenges that the girls-child from Mandera East Sub-County faces which affects them in terms of transition in public secondary schools and the strategies they employ to mitigate these challenges. It also presents the summary of the reviewed literature, theoretical framework and the conceptual framework adopted for the study.

## **2.1 Factors affecting Transition Rate of Girls in Secondary Schools**

Gender disparities in education have been a longstanding concern worldwide. UNESCO (2019) reports persistent challenges, including lower enrolment rates, higher dropout rates, and lower academic achievement for girls compared to boys in various regions. Nur and Barigayomwe (2024) emphasizes the impact of cultural norms on the girl-child's education. Deeply rooted traditions may limit educational opportunities for female students, perpetuating gender disparities. Koskei and Koech (2018) highlight the prevalence of early marriages and societal pressures contributing to the dropout rates of the girl-child in secondary schools. Cultural practices promoting early marriages disrupt the educational trajectory of female students. Mugo and Kamau (2019) discuss the impact of poverty on the girl-child's access to education. Economic constraints contribute to high dropout rates and limit opportunities for academic success.

Omwami et al. (2016) point out that unequal distribution of resources within schools affects the overall educational experience for female students. Limited access to infrastructure and resources contributes to disparities in performance. Kang'ethe and Obondo (2020) provide insights into success stories and effective interventions in improving the transition and performance of the girl-child. Examining such initiatives is crucial for understanding best practices. Government policies play a pivotal role. The Republic of Kenya (2018) outlines national strategies for promoting gender equality in education. Evaluating the impact of these policies on the ground is crucial for informing future interventions.

Choudhary (2023) discuss the role of socio-economic status in educational disparities. Families with lower socio-economic status may face challenges in providing educational resources for their daughters. Parental involvement is crucial. Studies (Mugo and Kamau, 2019) highlight that limited parental involvement can contribute to the academic challenges faced by the girl-child. Recognizing the importance of understanding local dynamics, research Choudhary (2023) emphasizes the need for culturally sensitive interventions tailored to specific communities to address the challenges faced by female students effectively. Community engagement is essential. Studies (Kang'ethe and Obondo, 2020) showcase the positive impact of community-led initiatives in improving educational outcomes for the girl-child.

Communities in arid and semi-arid lands have lagged behind in education, (Government of Kenya, 2003). Part of the reason for this situation was the historical background. Eshiwani (2023) traces the origin of inequality in education in Kenya to the colonial period. During the colonial period, the state concentrated its resources on European and some Asian children. Historically, Kenya's ASALs received low priority in allocation for development resources.

This for a long time was justified on economic grounds that aimed to maximise productivity in areas with known and proven potential. Republic of Kenya (2023) points to the fact that there are imbalances of access to education between districts and divisions and between sexes existed because of historical, socio-economic, socio-cultural and environmental factors. The report pointed out that the imbalances were particularly serious among the nomadic communities. These areas were formerly demarcated as ‘closed’ districts of Eastern, North Eastern and Rift Valley provinces during the colonial period. Movement to and out of the districts was restricted. This meant that the ASAL regions were entirely neglected in the development of education. At independence the country had to deal with these disparities which various education commissions have sought to remove (Republic of Kenya, 1964, 1976, 1999, 2024). Despite the government’s commitment to provide education for all, ASAL areas still remain disadvantaged.

Girls’ education is also affected by the fact that they have to contribute to house hold chores. They are sometimes taken away from school to help in the home, nurse babies, clean the house, fetch firewood and water, cook food and milk cows (Juma, 2024). Such heavy household duties, long distances from school result in physical and mental exhaustion which makes learning boring and difficult. All this leaves the child overwhelmed both at school and at home. Accessibility to school is another problem that faces girls in ASAL areas. In her study, Noor (2003) notes that in Mandera District, the distance between home and school is a major problem to girls since many parents do not allow their daughters to walk alone. They are thus kept out of school unless there is somebody preferably an older brother to accompany her to school. This decision is bound to affect the girls’ performance in school.

Proximity and access to secondary school is a pre-determining factor to enrolment and retention. In ASAL areas, distance between school and homes is far and the educational delivery systems are often incompatible with the lifestyle of nomadic people (Noor, 2003, Khalif, 2008). Noor (2003) further observes that distance between school and home affects girls more than it does boys because parents are afraid to let the girls walk alone unless she is accompanied by an older brother. Security in and out of school is of utmost concern for girls. Some of the girls who walk long distances to school end up being raped and sexually abused by older boys and male adults (Noor, 2003).

Building boarding schools as a solution to curb the problem of distance between school and home has not tackled the problem. A study carried out by Khalif (2008) revealed that despite the presence of boarding schools in Garissa municipality, there was no single girl, despite the fact that boarding for girls would give the girls greater security. There was no girl boarder since

a girl should not be left to stay away from her parents or adult relative. This decision is a further reflection of how cultural practices affect access to education in the ASAL areas. Although boarding schools solve the problem of distance, culture does not free the young girls to stay in boarding school, therefore the girls miss school.

School related factors have also inhibited enrolment and participation in education in North Eastern Kenya (Otieno, 2006). A study carried out by Otieno (2006) reveals that school factors not only inhibit but also negatively affect children's performance. The study observes that poor school environment including rudimentary shelters, lack of desks, overcrowding, lack of water sanitation facilities and poor safety standards are factors blocking enrolment and successful completion of schooling. This particularly affects the girls.

The North Eastern province suffers high teacher turn over owing to interplay of factors such as harsh climatic conditions, poor infrastructure, insecurity and lack of teacher housing. As a result, teachers from other parts of the country do not want to serve in the province. Since teachers find these areas difficult to survive in they look for transfers as quickly as possible leaving the area deprived of teaching force, Lack of teachers and teacher absenteeism are a source of demotivation to the learners. (Otieno,2006) Several studies have been carried out on secondary education in ASAL areas (Ombongi, 2008; Abdi, 2008; Mbatia, 2005; Noor, 2003), which document the difficulties children in ASAL areas face in education. Despite the challenges facing boys and girls from these regions, there are students who do well enough to gain enrolment into secondary schools. The student personal attributes can lead to dropout from school. This includes student's characteristics and pregnancy. These have different effects on various students. Once students are enrolled in school they interact and form peer groups. Wrigley (1995) observed that there is a simple relation between education and gender equality. Schools act as a site of pervasive gender socialization. This sometimes spurs students to think beyond the ideological limits laid on them. Wanyoike (2003) concurs with Wrigley and points out that the students peer groups if not guided can lead to devastating results like engage in drugs and substance abuse, early sex and then get to dangerous diseases like HIV and AIDS and early pregnancies. This leads to students dropping out of school. Thus the study will seek to find out peer pressures that lead to student drop out of school.

The literature underscores the multifaceted nature of factors affecting the transition and performance of the girl-child in education. From socio-cultural norms to economic constraints, government policies, and community engagement, a comprehensive understanding is necessary for designing effective interventions that address the unique challenges faced by female students in different contexts. The next steps in research should involve localized

investigations and context-specific interventions informed by this rich body of literature.

## **2.2 Perception of the Girl-child and the Community regarding educating Girls**

Cultural norms play a crucial role in shaping the perception of educating girls. Societies with deeply rooted traditions may have specific expectations and roles for girls, influencing attitudes toward their education (Aikman & Unterhalter, 2005). Patriarchal societies may uphold traditional gender roles, assigning different expectations to boys and girls. Girls may be perceived as having primary responsibilities in the household rather than pursuing education (Kabeer, 2005).

The perception of the girl-child's education is often influenced by broader community expectations. Social norms regarding the role of girls in society can either support or hinder their access to education (Baxter et al., 2013). Efforts to challenge traditional gender roles and stereotypes face resistance, impacting how the community perceives the value of educating girls (Lloyd, 2009). Economic factors play a significant role in shaping perceptions. In communities facing economic challenges, there might be a utilitarian view that prioritizes boys' education over girls' (Duflo, 2012). Girls' education may be seen as imposing an opportunity cost, especially when their labour is essential for contributing to the family income (Duflo, 2012).

Positive perceptions often correlate with the community's belief in the transformative power of education. When communities recognize the potential benefits, support for girls' education tends to be higher (Baxter et al., 2013). The presence of educated and successful women within the community can positively influence perceptions by providing visible role models for the girl-child (Kabeer, 2005). Parental attitudes and beliefs about the importance of girls' education significantly impact community perceptions. Supportive parents can contribute to changing community norms (Lloyd & Blanc, 1996). Barriers such as poverty, lack of awareness, or adherence to traditional beliefs may hinder parental support for girls' education (Kabeer, 2005). Engaging communities in discussions and awareness campaigns can contribute to changing perceptions. Community-driven initiatives often have a more significant impact than top-down approaches (Aikman & Unterhalter, 2005). Effective strategies must consider the unique local context, incorporating community-specific beliefs and practices to successfully change perceptions (Lloyd & Blanc, 1996). Increased access to information, facilitated by global connectivity, can influence community perceptions by providing insights into the benefits of girls' education (Baxter et al., 2013). Global initiatives advocating for gender equality in education contribute to changing perceptions by fostering a broader understanding of the rights

and capabilities of the girl-child (UNESCO, 2019).

According to a study carried out by Mbatia (2005), the enrolment of boys in ASAL areas was higher than that of girls throughout the years covered by the study. Education of sons is considered an investment in security for old age (Psacharopoulos & Woodhall, 1997). This emphasizes the importance of educating boys. Despite having an advantage in terms of access to education over girls the boys still face challenges in education... in addition to their school work, boys also have to help their parents with fencing, herding and help in branding livestock during market days (Khalif, 2008, Ombongi, 2008).

According to Obura (1991) textbooks used in Kenyan primary schools shows that books continue to portray stereotyped images of men and women. The study had a component that examined girls' attitudes and aspirations in a selected group of secondary schools. The study found girls' attitudes toward education, and particularly science subjects, to be positive. Girls also had high aspirations for higher education particularly in science based careers. Kakonge (2000) had a component that examined teachers' thinking or level of reflection on gender gaps in education and particularly in science subjects. The analysis showed that a majority of teachers had perceptions of girls and science that were gender stereotyped and traditional. A smaller cluster of teachers, however, had quite girl-friendly perceptions. Thus studies emanating from the Kenyan context show that text books, curricula and teachers may be important factors contributing to gender gaps in education at the moment.

According to Wanjiru (2007) girls are socialized to know that their brothers' education is much more important than theirs and they are ready to drop-out of school for the sake of their brothers. Wanyoike (2003) concurs with Wanjiru and observed that the way the family foundations are laid down, it is difficult to erase the attitudes and behavior patterns that are formed about girls and boys. He further observes that the boys and girls are received differently at birth thus attaching diverse value to them. Boys are valued to be superior to girls and hence even in education they are given a priority in some societies. A research study carried out by Wanjiru (2007) in Mombasa on factors contributing to school drop out in public secondary schools revealed that 52.4% respondents valued boy's education better than that of girls. Families which cannot easily afford to send both sons and daughters to school reckon that financial returns on the expenditure for girl's education are a good deal smaller than those of boys.

The literature suggests that perceptions of the girl-child in the community regarding educating girls are deeply influenced by cultural norms, economic considerations, parental attitudes, and community engagement. Successful interventions should recognize the importance of cultural

context, involve the community in awareness campaigns, and address economic barriers to foster a positive perception of girls' education. Further research and localized studies are necessary to understand the nuanced dynamics influencing these perceptions in specific communities.

### **2.3 Challenges that Prevents Girls from Accessing Secondary Education Despite Free Secondary Education**

Early marriages, often driven by cultural norms, significantly impede girls' access to secondary education (Baxter et al., 2013). Traditional gender roles may limit the perceived importance of education for girls. Societal expectations, especially in patriarchal societies, may prioritize household duties over education for girls, restricting their access to secondary schools (Kabeer, 2005). Economic challenges, including poverty, contribute to financial barriers that prevent girls from accessing secondary education. Costs related to school fees, uniforms, and supplies can be insurmountable (Lloyd, 2009). Girls may face the opportunity cost of forgoing potential income-generating activities to attend school, especially in contexts where their labour is crucial for family survival (Duflo, 2012).

Lack of proper infrastructure, including a shortage of classrooms and sanitary facilities, disproportionately affects girls and hinders their enrolment (World Bank, 2018). The quality of education provided may impact girls' willingness to attend school. Poor-quality education, including inadequate teaching resources and unqualified teachers, can discourage enrolment (Subrahmanian, 2014). Gender-based violence, including sexual harassment and assault, is a significant barrier. Fear of violence can prevent girls from attending school, and inadequate protection mechanisms exacerbate the problem (UNESCO, 2014). Safety concerns during the commute to and from school can also deter parents from allowing their daughters to attend secondary school, particularly in areas with high crime rates (Aikman & Unterhalter, 2005).

Menstrual hygiene management is a critical aspect. The lack of proper facilities, stigma, and limited access to menstrual hygiene products can lead to absenteeism among girls (Hennegan et al., 2016). Limited access to healthcare services, including reproductive health services, can impact girls' overall well-being and hinder their ability to attend school regularly (Pettifor et al., 2015). Policies that do not adequately address gender disparities in education can perpetuate inequalities. The absence of supportive policies contributes to the challenges faced by girls (Lloyd & Young, 2009). Legal barriers, including discriminatory laws or lack of legal protection against gender-based violence, can hinder efforts to ensure equal access to secondary education for girls (Chowdhury et al., 2014).

Deep-seated cultural beliefs about the roles of girls in society can limit their educational opportunities. Changing these attitudes is crucial for promoting girls' access to secondary education (Lloyd, 2009). Community perception, particularly regarding the value placed on girls' education, influences the level of support girls receive in pursuing secondary education (Lloyd & Blanc, 1996). Global initiatives, such as the United Nations Girls' Education Initiative (UNGEI), aim to address gender disparities in education and promote girls' access to quality secondary education (UNESCO, 2019). Community-led interventions, such as awareness campaigns and empowerment programs, have been successful in overcoming local challenges and facilitating girls' access to secondary education (Aikman & Unterhalter, 2005).

A study carried out by Khalif (2008) notes the effects the arid nature has on education. The drought situation reduces the economic capacity of the families rendering the community vulnerable to poverty. Given that the main activity is livestock rearing, any threat to livestock is a direct threat to economic livelihood of the people. During drought, families lose a lot of livestock either due to absence of pasture or indirectly as a result of inability to sustain long journeys with little food or water. As such families cannot afford to cater for indirect costs of education that are not taken care of by the free secondary education programme. Some of these costs include uniform, health, food and any other requirements that a pupil may need to concentrate in their learning fully. According to the study by Khalif (2008) this affects both boys and girls. Parents are however ready to sacrifice daughters and let boys continue with education.

Challenges in ASAL are not only limited to the physical and economic conditions. Njeru and Orodho (2003) further point out that some retrogressive, socio economic and cultural traditions, religious values and practices have greatly affected access and participation in secondary school education. A study by Saru (2006) revealed that some of the socio-cultural factors affecting performance in ASAL area: circumcision, early marriages, low opinion of women and a lack of priority in education. Several studies conducted in arid and semi-arid lands point to the fact that the boy child is favoured over the girl (Noor, 2003; Juma, 1994,). Many of these studies try to explain the factors affecting the girl-child education. In a study carried out by Noor (2003) on accessibility and retention of girls in secondary education in North Eastern Kenya, a variety of reasons are given that prevent girl education, pointing to the fact that girls are clearly disadvantaged. A study carried out by Juma (1994) identified cultural practices such as nomadic pastoralism, which is a way of life of ASAL communities, as a factor which influences girls' aspirations in school. In this practice, families move far away from settlement areas where schools are located in search of water and pasture for their livestock. When this

movement happens parents are forced to withdraw their children from schools. In her study, Noor (2003) found that girls are more affected than boys since girls cannot be entrusted with anybody and have to accompany their parents wherever they go.

Early marriages also affect access and retention in education in ASAL areas. Ombongi (2008) in his study carried out in Isiolo, one of the ASAL districts, found that early marriages influenced participation in education. Girls in standard 4 or between 12 and 14 years were withdrawn from school to be married off to wealthy men in the community in exchange for dowry. The study goes on to say that girls who remained in school were under constant pressure from their peers and community members including their own parents to drop out of school. Boys on the other hand are expected to marry and establish families almost immediately after circumcision. Upon circumcision the boys are given a herd of cattle so as to start accumulating wealth for the family they are about to establish. This practice has led to a low value being attached to education since in these community's economic empowerment supersedes academic achievement (Ombongi, 2008).

#### **2.4 Suggestions and Mitigation Measures for Addressing the Problems**

Gender-inclusive policies at the national and local levels are essential for addressing disparities. Policies should focus on eliminating gender-based discrimination, providing equal opportunities, and ensuring girls' access to education (UNESCO, 2018). Governments and educational authorities should continue to develop and implement policies that specifically target the challenges faced by the girl-child, promoting gender equity in education.

Empowering communities to actively participate in decisions related to education is crucial. Community engagement programs can address cultural barriers, change perceptions, and garner support for girls' education (Aikman & Unterhalter, 2005). Community-led initiatives, such as awareness campaigns and involvement in school governance, should be encouraged to foster a supportive environment for the education of girls.

Providing financial support, including scholarships and incentives, helps alleviate economic barriers. Cash transfer programs and scholarships specifically targeting girls can encourage enrolment and retention (Baird et al., 2011). Governments and NGOs should explore and expand financial support mechanisms to make secondary education more accessible for girls, addressing economic challenges. Investments in educational infrastructure, including the construction of safe and sanitary facilities, are critical. Adequate facilities contribute to a conducive learning environment, especially for girls (World Bank, 2018). Governments and stakeholders should prioritize the improvement of educational infrastructure, addressing issues

such as the shortage of classrooms and inadequate sanitary facilities.

Training teachers in gender-sensitive pedagogy and ensuring their support for girls' education is essential. Female teachers can serve as positive role models and mentors for girls (Lloyd & Blanc, 1996). Professional development programs for teachers should include components on gender sensitivity, with a focus on creating an inclusive and supportive learning environment for girls.

Menstrual hygiene management programs, along with health education, can address barriers related to reproductive health. These initiatives contribute to reducing absenteeism among girls (Hennegan et al., 2016). Integrating health education and menstrual hygiene management into school programs is crucial. Access to sanitary facilities and hygiene products should be prioritized.

Addressing gender-based violence within and around schools is crucial. Creating safe learning environments and implementing policies to prevent and respond to violence can contribute to increased attendance (UNESCO, 2014). Schools and communities should work together to create environments where girls feel safe, with mechanisms in place to report and address any incidents of gender-based violence.

Collaborative efforts involving governments, NGOs, and communities are vital. Partnerships can pool resources, share best practices, and implement comprehensive strategies to address the multifaceted challenges faced by the girl-child (Baird et al., 2011). Stakeholders at all levels should collaborate to develop and implement comprehensive strategies that address the various challenges faced by the girl-child in accessing and succeeding in secondary education.

Once an individual or group of people find themselves with social, economic and cultural challenges, they need to come up with responses to deal with these challenges. In the proposed study, responses to the mentioned challenges are referred to as coping mechanisms. Coping mechanisms lie within the framework of an individual's risk aversion or tolerance level (ILRI, 2000). ILRI (2000) further observes that, while some coping mechanisms may be brought into play by stress factors, others may be an intensification of an already in-built strategy. It is human nature to deal with any situation that is stressful or foreign. The students from arid areas have this in them and are able to come up with responses to challenges in academic life that they find themselves in. The students have in-built capabilities to go through their current situation. Among the most important interventions by government are grants in aid to secondary schools in ASALs. Others include the girl-child projects and boarding and mobile schools for nomadic girls. Interventions by NGOs include material support for construction of classrooms, bursaries, food, clothing, health care for the very poor, provision of learning

resources, and human resource development through training seminars and workshops. In spite of all the interventions, the examination data given earlier show that performance and participation have remained low for both boys and girls; the situation of girls is considerably worse, with large and increasing gender gaps in enrolments (FAWE, 2001).

The literature emphasizes the need for a multi-dimensional approach to address the problems of transition rate of the girl-child. This involves policy changes, community empowerment, financial support, improvements in infrastructure, teacher training, health-related interventions, and collaborative efforts. Implementing these recommendations collectively can contribute to creating an environment where the girl-child is empowered to transition successfully and perform well in secondary education. Ongoing research and evaluation are crucial to refining and adapting these strategies to specific contexts and challenges.

## **2.5 Gaps the Study Attempts to Address**

Many studies provide a global or regional overview, but there's a scarcity of localized research focusing on specific communities. Context-specific challenges faced by girls may not be fully understood without targeted studies (Lloyd & Blanc, 1996). The research aims to bridge this gap by providing a detailed examination of the challenges faced by the girl-child in a specific context, contributing valuable insights for targeted interventions.

Existing literature often provides a broad understanding of sociocultural factors influencing girls' education. However, a nuanced exploration of the intricate sociocultural dynamics in a specific community is often lacking (Aikman & Unterhalter, 2005). The study aims to delve deeply into the sociocultural context of the targeted community, identifying specific norms, expectations, and barriers that affect girls' transition in education.

Some studies primarily focus on the challenges during primary education, while others concentrate on secondary education. The transitional period between these phases often receives less attention, despite being a critical juncture (Lloyd, 2009). The research addresses this gap by specifically examining the transitional challenges faced by the girls, shedding light on factors influencing her progression to secondary education.

While studies acknowledge the impact of various factors on girls' academic performance, there is a need for a more comprehensive exploration of both external and internal elements affecting performance (UNESCO, 2018). The study seeks to provide a detailed analysis of the multifaceted factors influencing transition rate of girls, including both external systemic challenges and internal factors within the educational process.

Some studies tend to treat girls as a homogenous group, overlooking the intersectionality of challenges faced by girls from diverse backgrounds, such as those with disabilities or belonging to minority groups (Kabeer, 2005). The research aims to consider the intersectionality of challenges, acknowledging that the girl-child's experiences are shaped by various intersecting factors such as socio-economic status, ethnicity, and ability.

While literature recognizes the role of parents in influencing girls' education, there's a gap in understanding the specific perspectives, beliefs, and decisions of parents in the targeted community (Lloyd & Blanc, 1996). The research intends to explore parental perspectives comprehensively, shedding light on how parental attitudes, decisions, and support structures impact the girl-child's educational journey.

The literature often lacks an in-depth examination of existing local initiatives and community-led programs that might be positively impacting the girl-child's education (Aikman & Unterhalter, 2005). The studies aims to identify and evaluate local initiatives within the community, assessing their effectiveness and potential for replication or scaling.

The study attempts to address some aspects on factors that prohibit the girl-child from access, transition to public secondary schools from arid areas not fully covered in the studies discussed hitherto. The literature reviewed has shown that students from arid and semi-arid areas face challenges in the education process. Despite these challenges there are students who make the transition to secondary. A gap exists regarding girls who gain admission to secondary schools and yet they either don't report or drop out despite free secondary education.

The gaps identified in the literature underscore the need for a focused study that goes beyond generalizations and delves into the specific challenges faced by the girl-child in a targeted community. By addressing these gaps, the research contributes to a more nuanced understanding of the factors influencing the transition rate of girl-child in education, ultimately informing context-specific interventions and policies

## **2.6 Theoretical Framework**

The study is based on Maslow Theory of hierarchy of needs. Abraham Maslow (1994) theory of hierarchy of needs states that human needs operate in a hierarchy of different levels of needs, from basic physiological needs to high levels need of actualization. Maslow argues that there are certain minimum requirements that are essential to a standard of living. These are the physiological needs or primary needs. They include food, shelter, health, and clothing. Primary needs have to be catered for before other needs such as security, sense of belonging, love and self-actualization are catered for. This implies that parents may be preoccupied with the

satisfaction of physiological needs in expense of educational needs which fall in higher level. Rated in hierarchy order, socio-economic factors are at the base of the hierarchy of family needs. Thus if a family is poor the opportunity cost of schooling becomes too high and most parents may find it difficult to send their daughters to secondary schools. Hence low transition rate to secondary schools for girls who come from poor family backgrounds.

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

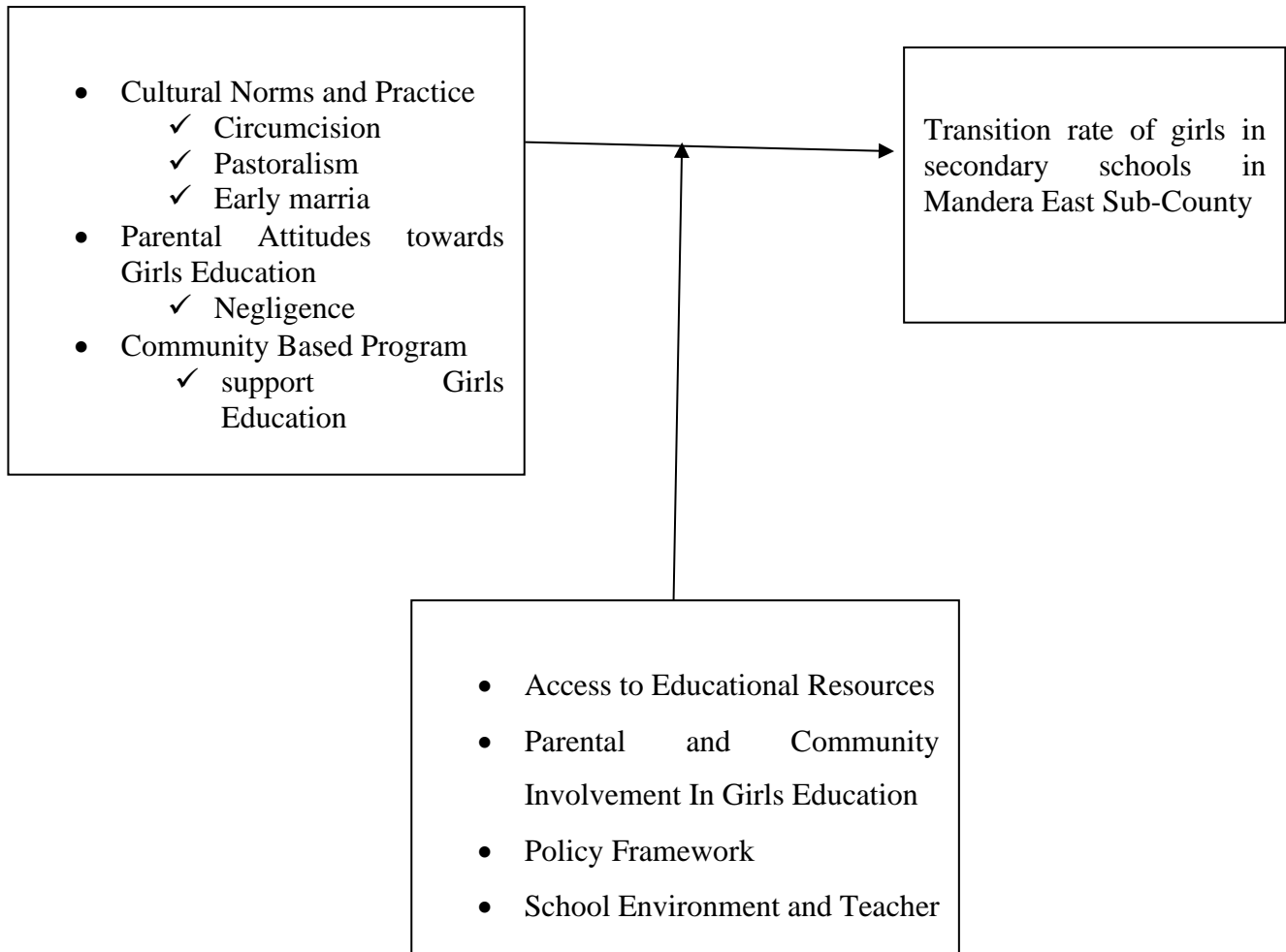
## **2.7 Conceptual Framework**

A conceptual framework helps to visualize the relationship between variables. The study adopts the conceptual model. Which encompasses the major variables and their influence on the transition rates of girls' in public secondary schools. It identifies the dependent variables in this case socio- cultural factors. It also identifies the independent variables as the rate of transition of girls in secondary schools and the intervening variables.

Access to secondary schools by girls despite free secondary education, remains a great challenge. This is as a result of barriers which includes; socio-cultural challenges. To overcome these challenges, mechanisms and strategies should be put in place which requires policies from the government and partnership with stakeholders such as parents, teachers and quality assurance officers. Girls students gain access to secondary schools by being beneficiaries of the free secondary education just like the boys. This selection means that both the students have equal opportunities as compared to their boy's counter parts.

These girls face socio-cultural challenges which leads to low transition rate. All these aspects pose challenges to the students and they are forced to deal with the situation that they find themselves in. The coping techniques they adopt will produce varying results. The whole experience will be too overwhelming and they will experience feelings of alienation and subsequently even drop out of school.

The figure below shows the Conceptual Framework of the study



**Figure 2.1: Conceptual Framework**

## 2.8 Summary of the Literature

The literature review for the research on factors affecting transition rate of girl-child in public secondary schools in Mandera-East Sub-County, Mandera County, Kenya, encompasses a thorough exploration of key themes and insights. The review began by establishing a global and African context for gender disparities in education, emphasizing the need for region-specific investigations. It highlighted the persistence of challenges faced by female students, setting the stage for a focused examination of Mandera-East Sub-County.

The socio-cultural factors influencing the girl-child's educational experience are scrutinized, including the impact of deeply ingrained cultural norms, early marriages, and societal

pressures. This section underscores the importance of cultural sensitivity in designing interventions that resonate with the local community. The economic dimension is explored next, elucidating how poverty and limited resources hinder educational opportunities for the girl-child, contributing to suboptimal learning environments and affecting academic performance.

The literature review also discussed policy interventions and best practices, offering insights from successful initiatives in similar contexts. It stresses the significance of analysing existing government policies to guide recommendations for improving the educational experiences of female students. Throughout the chapter, there is a consistent emphasis on the need for context-specific insights to inform targeted interventions and address the unique challenges faced by the girl-child in Mandera-East Sub-County.

In conclusion, the literature review synthesized a rich array of research to provide a nuanced understanding of the factors influencing the dismal transition and academic performance of the girl-child in Mandera-East. It served as a robust foundation for the proposed research, underlining the complexity of the challenges and the necessity of region-specific insights for effective interventions in this particular educational context.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter focused on the study design, study area, target population, sampling strategies, research instruments, data collection procedures and methods of data analysis.

#### **3.1 Research Design**

The effective exploration of the influence of socio-cultural factors on transition rate of girls in secondary schools in Mandera-East Sub-County necessitated a rigorous and well-structured research methodology. This section outlined the systematic approach that employed to gather, analysed, and interpreted data, ensuring a comprehensive understanding of the challenges faced by female students in their educational journey. The chosen methodology integrated both quantitative and qualitative methods to capture the complexity of factors influencing socio-cultural on transition rate of girls' in their academic experiences.

#### **3.2 Study Area**

This study was conducted in Mandera East Sub-County, Mandera County, Kenya. Mandera County is one of the Arid Counties of Kenya with an erratic mean annual rainfall of 255mm, mean temperatures of 24`c and Maximum of 42`c. According to the Kenyan Census 2009, the County has an estimated population of 1,025,756 persons. It shares border with the country of Ethiopia on the North, Somalia on the East and Wajir County of Kenya on the South. These areas have been selected because of convenience and accessibility for the study and the possibility of getting a good mixture of suburban and urban population. Secondly, there has been a lot of challenges about transition of girl child despite the free secondary education. This prompted the researcher to find out the root causes and how to deal with the situation. There is a serious trend of events like early marriages that continue to be a matter of concern. The fluctuating numbers in enrolment have triggered interest and thus caused curiosity for assessing in terms of factors affecting transition rate of girl-child in public secondary schools in Mandera East Sub-county, Kenya.

Arid lands are defined as places with deficient rainfall (Jafari et al., 2018). The dominant elements in these regions are scarcity and variability of rainfall. The low rainfall is usually insufficient for sustained agriculture, but can support pastoralist. This study dealt with the area that is 100 percent ASAL which is Mandera East Sub-County of Mandera County. Arid

and semi-arid areas cover about 80 percent of Kenya's land surface and have 25 percent of the country's population, which was about 10 million people (Mganga, 2022).

These vast areas occupying about 80 percent of the country's land have very harsh climate. They are hot and dry, with low and highly varied rainfall. This greatly varies in space and time (Mganga, 2022). These areas experience irregular but frequent droughts. They experience extremes of climatic conditions which greatly reduce crop production and hence lead to food shortage. This region faces socio-economic problems such as poverty. The widespread poverty is largely due to the under development of local resources. Pastoralist areas have the highest incidences of poverty and the least access to basic services (Diwakar & Shepherd, 2018). According to Diwakar and Shepherd (2018), these areas have an average of 65 percent poverty and characterized by very low access to basic services. The low access to services is partly due to the fact that many of the arid and semi-arid lands are vast and remote. This further pushes them into the periphery.

The research will encompass all public Girls secondary schools and Mixed Secondary Schools in Mandera-East Sub-County, Mandera County, Kenya, ensuring a comprehensive representation of the educational landscape.

### **3.3 Study Design**

A research design is a plan or blue print of how you intend to conduct the research (Haydam & Steenkamp, 2020). Best and Kahn (2003) is a plan or blue print according to which data is collected to investigate the research hypothesis or question in the most economical manner. This study adopted the descriptive survey design. This design is ideal for gathering information regarding people's behaviour, feelings and opinions about educational issues (Taherdoost, 2021).

### **3.4 Study Population**

The target population refers to all the members of real or hypothetical set of people, events or objects to which we wish to generalize the results of our research (Alabi, 2017; Pandey & Pandey, 2021). The total population for this study was 640 respondents which consists of 60 teachers, 400 students and 180 parents. This study was conducted in Mandera East Sub-County, Mandera County, Kenya. The target group also included teachers, parents and students. The accessible population was the form one to form four students from two Girls Public Secondary Schools and two Mixed public Secondary Schools in Mandera East Sub-County, Kenya.

### 3.5 Sampling Technique

A stratified random sampling technique was applied to select schools based on their location and size, providing a diversified sample. Additionally, purposeful sampling was employed to select female students, taking into consideration factors such as school environmental factors, socio-economic backgrounds, and cultural diversity.

Gay (1992) suggests that at least 10% of the population is a good representation where the population is large and 20% where the population is small. He observed that a researcher selects the sample due to various limitations that may not allow researching the whole population drawn.

**Table 3.1: Sample Size**

<b>Respondents</b>	<b>Target population</b>	<b>Sample size</b>	<b>% of Sampling</b>
Teachers	60	9	15
Students	400	60	15
Parents	180	27	15
<b>TOTAL</b>	<b>640</b>	<b>96</b>	<b>15</b>

### 3.6 Research Instruments

Research instruments are tools used developed with an aim of enabling the researcher collect intended data from the field (Moyo, 2017). It is also possible to get more information using probing questions (Orodho, 2005). Questionnaires developed suited the purpose of this study based on research questions. In this study the following guiding topics were used for formulation of questions: enrolment, accessibility and the affordability of the schools. The questionnaires also focused on the attitudes of students towards secondary education and transitioning in these secondary schools. Other variables included the knowledge, perception of the girls, teachers and parents towards girls' education. Finally, questionnaire determined the Challenges and obstacles (social, economic, institutional barriers) in accessing secondary education. The questionnaires as well focused on the factors that prohibit transition of the girls and local people's suggestions and mitigation measures for addressing these problems.

### **3.6.1 Piloting**

Piloting was done using test-retest method after writing the questionnaires and before starting the actual data collection. Two schools were selected through stratified random sampling procedure. The two strata included one girl's school and one mixed school. A total of 10 form four girls, 2 form four class teachers, 2 parents were used for piloting. Pre-testing was done to enable the researcher modify, restructure and eliminate any ambiguous items. The instruments were pre-tested in two schools in Mandera County. Piloting was done with the sole purpose of detecting any weakness and find out if the questionnaires were clear to the respondents. Problems and any unclear questions that arose during the pre-testing were sorted out by reframing the questions. This helped the researcher establish the validity and the reliability of research instrument.

### **3.6.2 Validity of Instrument**

According to Zamanzadeh et al. (2015), validity refers to the extent to which an instrument measures what is supposed to measure. The instrument was evaluated for content validity that is the extent to which the questionnaire contents included the use of appropriate vocabulary, sentence structure and whether the questions are suitable for the intended respondents. According to Fernández-Gómez et al. (2020), content validity is done by expert judgment. The instrument was scrutinized by my supervisors and lecturers in the department to determine whether the items in the instruments adequately address the objectives of the study.

### **3.6.3 Reliability**

Reliability is a measure of the degree to which a research instrument yields consistent results (Mohamad et al., 2015). Reliability in research is influenced by random error, which is the deviation from a true measurement, after the pilot study, the respondent's questionnaire was tested using split-half technique. Split-half method is a type of reliability based on the coefficient of internal consistency of questionnaire as a research instrument. It divides the instrument into two halves in terms of even and odd numbers after it has been administered. Each half is scored independently of the other with items of the two halves matched on content and difficulty, if test is reliable, the score on the two halves have a high positive association coefficient (Kopp et al., 2021; Tiede, 2019). This procedure is preferred because of its ability to measure internal consistency of the instrument being tested.

The researcher used test-retest method to assess the reliability of data. This involved administering same instruments twice to the same group of subjects. There is usually time lapse between the first testing period and the second testing period. Then correlation coefficient is obtained to ascertain the co-efficient of reliability or stability. If the co-efficient is high, the instrument is said to yield data that has high test-retest reliability and vice versa (Balasubramanian et al., 2023). The co-efficient of internal consistency was established at 0.86. The 0.86 point indicate a high degree of reliability of the instrument.

### **3.7 Data Collection Procedure**

The researcher obtained an introductory letter from Lukenya University and a research authorization letter from The National Commission for Science Technology and Innovation (NACOSTI). The Researcher also submitted copies of the research certifications to Mandera East Sub-County Education Director and Sub-County Director Teachers' Service Commission (TSC), to acquire the obligatory authorization to enable to proceed with the study. The researcher then sought appointments with the secondary schools principals to administer the questionnaires and to conduct discussions. For out of school, it was administered through snowballing where the researcher interviewed specific girls who dropped out of school and for what reasons, in their homes and market places in Mandera East Sub-County, Mandera County, Kenya and each interview took between 20 to 25 minutes.

### **3.8 Data Analysis**

Analysing trends and identifying factors that influence transition rates, such as socio-cultural factors. Data collected was subjected to qualitative and quantitative analysis where qualitative data comprised answers to open-ended questions. Coding was used to prepare quantitative data for analysis. Quantitative data comprised the close-ended questions and categorized data.

Quantitative data was analysed by coding the data using SPSS (statistical package for social scientist) software and generate descriptive statistics such as percentages and frequency tables where applicable. This enabled data to be presented in an organised and meaningful fashion, and data can be simplified so that the general trend can be seen while Qualitative data was analysed thematically. This qualitative method was chosen because the data were categorized according to themes and objectives in relation to the opinion, views and perception of the respondents. This method is also faster when applied in analysing

transcripts of oral interviews and interview schedules as well as questionnaires which were the major instruments in data collections for the study.

### **3.9 Ethical Considerations**

The ethical integrity of this research is of utmost importance. Informed consent was obtained from all participants, and measures taken to ensure confidentiality and anonymity. The research adhered to ethical guidelines and seek approval from relevant institutional review boards. The research methodology outlined in this section is designed to systematically assess the factors contributing to transition of the girl-child in public secondary schools in Mandera-East Sub-County. By employing a mixed-methods approach, the study aimed to uncover the complexities of the educational landscape, facilitating the development of targeted interventions and policy recommendations to enhance the educational experiences of female students in this specific context.

## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION OF RESULTS

#### 4.0 Introduction

This chapter provided an analysis and discussion of the respondents' responses. Descriptive analysis technique was utilized which involved the use of descriptive statistics and tabulations. Descriptive statistics used included frequencies and percentages. The tabulations were frequency tables and the associated percentages. The chapter investigated the current transition rate of girls in secondary schools in Mandera East Sub-County; identifies the socio-cultural factors influencing the transition rate of girls in secondary schools in Mandera East Sub-County; finds out the effect of family support and parental attitudes on girls' transition to secondary education in Mandera East Sub-County; and identifies the key challenges that prevent girls' from accessing secondary education despite free secondary education and remedies in Mandera East-Sub-County.

#### 4.1 Questionnaire Return Rate

Table 4.1 presents the sampled respondents' questionnaire return rate. Questionnaire return rate according to Mugenda and Mugenda (2003) a 50% response rate is adequate, and a response rate greater than 70% is very good.

**Table 4.1: Response Rate of the Sampled Respondents**

Category	Targeted sample	Response rate	
	(n)	f	%
Teachers	9	7	77.78
Students	60	50	83.33
Parents	27	23	85.19
<b>Total</b>	<b>96</b>	<b>80</b>	<b>83.33</b>

The study aimed to reach 9 teachers, 60 students, and 27 parents and received responses from 7 teachers, 50 students, and 23 parents. This indicates a return rate of 77.78% for the teachers, 83.33 % for the students, and 85.19% for the parents. The researcher considered a response rate of 83.33% sufficient to proceed with data analysis.

#### 4.2 The Current Transition Rate of Girls in Secondary Schools

Table 4.2 presents the current transition rate of girls in secondary schools in Mandera East Sub-County.

**Table 4.2: The Current Transition Rate of Girls' In Secondary Schools**

<b>Year</b>	<b>Category</b>	<b>Mean Enrolment</b>	<b>Mean Dropout</b>	<b>Transition rate</b>
2021	Form 1	41		
2022	Form 2	35	6	85.37
2023	Form 3	32	3	91.43
2024	Form 4	30	2	93.75
	<b>Total</b>	<b>34.5</b>	<b>3.67</b>	<b>90.18</b>

**Source: Researcher, 2024**

The findings in Table 4.2 indicate that the mean enrolment of female students in Form One in 2021 was 41 in the schools visited. However, in 2022, the number of female students who transitioned to Form two was 35, indicating that six of the female students dropped out before joining Form two. This translates to a transition rate of 85.37 percent. In 2023, the number of female students who joined form three were 32, further implying that three female students dropped out in form two before joining form three. This translates to a transition rate of 91.43 percent. In 2024, the number of female students who joined form four were 30, indicating that two female students dropped out in form three before joining form four. This translates to a transition rate of 93.75 percent. The analysis further shows that the average enrolment for the female students was 35 with a mean transition rate of 90.18 percent in Mandera East Sub-County.

### **4.3 Socio-Cultural Factors Influencing the Transition Rate of Girls' in Secondary Schools**

Table 4.3 presents the socio-cultural factors influencing the transition rate of girls' in secondary schools in Mandera East Sub-County.

**Table 4.3: Socio-Cultural Factors Influencing the Transition Rate of Girls' in Secondary Schools**

		SD	D	N	A	SA	
<b>a</b>	<b>Early marriage</b>						
i.	Girl child transition into secondary school is influenced by the belief that girls will not get husbands after education.	<i>f</i> (%)	28 35.00	19 23.75	10 12.50	13 16.25	10 12.50
ii.	Girl child transition into secondary school is affected by the belief that girls should get married immediately after attaining the age of puberty	<i>f</i> (%)	5 6.25	2 2.50	6 7.50	38 47.50	29 36.25
iii.	Girls should marry early to avoid unwanted pregnancies	<i>f</i> (%)	16 20.00	6 7.50	13 16.25	35 43.75	10 12.50
iv.	Educating girls is a waste of resources since their husbands will provide for them	<i>f</i> (%)	10 12.50	13 16.25	10 12.50	19 23.75	28 35.00
<b>b.</b>	<b>Female Genital Mutilation</b>						
v.	Girl child transition to secondary school is influenced by the belief that girls must undergo female genital mutilation	<i>f</i> (%)	19 23.75	10 12.50	8 10.00	33 41.25	10 12.50
vi.	Girl child transition into secondary school is influenced by belief that girls who have undergone female genital mutilation should not continue with schooling.	<i>f</i> (%)	14 17.50	7 8.75	6 7.50	38 47.50	15 18.75
vii.	Girl child transition into secondary school is affected by belief that after female genital mutilation a girl is ready for marriage.	<i>f</i> (%)	12 15.00	8 10.00	5 6.25	37 46.25	18 22.50
viii.	Girls who have not undergone FGM cannot get husbands	<i>f</i> (%)	14 17.50	6 7.50	5 6.25	40 50.00	15 18.75
<b>c.</b>	<b>Boy child preference</b>						
ix.	Girl child transition into secondary school is influenced by the belief that the boy child should be given priority in education	<i>f</i> (%)	18 22.50	22 27.50	14 17.50	21 26.25	5 6.25
x.	Girl child transition into secondary school is influenced by the belief that the boy child will benefit the biological parents after education	<i>f</i> (%)	16 20.00	38 47.50	10 12.50	11 13.75	5 6.25
xi.	Girl child transition into secondary school is influenced by the belief that educating a girl child is a waste of resources.	<i>f</i> (%)	10 12.50	51 63.75	2 2.50	15 18.75	2 2.50
xii.	Girl child transition into secondary school is influenced by the belief that the girl child will not benefit	<i>f</i> (%)	34 42.50	13 16.25	3 3.75	22 27.50	8 10.00

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the biological parents after  
education

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**Source: Researcher, 2024**

The results in Table 4.3 on the perception that girl child transition into secondary school is influenced by the belief that girls will not get husbands after education indicates that 10 (12.50%) of the respondents strongly agreed, 13 (16.25%) agreed, 10 (12.50%) were neutral, 19 (23.75%) disagreed and 28 (35.00%) strongly disagreed. On the perception that a girl child transition into secondary school is affected by the belief that girls should get married immediately after attaining the age of puberty, 29 (36.25%) of the respondents strongly agreed, 38 (47.50%) agreed, 6 (7.50%) were neutral, 2 (2.50%) disagreed, while 5 (6.25%) strongly disagreed. Furthermore, concerning the perception that girls should get married early to avoid unwanted pregnancies, 10 (12.50%) of the respondents strongly agreed, 35 (43.75%) agreed, 13 (16.25%) were neutral, 6 (7.50%) disagreed, and 16 (20.00%) strongly disagreed.

The researcher wanted to find out from the respondents whether the perception that educating girls is a waste of resources since future husbands will provide for them. The responses were as follows: 28 (35.00%) of the respondents strongly agreed, 19 (23.75%) agreed, 10 (12.50%) of the respondents were neutral, 13 (16.25%) disagreed while 10 (12.50%) strongly disagreed. In Table 4.3, it was found that early marriages affect the transition rate of girls to secondary school in Mandera East Sub-County as affirmed by 55.00% of the respondents. This shows that more than one half of the people in Mandera East Sub-County believe that early marriages is a factor which influenced the rate at which girl's transition to Secondary school.

From the findings in Table 4.3 concerning the belief girl child transition to secondary school is influenced by the belief that girls must undergo female genital mutilation, 10 (12.50%) of the respondents strongly agreed, 33 (41.25%) agreed, 8 (10.00%) were neutral, 10 (12.50%) disagreed and 19 (23.75%) strongly disagreed. On the issue of whether a girl child's transition into secondary school is influenced by the belief that girls who have undergone female genital mutilation should not continue with schooling, 15 (18.75%) of the respondents strongly agreed, 38 (47.50%) agreed, 6 (7.50%) were neutral, 7 (8.75%) disagreed, and 14 (17.50%) of the respondents strongly disagreed. Regarding the belief that a girl child's transition into secondary school is affected by the belief that after female

genital mutilation a girl is ready for marriage, 18 (22.50%) of the respondents strongly agreed, 37 (46.25%) agreed, 5 (6.25%) were neutral, 8 (10.00%) disagreed and 12 (15.00%) strongly disagreed.

On the belief that girls who have not undergone FGM cannot get husbands, 15 (18.75%) of the respondents strongly agreed, 40 (50.00%) agreed, 5 (6.25%) were neutral, 6 (7.50%) disagreed and 14 (17.50%) strongly disagreed. Seven out of nine primary teachers agreed with the respondents that after FGM, a girl is ready for marriage. The information in Table 4.3 shows that 22.50% of the sampled members who took part in the study said Female Genital Mutilation was not a factor influencing the transition rate of girls in secondary schools. However, those who said that female genital mutilation was one of the factors influencing the transition rate of girls in secondary schools were 58.75%.

The results in Table 4.3 show that 5 (6.25%) of the respondents strongly agreed, 21 (26.25%) agreed, 14 (17.50%) were neutral, 22 (27.50%) disagreed while 18 (22.50%) strongly disagreed with the view that girl child transition into secondary school is influenced by the belief that the boy child should be given priority in education. In reference to the perception that girl child transition into secondary school is influenced by the belief that the boy child will benefit the biological parents after education, the findings indicate that 5 (6.25%) of the respondents strongly agreed, 11 (13.75%) agreed, 10 (12.50%) were neutral, 38 (47.50%) disagreed and 16 (20.00%) strongly disagreed. On the perception that a girl child's transition into secondary school is influenced by the belief that educating a girl child is a waste of resources, 2 (2.50%) of the respondents strongly agreed, 15 (18.75%) agreed, 2 (2.50%) were neutral, 51 (63.75%) disagreed while 10 (12.50%) of the respondents strongly disagreed. Regarding the perception that a girl child's transition into secondary school is influenced by the belief that the girl child will not benefit the biological parents after education, the results show that 8 (10.00%) of the respondents strongly agreed, 22 (27.50%) agreed, 3 (3.75%) were neutral, 13 (16.25%) disagreed and 34 (42.50%) strongly disagreed.

Seven out of nine teachers supported the respondents' view that girls benefit the in-laws after getting married yet the biological parents are the ones who educated them. One of them said, *“You cannot waste money paying school fees for a girl because after getting employment, her salary will go to her husband and parents-in-law”*. This suggests that

some girl child drop out as well as their parents and society do not consider the quality of life of girls after marriage. Further aggregation of the data in Table 4.3 reveals that there was 23.75% of the total sample members who said that boy child preference affected the girl's transition rate to secondary school in Mandera East Sub-County. On the other side, those who said that boy child preference was not a hindrance to the girls' transition rate to secondary school was 58.75% of the total sample.

The current research findings are in line with those established by Koskei and Koech (2018) who highlighted that the prevalence of early marriages and societal pressures contribute to the dropout rates of the girl-child in secondary schools. In particular, Koskei and Koech (2018) observed that cultural practices promoting early marriages disrupt the educational trajectory of female students.

#### 4.4 Effect of Family Support and Parental Attitudes on Girls' Transition to Secondary Schools

Table 4.4 presents the effect of family support and parental attitudes on girls' transition to secondary schools.

**Table 4.4: Effect of Family Support and Parental Attitudes on Girls' Transition to Secondary Schools**

		SD	D	N	A	SA
i.	The parent's level of education influence girl's transition to secondary education	<i>f</i> 4 (%) 5.00	12 15.00	4 5.00	25 31.00	35 44.00
ii.	Boy child is given more priority to transit to secondary education unlike girl child	<i>f</i> 37 (%) 46.00	38 48.00	0 0.00	3 4.00	2 2.00
iii.	Parent guide their daughter more often on regard to education	<i>f</i> 6 (%) 7.50	10 12.50	3 3.75	28 35.00	33 41.25
iv.	Parent attitude influence girl's transition to secondary education	<i>f</i> 3 (%) 3.75	11 13.75	5 6.25	24 30.00	37 46.25

**Source: Researcher, 2024**

The findings in Table 4.4 indicate that 35 (44.00%) strongly agreed that the parent's level of education influenced girl's transition to secondary education, 25 (31.00%) of the respondents agreed, 12 (15.00%) of the respondents disagreed and 4 (5.00%) of the respondents strongly disagreed while 4 (5.00%) of the respondents neither agreed nor disagreed. Thus majority (75.00%) of the respondents acknowledged that the parent's level of education influenced girl's transition to secondary education. On the second statement 37 (46.00%) of the respondents strongly disagreed that boy child is given more priority to transit to education unlike a girl child, 38 (48.00%) of the respondents disagreed, 3 (4.00%) agreed and 2 (2.00%) strongly agreed. This shows that majority (94.00%) of the respondents negated that a boy child is given more priority to transit to education unlike a girl child.

On the third statement 33 (41.25%) strongly agreed that parents guide their daughters more often concerning education, 28 (35.00%) of the respondents agreed, while 6 (7.50%) strongly disagreed, 10 (12.50%) disagreed, and 3 (3.75%) of the respondents were of diverse opinion. Hence majority (76.25%) of the respondents recognized that parents guide their daughters more often concerning education. On the fourth statement 37 (46.25%) of the respondents strongly agreed that parent attitude influence girl's transition to secondary education, 24 (30.00%) agreed, 11 (13.75%) of the respondents disagreed, 3 (3.75%) strongly disagreed and 5 (6.25%) of the respondents were of different opinion. This implies that majority (76.25%) of the respondents recognized that parent attitude influence girl's transition to secondary education.

The parents were asked to indicate whether the parental role is crucial in girl's transition to secondary education. One parent indicated that *“parental role as far as girl's transition to secondary education is concerned, plays a pivotal role in encouraging and motivating their girl children to continue with their education”*. Another parent added that, *“the parental roles they play toward the education of their girl child will depend on their level of education”*.

#### **4.5 Key Challenges That Prevent Girls' From Accessing Secondary Education Despite Free Secondary Education and Remedies**

Table 4.5 presents the key challenges that prevent girls' from accessing secondary education despite free secondary education and remedies.

**Table 4.5: Key Challenges That Prevent Girls' From Accessing Secondary Education Despite Free Secondary Education and Remedies**

			<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
i.	Early Marriage	<i>f</i>	29	38	5	2	6
		(%)	36.25	47.50	6.25	2.50	7.50
ii.	Female Genital Mutilation (FGM)	<i>f</i>	19	10	8	34	9
		(%)	23.75	12.50	10.00	42.50	11.25
iii.	Nomadic lifestyle	<i>f</i>	12	8	4	17	39
		(%)	15.00	10.00	5.00	21.25	48.75
iv.	Male preference in the family	<i>f</i>	37	38	0	3	2
		(%)	46.25	47.50	0.00	3.75	2.50
v.	Parents level of education	<i>f</i>	12	8	4	17	39
		(%)	15.00	10.00	5.00	21.25	48.75
vi.	Poverty	<i>f</i>	8	10	3	18	41
		(%)	10.00	12.50	3.75	22.50	51.25
vii.	Distance from home to school	<i>f</i>	13	11	4	15	37
		(%)	16.25	13.75	5.00	18.75	46.25
viii.	Harsh climatic conditions	<i>f</i>	9	10	5	16	40
		(%)	11.25	12.50	6.25	20.00	50.00

**Source: Researcher, 2024**

The results in Table 4.5 showed that 6 (7.50%) strongly agreed that early marriage is a key challenge that prevent girls' from accessing secondary education despite free secondary education, 2 (2.50%) of the respondents agreed, 38 (47.50%) of the respondents disagreed and 29 (36.25%) of the respondents strongly disagreed while 5 (6.25%) of the respondents neither agreed nor disagreed. Hence, majority (83.75%) of the respondent's negated the idea that early marriage is a key challenge that prevent girls' from accessing secondary education despite free secondary education. In addition, 9 (11.25%) strongly agreed that FGM is a key challenge that prevent girls' from accessing secondary education despite free secondary education, 34 (42.50%) of the respondents agreed, 10 (12.50%) of the respondents disagreed and 19 (23.75%) of the respondents strongly disagreed while 8 (10.00%) of the respondents were neutral. Thus more than one half (53.75%) of the respondents accepted that FGM is a key challenge that prevent girls' from accessing secondary education despite free secondary education.

Moreover, 39 (48.75%) strongly agreed that nomadic lifestyle is a key challenge that prevents girls' from accessing secondary education despite free secondary education, 17 (21.25%) of the respondents agreed, 8 (10.00%) of the respondents disagreed and 12 (15.00%) of the respondents strongly disagreed while 4 (5.00%) of the respondents were neutral. This shows that most (70.00%) of the respondents believed that nomadic lifestyle is a key challenge preventing girls from accessing secondary education despite free secondary education. Table 4.5 further shows that 2 (2.50%) strongly agreed that male preference in the family is a key challenge that prevents girls' from accessing secondary education despite free secondary education, 3 (3.75%) of the respondents agreed, while 38 (47.50%) of the respondents disagreed and 37 (46.25%) of the respondents strongly disagreed. Hence majority (93.75%) of the respondents negated that male preference in the family is a key challenge that prevent girls' from accessing secondary education despite free secondary education.

Furthermore, Table 4.5, shows that 39 (48.75%) strongly agreed that parents level of education is a key challenge that prevent girls' from accessing secondary education despite free secondary education, 17 (21.25%) of the respondents agreed, 8 (10.00%) of the respondents disagreed and 12 (15.00%) of the respondents strongly disagreed while 4 (5.00%) of the respondents were neutral. Thus majority (70.00%) of the respondents held that parents level of education is a key challenge that prevent girls' from accessing secondary education despite free secondary education. Moreover, 41 (51.25%) strongly agreed that poverty is a key challenge that prevent girls' from accessing secondary education despite free secondary education, 18 (22.50%) of the respondents agreed, 8 (10.00%) of the respondents disagreed and 10 (12.50%) of the respondents strongly disagreed while 3 (3.75%) of the respondents were neutral. This shows that majority (73.75%) of the respondents acknowledged that poverty is a key challenge that prevent girls' from accessing secondary education despite free secondary education.

Furthermore, 37 (46.25%) strongly agreed that distance from home to school is a key challenge that prevent girls' from accessing secondary education despite free secondary education, 15 (18.75%) of the respondents agreed, 11 (13.75%) of the respondents disagreed and 13 (16.25%) of the respondents strongly disagreed while 4 (5.00%) of the respondents were neutral. Thus majority (65.00%) of the respondents believed that distance

from home to school is a key challenge that prevent girls' from accessing secondary education despite free secondary education. Moreover, 40 (50.00%) strongly agreed that harsh climatic conditions is a key challenge that prevent girls' from accessing secondary education despite free secondary education, 16 (20.00%) of the respondents agreed, 10 (12.50%) of the respondents disagreed and 9 (11.25%) of the respondents strongly disagreed while 5 (6.25%) of the respondents were neutral. Hence majority (70.00%) of the respondents recognised that harsh climatic conditions is a key challenge that prevent girls' from accessing secondary education despite free secondary education.

The study findings conform to those established in a study carried out by Khalif (2008) who looked at the effects the arid nature has on education. The author deduced that the drought situation reduces the economic capacity of the families rendering the community vulnerable to poverty.

## **CHAPTER FIVE**

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

#### **5.0 Introduction**

Chapter five presents the summary of the study findings, the conclusions therein and the resultant recommendations. In addition, the areas for further research are provided. The purpose of this study was to find out factors affecting the transition rate of girls in secondary schools in Mandera East Sub-county, Kenya. Four specific research objectives guided the study. The objectives sought to determine the current transition rate of girls in secondary schools in Mandera East Sub-County; identify the socio-cultural factors influencing the transition rate of girls in secondary schools in Mandera East Sub-County; find out the effect of family support and parental attitudes on girls' transition to secondary education in Mandera East Sub-County; and identify the key challenges that prevent girls from accessing secondary education despite free secondary education and remedies in Mandera East-Sub-County. The sample for the study was a descriptive analysis technique, which involved the use of descriptive statistics and tabulations. Descriptive statistics used included frequencies and percentages. The tabulations were frequency tables and the accompanying percentages.

#### **5.1 Summary of Study Findings**

##### **5.1.1 The Current Transition Rate of Girls' In Secondary Schools**

The transition rate from Form One to Form two was 85.37 percent, the transition rate from Form two to Form three was 91.43 percent while the transition rate from Form three to Form four was 93.75 percent, with an average transition rate of 90.18 percent for the female students in Mandera East Sub-County.

##### **5.1.2 Socio-Cultural Factors Influencing the Transition Rate of Girls' in Secondary Schools**

Early marriages affect the transition rate of girls to secondary school in Mandera East Sub-County as affirmed by more than one half (55.00%) of the respondents. Female genital mutilation was one of the factors influencing the transition rate of girls in secondary schools as par 58.75% of the respondents. The boy child preference was not a hindrance to the girls' transition rate to secondary school based on 58.75% of the total sampled respondents in Mandera East Sub-County.

### **5.1.3 Effect of Family Support and Parental Attitudes on Girls' Transition to Secondary Schools**

Majority (75.00%) of the respondents acknowledged that the parent's level of education influenced girl's transition to secondary education. Majority (94.00%) of the respondents negated that a boy child is given more priority to transit to education unlike a girl child. Majority (76.25%) of the respondents recognized that parents guide their daughters more often concerning education. Majority (76.25%) of the respondents recognized that parent attitude influence girl's transition to secondary education.

### **5.1.4 Key Challenges That Prevent Girls' From Accessing Secondary Education Despite Free Secondary Education and Remedies**

Majority (83.75%) of the respondent's negated the idea that early marriage is a key challenge that prevent girls' from accessing secondary education despite free secondary education. More than one half (53.75%) of the respondents accepted that FGM is a key challenge that prevent girls' from accessing secondary education despite free secondary education. Most (70.00%) of the respondents believed that nomadic lifestyle is a key challenge preventing girls from accessing secondary education despite free secondary education. Majority (93.75%) of the respondents negated that male preference in the family is a key challenge that prevents girls' from accessing secondary education despite free secondary education. Majority (70.00%) of the respondents held that parents' level of education is a key challenge that prevents girls' from accessing secondary education despite free secondary education. Majority (73.75%) of the respondents acknowledged that poverty is a key challenge that prevents girls from accessing secondary education despite free secondary education. Majority (65.00%) of the respondents believed that distance from home to school is a key challenge that prevent girls from accessing secondary education despite free secondary education. Majority (70.00%) of the respondents recognised that harsh climatic conditions is a key challenge that prevents girls' from accessing secondary education despite free secondary education.

## **5.2 Conclusions**

The conclusions which emanate from the established study findings are as follows;

### **5.2.1 The Current Transition Rate of Girls' In Secondary Schools**

The current transition rate of the female students in Mandera East Sub-County has been increasing from Form One to Form four averaging to a transition rate of 90.18 percent.

### **5.2.2 Socio-Cultural Factors Influencing the Transition Rate of Girls' in Secondary Schools**

Early marriages and female genital mutilation are factors which influenced the transition rate of girls to secondary school in Mandera East Sub-County, the issue of boy child preference was not a hindrance to the girls' transition rate to secondary school in Mandera East Sub-County.

### **5.2.3 Effect of Family Support and Parental Attitudes on Girls' Transition to Secondary Schools**

The parent's level of education; parents guide their daughters more often concerning education; and parent attitude influences girls' transition to secondary education, although a boy child being given more priority to transit to education unlike a girl child did not influence girl's transition to secondary education.

### **5.2.4 Key Challenges That Prevent Girls' From Accessing Secondary Education Despite Free Secondary Education and Remedies**

The key challenges that prevent girls from accessing secondary education despite free secondary education in Mandera East Sub-County are FGM, nomadic lifestyle, parent's level of education, poverty, distance from home to school, and harsh climatic conditions. However, early marriage and male preference in the family are not key challenges that prevent girls from accessing secondary education despite free secondary education.

## **5.3 Recommendations**

Based on the findings of the study, the following recommendations were made;

- i. The local administration should monitor the transition of girls to secondary school and report any cases of girls being married off, so that appropriate action can be taken against the parents responsible.
- ii. Since Female Genital Mutilation has been outlawed in Kenya, parents or guardians found practicing this harmful tradition on their daughters should be prosecuted, since

the FGM Act is a federal act and criminalizes all forms of FGM, regardless of the age or status of a girl or woman (Republic of Kenya, 2018).

- iii. The government should ensure the implementation of the Education for All policy by holding local administration accountable if girls are not enrolled in school due to parents' preference for their male children.
- iv. The government and NGOs should conduct civic education to help both girls and parents understand the importance of education. Efforts should be made to re-enroll girls who drop out due to early pregnancies. This will help parents and guardians understand that education is a human right, and that all children are equal and have the right to education.

#### **5.4 Suggestions for Further Research**

The study suggests the following as areas for further research;

- a) The study focused on public secondary school in Mandera East Sub-County, therefore there is need for similar study to be done focusing on private secondary school.
- b) The study was done in Mandera East Sub-County which is semi-arid, therefore there is need for similar study to be done in a different county to find the similarities as well as differences.

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## APPENDICES

### APPENDIX I: INTRODUCTORY LETTER

Date.....

To.....

Greetings, Sir/Madam,

#### **RE: DATA COLLECTION FOR RESEARCH**

Dear respondent

I am a Lukenya University student enrolled for a masters of education (administration and planning) course. The topic of my current research is "INFLUENCE OF SOCIO-CULTURAL FACTORS ON TRANSITION RATE OF GIRLS IN SECONDARY SCHOOLS IN MANDERA EAST SUB-COUNTY KENYA." As my research area, I have chosen Mandera East Sub-County. I want to reassure you that the study will only use your responses for those purposes. I also want to let you know that I will keep all information from responses private.

So, this letter serves as my self-introduction. In this regard, I sincerely ask you to answer the questions in the questionnaire honestly. Please carefully read the questions before selecting the appropriate response. Additionally, fill in any needed spaces with succinct responses.

I appreciate your cooperation and participation in advance.

Johora Mohamed Abdi

REG. NO. MED/01/5238-SBA/2023

Lukenya University.

School of Education and Social Sciences.

**APPENDIX II: CONSENT FORM**

**Influence of Socio-Cultural Factors on Transition Rate of Girls In Secondary Schools In Mandera East Sub-County Kenya**

Supervisor’s Name:

Student Name: Johora Mohamed Abdi

Lukenya University

Contact Number:\_\_\_\_\_ E-mail:

Please consider taking part in a study on the Influence of Socio-Cultural Factors on Transition Rate of Girls in Secondary Schools in Mandera East Sub-County Kenya

What's being looked at: The study will look at effect of education technology on the performance of public secondary schools.

What is expected of you is that you must fill out a questionnaire. To finish the quiz, allot yourself about 15 minutes.

Benefits and dangers: Participating in this study carries no additional risks beyond those connected with daily life.

No registration is necessary; Participants in the study are not compelled to participate. If you choose not to participate in the study at any point, there are no repercussions. Participating in this study does not constitute a violation of any of your constitutional rights.

Your responses will be kept private, and the research's data will also be kept secret. Your personal information or any other information that could be used to identify you won't be included in any publication of this research that is made accessible to the public.

Use the supplied email or phone number to contact the researcher if you have any inquiries or would like a copy of the study results or an explanation of them. A duplicate of this form will be sent to you for your records. Inform the Institutional Research Board at Lukenya University if you feel you have received unethical or unfair treatment.

I have thoroughly read the information above and have received any clarifications I might have need. I agree to participate in a study voluntarily.

.....

.....

Participant’s Signature

Date

### APPENDIX III: QUESTIONNAIRE FOR TEACHERS

#### Section 1: Personal Information (For Teachers)

Kindly mark the boxes next to the applicable questions

1. What gender are you in?

Male ( )

Female ( )

2. In what age range do you fall?

20-29 years ( )

30-39 years ( )

40-49 years ( )

50-59 years ( )

3. What is your Educational Qualifications?

Diploma ( )

Degree ( )

Masters ( )

Doctorate ( )

4. How many years of Teaching Experience do you have?

0-5 years ( )

6-10 years ( )

11-15 years ( )

16-20 years ( )

21 and above years ( )

#### Section 2: socio-cultural factors influencing the transition rate of girls' in secondary schools

5. To what extent do you agree with the statement on the socio-cultural factors influencing the transition rate of girls' in secondary schools?

Strongly Agree (SA) Agree (A) Neutral (N) Disagree (D) Strongly Disagree (SD)

		SD	D	N	A	SA
		1	2	3	4	5
<b>a</b>	<b>Early marriage</b>					
i.	Girl child transition into secondary school is influenced by the belief that girls will not get husbands after education.					

ii.	Girl child transition into secondary school is affected by the belief that girls should get married immediately after attaining age of puberty					
iii.	Girl should marry early to avoid unwanted pregnancies					
iv.	Educating girls is a waste of resources since their husbands will provide for them					
<b>b.</b>	<b>Female Genital Mutilation</b>					
v.	Girl child transition to secondary school is influenced by the belief that girls must undergo female genital mutilation					
vi.	Girl child transition into secondary school is influenced by belief that girls who have undergone female genital mutilation should not continue with schooling.					
vii.	Girl child transition into secondary school is affected by belief that after female genital mutilation a girl is ready for marriage.					
viii.	Girls who have not undergone FGM cannot get husbands					
<b>c.</b>	<b>Boy child preference</b>					
ix.	Girl child transition into secondary school is influenced by the belief that the boy child should be given priority in education					
x.	Girl child transition into secondary school is influenced by the belief that the boy child will benefit the biological parents after education					
xi.	Girl child transition into secondary school <sup>59</sup> is influenced by the belief that educating a girl child is a waste of resources.					
xii.	Girl child transition into secondary school is influenced by the belief that the girl child will not benefit the biological parents after education					

### Section 3. Key challenges that prevent girls' from accessing secondary education despite free secondary education

6. To what extent do you agree with the statement on the key challenges that prevent girls' from accessing secondary education despite free secondary education?

Strongly Agree (SA) Agree (A) Neutral (N) Disagree (D) Strongly Disagree (SD)

	<b>Factors</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
		1	2	3	4	5
a	Early Marriage					
b	Female Genital Mutilation (F.G.M)					
c	Nomadic lifestyle					

d	Male preference in the family					
e	Parents level of education					
f	Poverty					
g	Distance from home to school					
h	Harsh climatic conditions					

#### Section 4. Effect of family support and parental attitudes on girls' transition to secondary

7. To what extent do you agree with the statement on the effect of family support and parental attitudes on girls' transition to secondary schools?

Strongly Agree (SA) Agree (A) Neutral (N) Disagree (D) Strongly Disagree (SD)

		SD	D	N	A	SA
		1	2	3	4	5
a	The parent level of education influence girls transition to secondary education					
b	Boy child is given more priority to continue with education unlike girl child					
c	Parent guide their daughter more often on regard to education					
d	Parent attitude influence girl's transition to secondary education					

## APPENDIX IV: QUESTIONNAIRE FOR STUDENTS

### Section 1: Personal Information (For Students)

1. Which gender are you?
  - Male ( )
  - Female ( )
2. In what age range do you fall?
  - 12-14 years ( )
  - 15-17 years ( )
  - 18-20 years ( )
3. In what grade are you in?
  - Form 1 ( )
  - Form 2 ( )
  - Form 3 ( )
  - Form 4 ( )

### Section 2: socio-cultural factors influencing the transition rate of girls' in secondary schools

5. To what extent do you agree with the statement on the socio-cultural factors influencing the transition rate of girls' in secondary schools?

Strongly Agree (SA) Agree (A) Neutral (N) Disagree (D) Strongly Disagree (SD)

		SD	D	N	A	SA
		1	2	3	4	5
<b>a</b>	<b>Early marriage</b>					
i.	Girl child transition into secondary school is influenced by the belief that girls will not get husbands after education.					
ii.	Girl child transition into secondary school is affected by the belief that girls should get married immediately after attaining age of puberty					
iii.	Girl should marry early to avoid unwanted pregnancies					
iv.	Educating girls is a waste of resources since their husbands will provide for them					
<b>b.</b>	<b>Female Genital Mutilation</b>					
v.	Girl child transition to secondary school is influenced by the belief that girls must undergo female genital mutilation					
vi.	Girl child transition into secondary school is influenced by belief that girls who have undergone female genital mutilation should not continue with schooling.					

vii.	Girl child transition into secondary school is affected by belief that after female genital mutilation a girl is ready for marriage.					
viii.	Girls who have not undergone FGM cannot get husbands					
<b>c.</b>	<b>Boy child preference</b>					
ix.	Girl child transition into secondary school is influenced by the belief that the boy child should be given priority in education					
x.	Girl child transition into secondary school is influenced by the belief that the boy child will benefit the biological parents after education					
xi.	Girl child transition into secondary school <sup>59</sup> is influenced by the belief that educating a girl child is a waste of resources.					
xii.	Girl child transition into secondary school is influenced by the belief that the girl child will not benefit the biological parents after education					

### Section 3. Key challenges that prevent girls' from accessing secondary education despite free secondary education

6. To what extent do you agree with the statement on the key challenges that prevent girls' from accessing secondary education despite free secondary education?

Strongly Agree (SA) Agree (A) Neutral (N) Disagree (D) Strongly Disagree (SD)

	<b>Factors</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
		1	2	3	4	5
i.	Early Marriage					
ii.	Female Genital Mutilation (F.G.M)					
iii.	Nomadic lifestyle					
iv.	Male preference in the family					
v.	Parents level of education					
vi.	Poverty					
vii.	Distance from home to school					
viii.	Harsh climatic conditions					

### Section 4. Effect of family support and parental attitudes on girls' transition to secondary

7. To what extent do you agree with the statement on the effect of family support and parental attitudes on girls' transition to secondary schools?

Strongly Agree (SA) Agree (A) Neutral (N) Disagree (D) Strongly Disagree (SD)

		<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>

		1	2	3	4	5
i.	The parent level of education influence girls transition to secondary education					
ii.	Boy child is given more priority to continue with education unlike girl child					
iii.	Parent guide their daughter more often on regard to education					
iv.	Parent attitude influence girl's transition to secondary education					

## APPENDIX V: QUESTIONNAIRE FOR PARENTS

### Section 1: Personal Information (For Parents)

1. Which gender are you?

Male ( )

Female ( )

### Section 2: socio-cultural factors influencing the transition rate of girls' in secondary schools

2. To what extent do you agree with the statement on the socio-cultural factors influencing the transition rate of girls' in secondary schools?

Strongly Agree (SA) Agree (A) Neutral (N) Disagree (D) Strongly Disagree (SD)

		SD	D	N	A	SA
		1	2	3	4	5
<b>a</b>	<b>Early marriage</b>					
i.	Girl child transition into secondary school is influenced by the belief that girls will not get husbands after education.					
ii.	Girl child transition into secondary school is affected by the belief that girls should get married immediately after attaining age of puberty					
iii.	Girl should marry early to avoid unwanted pregnancies					
iv.	Educating girls is a waste of resources since their husbands will provide for them					
<b>b.</b>	<b>Female Genital Mutilation</b>					
v.	Girl child transition to secondary school is influenced by the belief that girls must undergo female genital mutilation					
vi.	Girl child transition into secondary school is influenced by belief that girls who have undergone female genital mutilation should not continue with schooling.					
vii.	Girl child transition into secondary school is affected by belief that after female genital mutilation a girl is ready for marriage.					
viii.	Girls who have not undergone FGM cannot get husbands					
<b>c.</b>	<b>Boy child preference</b>					
ix.	Girl child transition into secondary school is influenced by the belief that the boy child should be given priority in education					
x.	Girl child transition into secondary school is influenced by the belief that the boy child will benefit the biological parents after education					

xi.	Girl child transition into secondary school <sup>59</sup> is influenced by the belief that educating a girl child is a waste of resources.					
xii.	Girl child transition into secondary school is influenced by the belief that the girl child will not benefit the biological parents after education					

### Section 3. Key challenges that prevent girls' from accessing secondary education despite free secondary education

3. To what extent do you agree with the statement on the key challenges that prevent girls' from accessing secondary education despite free secondary education?

Strongly Agree (SA) Agree (A) Neutral (N) Disagree (D) Strongly Disagree (SD)

	<b>Factors</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
		1	2	3	4	5
a	Early Marriage					
b	Female Genital Mutilation (F.G.M)					
c	Nomadic lifestyle					
d	Male preference in the family					
e	Parents level of education					
f	Poverty					
g	Distance from home to school					
h	Harsh climatic conditions					

### Section 4. Effect of family support and parental attitudes on girls' transition to secondary

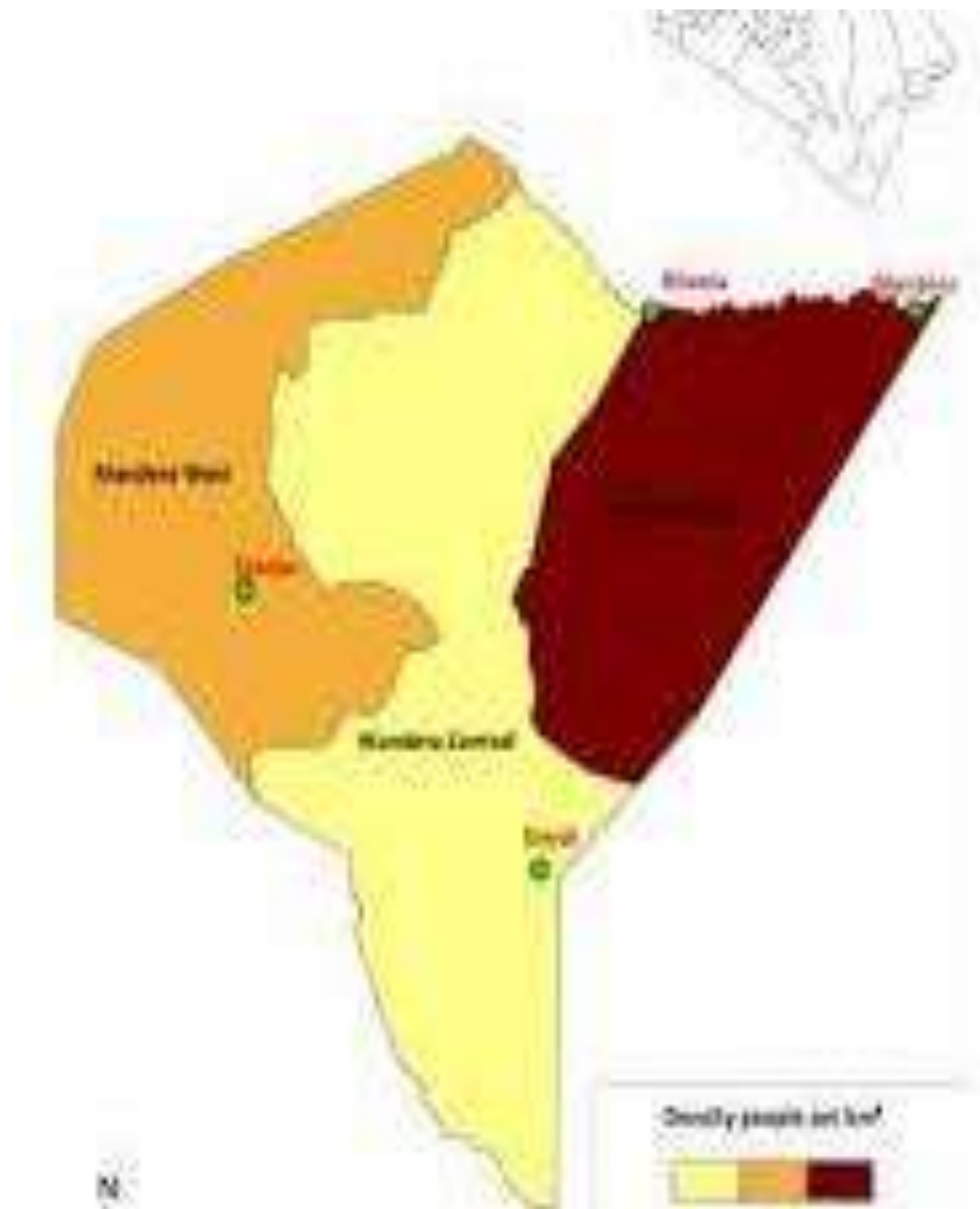
4. To what extent do you agree with the statement on the effect of family support and parental attitudes on girls' transition to secondary schools?

Strongly Agree (SA) Agree (A) Neutral (N) Disagree (D) Strongly Disagree (SD)

		<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
		1	2	3	4	5
a	The parent level of education influence girls transition to secondary education					
b	Boy child is given more priority to continue with education unlike girl child					
c	Parent guide their daughter more often on regard to education					

d	Parent attitude influence girl's transition to secondary education					
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**APPENDIX VI: A MAP OF MANDERA EAST SUB-COUNTY**



**APPENDIX VII: NACOSTI RESEARCH PERMIT**

 <p><b>REPUBLIC OF KENYA</b></p>	 <p><b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b></p>
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