

**SOCIAL FACTORS DETERMINING TRANSITION RATE OF GIRLS  
FROM PRIMARY TO SECONDARY EDUCATION IN GARISSA  
COUNTY, KENYA**

**MOHAMED A. SERAR**

**E55/MSA/CE/34623/2016**

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## DECLARATION

### Student Declaration

I declare that this research report and all its contents are my original work and has not been presented in any other university/institution for consideration of any certification. The research report has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

Sign  .....

Date 30.9.2024

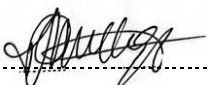
**Mohamed A. Serar**

**E55/MSA/CE/34623/2016**

Department of Educational Management, Policy and Curriculum Studies

### Supervisor's Declaration

This study has been given to me for inspection and consent as the candidate's supervisor.

Sign  .....

Date 02/10/2024

**Dr. Janerose M. Kibaara**

Department of Educational Management,

Policy and Curriculum Studies

School of Education and Lifelong Learning

Kenyatta University

## **DEDICATION**

I dedicate this project to my mother for laying my educational journey. I also appreciate this work to my wife and daughter for their encouragement and support during the study.

## **ACKNOWLEDGEMENT**

I am grateful to Allah for giving me the energy and knowledge to undertake this project. Throughout the research and writing process, I deeply appreciate the unwavering support of my wife. I am also thankful to my parents for their continuous support and guidance since the beginning of my educational journey. I also appreciate my research supervisor, Dr. Janerose M. Kibaara for her invaluable advises and guidance all along. I am indeed indebted to Kenyatta University fraternity for providing an enabling environment for academics and research. My course mates and peers have been very instrumental in their moral support, objective critiquing and sharing of ideas that made it possible to accomplish this research work, feel appreciated.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>ADRA</b>	Adventist Development and Relief Agency
<b>FGM</b>	Female Genital Mutilation
<b>GDP</b>	Gross Domestic Products
<b>ILO</b>	International Labour Organization
<b>KDHS</b>	Kenya Demographic and Health Survey
<b>KNBS</b>	Kenya National Bureau of Statistics
<b>NACOSTI</b>	National Commission for Science and Technology
<b>NEMIS</b>	National Education Management Information System
<b>NGOs</b>	Non-governmental Organizations
<b>PTA</b>	Parents Teachers Association
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>STEM</b>	Science, Engineering, Technology and Mathematics
<b>TSC</b>	Teacher Service Commission
<b>UN</b>	United Nations
<b>US</b>	United States

## **ABSTRACT**

In Garissa County, Kenya, the transition rate of girls from primary to secondary education is influenced by a variety of social influences, including cultural influences, child labor, parental education, and social pressure. In Garissa County, social pressure to conform to traditional gender roles, early marriages, and limited opportunities for girls further perpetuates the educational disparity. Thus, this research project aimed to assess the social determinants affecting the transition of girls from primary to high school in Garissa County, Kenya. The specific objectives involved studying how cultural factors, child labor, parental education levels, and peer pressure influence the transition of girls from primary to secondary school in Garissa Town, Garissa County. The study was guided by the Theory of Functionalism. All ten girls' schools in Garissa were included in the study. Respondents comprised principals, deputy principals, senior teachers, and county education officials, totaling 40 individuals. The sample size of 40 respondents was selected using census sampling technique. Data was collected using a research questionnaire, which was piloted to ensure its reliability. This research employed a descriptive analysis technique to analyze all quantifiable data according to the research variables. For interpretation and conclusion, findings from statistical software were presented using pie charts, column charts, bar graphs, or frequency tables. The study findings indicated that the educational level of parents significantly influences their ability to support their children's education. Furthermore, the study concluded that many families resort to involving their children in household work or employment to supplement family income. Additionally, part-time activities often lead children away from school to full-time jobs like domestic work, which hinders their transition to secondary education. The investigation suggested that the administration should increase investment in education infrastructure in Garissa County, focusing on building more secondary schools to accommodate the growing number of students transitioning from primary education. In addition, the study recommended that parents and guardians particularly mothers should be encouraged to actively participate in their daughters' education by presence parent-teacher gathering, supporting homework, and fostering a positive attitude toward education. Further, the study recommended that community leaders and elders should actively engage in community outreach to promote the value of girls' education and challenge traditional norms that may discourage families from sending their daughters to secondary school.

## **CHAPTER ONE**

### **INTRODUCTION**

The history, the statement of problem, the study's goals and relevance are accessible in this section. The part also includes the study's assumptions, conceptual framework, and limits and delimitations.

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

Various societal factors affect the percentage of young women who move on from primary school to middle and high school. These factors significantly influence whether or not girls continue their education past the primary level, (Obua, 2021). To achieve gender equality in schools and to effectively advocate for girls' education, a thorough understanding of these societal variables is essential. The rate at which girls enter secondary school is affected by different socio factors including, cultural influences, child labor on girls, parental education and social pressure, (Akyeampong & Rolleston, 2019).

The educational paths and options open to girls are shaped by cultural norms, traditions, and beliefs. Cultural norms and expectations frequently place girls in stereotypical gender roles, such as those that prioritize housework above formal schooling. Marriage and raising a family may be seen as more important than a girl's education. Gender norms that discourage girls from continuing their education through secondary school exist (Njeri & Gakunga, 2022). Girls are put under pressure to find husbands at young ages in various cultures. Girl's education is hampered when they are forced to leave primary school early to get married. Further, girls may have fewer possibilities to continue their education due to

gender-based discrimination and unequal access to educational resources (Njeri & Gakunga, 2022).

Low transition rates among females are largely attributable to early marriage and having children. Girls' educational goals are typically put on hold when they enter into early marriage or become mothers. Girls who marry and have children at a young age may not continue their education since they are expected to take on adult responsibilities at home, (Olakacuna, 2020). Girls' likelihood of continuing their education past elementary school might be affected by the closeness of their houses to schools. Long distances to commute or a lack of nearby schools might be problematic, especially in high-risk locations. Girls' access to education can be hampered by a lack of resources, including classrooms, bathrooms, and safe modes of transportation (Katiwa, 2016). In certain cultures, gender norms dictate that women should stay at home and raise children rather than pursue higher education. Cultural traditions of discrimination against women can discourage young women from pursuing their education. In order to increase the number of girls who complete secondary school, it is essential to challenge these norms and advocate for gender equality in education (Agwata, 2018).

Cultural norms and the availability of resources can have an effect on whether or not a girl is able to complete her secondary education. Families may struggle to pay for secondary education expenses such as tuition, textbooks, and uniforms due to financial hardships. Some cultures may not place a high value on or prioritize females' education due to cultural norms and beliefs. It's possible that formal education is viewed as less important than alternative forms of learning or training

due to cultural norms and attitudes. Because of these social norms, fewer women than men enroll in and complete secondary school (Nyagah & Luketero, 2020). Lack of positive female role models can discourage young women from pursuing post-secondary education.

Lack of exposure to women who have completed secondary school can diminish girls' confidence in their own talents and discourage them from continuing their education. It will take a multifaceted strategy to combat the effects of culture on girls' education. Discussing the value of education and the significance of girls' empowerment with community leaders, parents, and local stakeholders. Gender fairness, opposing damaging gender customs, raising consciousness of the value of education, and establishing funding structures for girls with their relatives should be the primary goals of these efforts (Nyagah & Luketero, 2020).

The rate at which young women go from primary to secondary education can be significantly impacted by their participation in child labor. When families are struggling financially, it's not uncommon for children to work to help out (Muedini, 2015). Due to poverty and scarce resources, teenage girls in Garissa Town may have to start working to help support their families. They may choose to work instead of continue their education, which will delay their transition from primary to secondary school. Girls may spend a lot of time and energy on labor-intensive tasks. They may find it difficult to keep up with the academic rigors of secondary school because of their exhaustion from working long hours and performing difficult chores. Girls' participation in child work is a barrier to their education. World Bank Report (2015) found that when girls are forced into labor,

they are more likely to leave school or attend only sporadically. If they don't have a solid academic foundation, they may struggle once they move on to high school.

Child labor has a disproportionate impact on girls, which in turn exacerbates the gender gap in literacy rates. Girls may have less options to continue their education above primary school since they are more likely to be working in the home or in the informal economy, (Obua, 2021). The cycle can be maintained by a lack of understanding of the link between lack of education and child work. Garissa Town's lackadaisical approach to enforcing rules and regulations against child labor may also contribute to the incidence of child labor, which in turn impedes the progression of girls to secondary education (Chabbott & Colette, 2013). Gender roles and expectations can lead to discrimination and limitations for girls in some cultures. These cultural traditions may discourage girls from continuing their education in favor of caring for their homes and families. When it comes to girls' education, socio-economic status is a major impact. Girls' education may take a back seat to meeting basic survival needs in low-income households. Tuition, supplies, clothing, and transportation to and from school can be prohibitive for low-income families (Republic of Kenya, 2019).

An educated parent is a sign of a well-educated family (Katiwa, 2016). Parents that have lower stages of education are less probable to value education for its intrinsic value. Such parents might not encourage their kids to learn. Girls' progression from primary to secondary school in Garissa Town, Garissa County, may be affected by their parents' educational background. A girl's educational opportunities are influenced by her parents' level of education. Parents who have completed



additional education are more likely to stress the value of an education and its lasting effects on their children. Parents that place a high value on education are more likely to push their daughters to complete secondary school and beyond (Gichura, 2019). Children of parents with college degrees typically grow up in a more encouraging home environment. They may show the way, help with assignments, and foster an environment where education is prioritized. With this help, a girl has a better chance of finishing primary school and continuing her education at the secondary level.

The pressures of peers can also have a negative effect on a girl's decision to continue her education after primary school. It's possible that females are discouraged from continuing their education past the primary level because of societal and peer pressure to get married at a young age. These social expectations and demands can obstruct a girl's path to success in secondary school (Agwata, 2018). Girls may be more likely to drop out of school because of negative peer pressure. Girls may have trouble staying in school if their friends prioritize dangerous habits or early marriage over education. Girls may be more likely to stop at primary level as a result of pressure of their peers than boys. However, having supportive female peers can make it easier for girls to continue their education through the primary level. Girls who have friends who share their interest in learning are more likely to stick with it and succeed because they have a built-in support system. Girls can benefit greatly from peer support networks in overcoming obstacles and navigating the changing world.

Girls might be encouraged to continue their education if they are exposed to positive role models and mentorship programs. Girls' confidence and resolve to continue their education after primary school can benefit greatly from the assistance, support, and encouragement they receive from positive women role replicas, guides, and direction counselors, (Olakacuna, 2020). Girls' transition rates are significantly affected by government programs that promote equal opportunity for women and alleviate education for girls' impediments. The rate at which girls move on to secondary education can be affected positively by guidelines that guarantee equitable education, scholarships, and gender-based violence (ADRA, 2016).

Gender equality, impediments, inclusive and safe learning settings, support services, and academic goals are promoted to monitor and enhance girls' transition from elementary to secondary education in the US. These initiatives attempt to maximize girls' potential, improve their education, and create a more equal and comprehensive culture (Lewin & Keith, 2009). Girls receive equal primary and secondary education in the US. Girls can improve on their primary school expertise by transitioning to secondary school. High girl-to-girl transition rates from primary to secondary schooling indicate progress toward gender equivalence in schooling.

China's gender equality in education policies, programs, and investments aim to advance girls' evolution from primary to secondary schooling. Regional differences, rural-urban gaps, and social norms require continual efforts to promote fair access and excellent education for all girls nationwide. China is improving primary education for boys and girls. Girls' transition from basic to secondary

education has increased (Ayiga, 2018). Government policies and investments have helped girls get equitable access to secondary school. Gender equality in education is shown by girls' high primary-to-secondary transition rate. It indicates the commitment to equal education for girls (Yakaboski, Tamara, & Katelyn, 2018).

To enhance the change rate of girls to secondary education in South Africa, poverty, cultural norms, geographic disparities, and quality education in all regions must be addressed. The administration, instructive organizations, societies, and stakeholders must work together to provide an inclusive and supportive educational environment for girls to succeed. South Africa's high secondary school transition rate empowers girls and develops leaders (World Bank 2018). Forty-four percent of low-income students in Ghana are underrepresented in secondary school (Akyeampong and Rolleston, 2009). According to research by Akyeampong and Rolleston (2009), the chances of low-income children enrolling in and completing elementary school are drastically diminished due to indirect and opportunity costs.

The transition rate in Tanzania is 20%. This is due to the fact that not all families can manage to pay for their kids to school, and women face more obstacles than men while trying to pursue their education. Girls in Tanzania are leaving school in large numbers because they are pregnant. Parents may benefit financially from an early marriage in order to compensate for their child's truancy or dropout (Nkoma, 2019). Daughters in Tanzania's rural Burogoro or Bagamoyo traditionally deliver livestock to their families (Meme, 2018). This demonstrates the need of tackling these societal determinants in their whole if we are to increase the proportion of

women who move on to secondary schooling. Promoting gender equality, confronting discriminatory practices, providing funding, establishing safe and inclusive classrooms, and enlisting the help of communities and families are all necessary to ensure that girls have the opportunity to complete their education.

The success of Kenyan girls in advancing from primary to secondary school has been acknowledged. Females in Kenya have a transfer rate that is 40-44% lower than males', now 47-52% (KNBS, 2009). Policies and programs have been established by the Kenyan government and other organizations and partners to increase the number of girls who have access to and successfully complete secondary education. Kenya has made great progress toward its goal of providing universal primary education for boys and girls. Increased enrollment at the basic level has paved the way for students to endure their teaching at the high school level thanks to government initiatives like the outline of free main teaching. In spite of advancements, gender gaps in Kenya's school system still exist. Early marriage, cultural norms, poverty, and a lack of finances are all factors that can prevent girls from continuing their education past the primary level (Krystal, 2017).

The government of Kenya has launched a number of programs to increase the number of young girls who continue their education through the primary level. To help underprivileged kids, especially girls, continue their education after primary school, programs like the Elimu Scholarship Program offer financial aid. The progression of girl child education and the ease of their transfer to secondary school have benefited greatly from the efforts of community-based and non-

governmental organizations (NGOs). To remove financial and social obstacles to girls' education, these groups offer financial aid, mentoring, and lobbying services (Kimenyi, 2016).

Garissa County, like many regions globally, faces challenges in ensuring an even change for girls from primary to high school education. One critical issue influencing the transition rate is the limited availability and accessibility of secondary schools in Garissa County. For instance, as of 2020, statistics from the Garissa County Education Board indicate that only 40% of primary school graduates had access to nearby secondary schools. Economic constraints often force families to make difficult choices regarding education. In Garissa County, poverty contribute to the preference for educating male children over females. According to a survey conducted by KNBS, (2019), 65% of households below the poverty line are less likely to send their daughters to secondary school. Deep-rooted cultural norms impede the transition of girls to secondary education. A study conducted Mahir (2019) found that 30% of girls in Garissa County were married before completing their secondary education. Given these challenges, the present study aimed to evaluate the social factors influencing the evolution of girls from primary to high school schooling in Garissa County, Kenya.

## **1.2 Statement of the Problem**

In Garissa County, Kenya, the shift of girls from primary to high school schooling is affected by various communal factors, including cultural influences, child labor, parental education, and social pressure. According to KNBS (2019), 56% of girls in Garissa County were married before the age of 18, significantly impacting their

ability to continue their education. According to the International Labour Organization (ILO), approximately 22% of children aged 5-17 in Kenya are engaged in child labor. In Garissa County specifically, the situation is exacerbated by high poverty rates and economic instability. Many girls are involved in agricultural work, domestic service, and informal trading to contribute to their families' income. This labor-intensive work often results in irregular attendance and limited time for schooling. According to data from the KNBS, the literacy rate among women in Garissa County is only 29.6%, compared to 49.5% for men. Low levels of parental education can lead to a lack of awareness regarding the significance of teaching and limited ability to support their daughters' learning. Gender norms and expectations often prioritize boys' education over girls', contributing to gender disparities in access to education. Based on the KDHS conducted in 2014, the net enrollment rate for boys in primary school in Garissa County was 60.2%, while for girls, was significantly lower at 51.8%. Social pressure to conform to traditional gender roles, early marriages, and limited opportunities for girls further perpetuate the educational disparity.

Several researches have been done on the aspects reducing shift of girls from primary to secondary. Katiwa (2016) looked at the factors influencing the progression from primary to secondary institutions in Kitui central sub-county, Kenya. The study concluded that the availability of secondary school spaces, students' gender, PTA Levies, and parents' level of education all have significant roles in the transfer from elementary to secondary school. Njeri and Gakunga (2022) sought determine why fewer girls than boys make the switch from primary to secondary school in Baringo County. Findings revealed that poverty, high

secondary education expenditures, and a low primary-to-secondary school transition rates were attributed to a higher number of primary school completion rates and lower enrollment rates in secondary schools. Studies were conducted in different counties thus creating a gap in Garissa County.

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

The aim of this research was to examine the social factors that affect the transition of girls from primary to secondary school in Garissa County, Kenya.

### **1.4 Research Objectives**

- i To examine the effect of cultural factors on transition rate of girls from primary to secondary education in Garissa County, Kenya.
- ii To examine the effect of child labor on transition rate of girls from primary to secondary education in Garissa County, Kenya.
- iii To establish the effect of parental education on transition rate of girls from primary to secondary education in Garissa County, Kenya.
- iv To assess the effect of peer pressure on transition rate of girls from primary to secondary education in Garissa County, Kenya.

### **1.5 Research Questionnaires**

- i How does cultural factors affect transition rate of girls from primary to secondary education in Garissa County, Kenya?
- ii What is the effect of child labor on transition rate of girls from primary to secondary education in Garissa County, Kenya?
- iii To what extent does parental education affect transition rate of girls from primary to secondary education in Garissa County, Kenya?

- iv      What is the effect of peer pressure on transition rate of girls from primary to secondary education in Garissa County, Kenya?

## **1.6      Significance of the Study**

### **School Managers and Stakeholders**

School administrators require knowledge of how the factors under investigation have influenced the transition of female students. In Garissa County and larger counties, they can persuade parents and other education stakeholders to support the progression of female students from elementary to secondary education.

### **Government and Policy Makers**

Government education agencies and policymakers benefit from the study. Kenyan government agencies provide guidance on preparing girls for secondary school. Parents, legislators, and education donors can be convinced by the education ministry and the TSC to invest in the education of their daughters from kindergarten through high school. Female children in Kenya can benefit from new policies crafted by other officials.

### **Future Academicians and Scholars**

Scholars and professors can benefit from this study. Girls from low-income households, rural areas, ethnic populations, or those with disabilities are just some of the categories that this study focus on to shed light on the unique difficulties they encounter. Future students with an interest in educational changes can use the results as part of a literature review or to back up their own conclusions. Academics might use the findings to draw conclusions for talks about the most effective ways to ease the transfer into new educational environments.



### **1.7 Scope of the Research**

The research was led in Garissa County, focusing exactly on Garissa Township, where all 10 girls' schools constituted the study's people. The unit of analysis comprised principals, deputy principals, senior teachers, and county education officials. Their perspectives were sought due to their comprehensive knowledge and understanding of issues related to the transition of girls from primary to high school.

### **1.8 Limitations of the Research Study**

The investigator encountered difficulties accessing schools in Garissa Township, primarily due to their reachability and the busy schedules of the targeted individuals. To address this, the researcher utilized the NACOSTI approval letter and an introduction letter obtained from Kenyatta University's teaching section to facilitate access. Additionally, obtaining accurate and concise information was a challenge. To mitigate this, respondents were assured that the data sought was intended solely for academic drives and not for official use, and that the study's findings would be shared with them.

### **1.9 Delimitations of the Research Study**

The choice of the investigation was narrowed to include only 10 public secondary schools for girls in Garissa Township, located inside Garissa County. We focused on how cultural influences, child labor effects, parental education, and peer pressure all play a role in whether or not a girl completes primary school and moves on to secondary education.

### **1.10 Assumption of the Study**

The study assumed that:

- i The administration of the selected 10girl school authorized data collection in their schools.
- ii All the targeted respondents, principals and deputy principals were available during the period the study was conducted.
- iii The respondents responded to research questionnaires with utmost honest based to their knowledge.

### **1.11 Theoretical Framework of the Study**

The concept of Functionalism formerly formed by Merton (1968) guided this investigation.

#### **1.11.1 The Theory of Functionalism**

This concept was first presented by Merton (1968). The theory illustrates society as a machine whose interlocking components all contribute to preserving social and economic equilibrium. According to Merton (1968), a social institution, like any other part of a system, needs all the necessary components to function well. System functioning, according to the theory, must aid in the system's increased operationalization. He argues that every society's multiple subsystems, such as the family and the community, must cooperate to solve the problem of raising children.

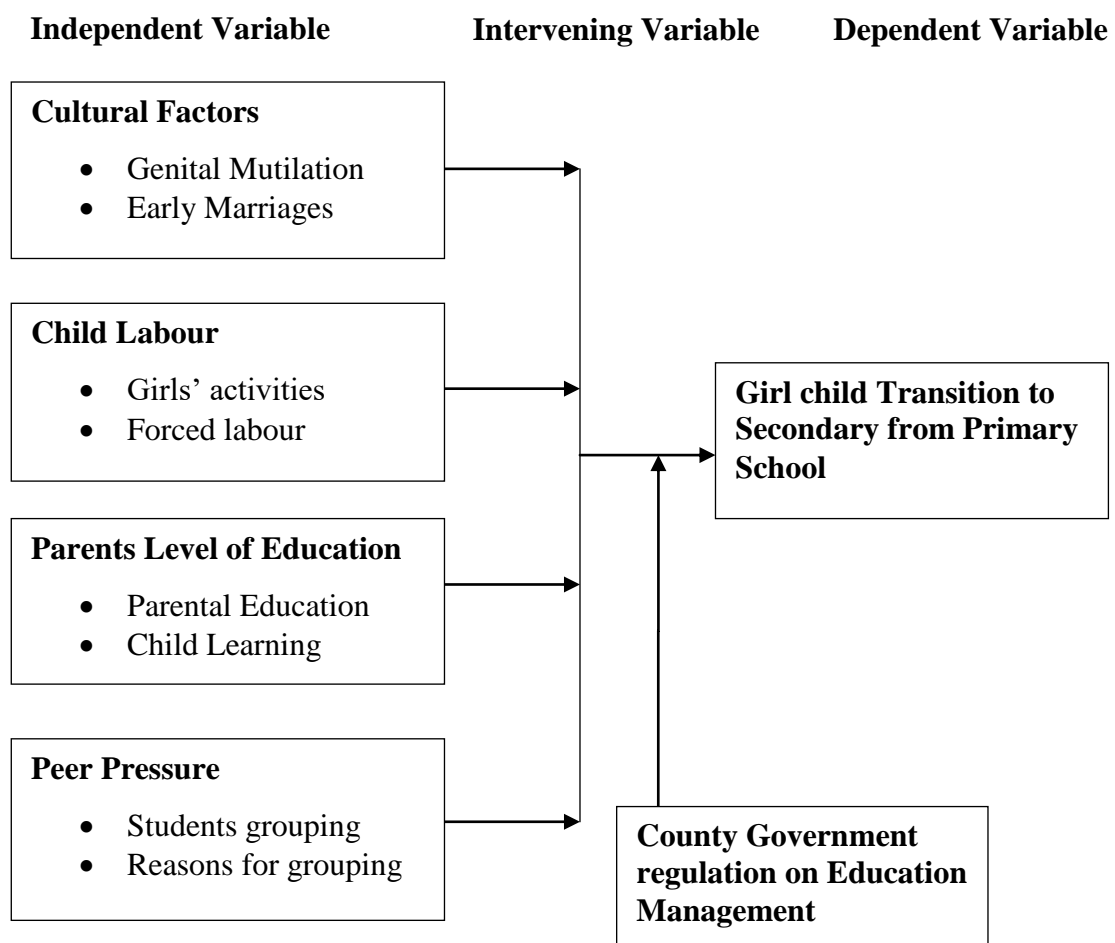
Functionalists would argue that cultural factors, including norms, values, and traditions, influence the functioning of social institutions (Macionis & Plummer, 2017). In the context of education, cultural attitudes towards girls' education may

either support or hinder their transition to secondary school. Positive cultural attitudes that prioritize education for all, regardless of gender, would contribute to the smooth functioning of the educational system. Conversely, cultural norms that devalue girls' education could lead to dysfunction within the system. From a functionalist perspective, child labor can disrupt the equilibrium within society, particularly in terms of the education system (Diago, 2019). Child labor may deprive children, especially girls, of the opportunity to attend school regularly, thus impeding their transition to secondary education. This disruption can be viewed as dysfunctional since it undermines the function of education in shaping individuals and readying them for their societal roles.

Functionalists emphasize the importance of social institutions, such as the family, in transmitting values and norms to the younger generation (Oakley, 2016). Higher levels of parental education are associated with greater support for education and economic stability. In this context, parental education acts as a stabilizing factor within the education system by creating a conducive environment for learning and encouraging children, including girls, to pursue higher education. Functionalism highlights the role of social institutions such as family, education, and economy in maintaining social order. In Garissa County, cultural norms and traditions regarding the role of girls in society, influenced by factors like religion and tribal customs, can affect their transition rate to secondary education. For instance, if societal expectations prioritize girls' domestic responsibilities over education, this could lead to lower transition rates.

### 1.12 Conceptual Framework of the Research

The connection between dependent and independent factors is shown in a conceptual framework. Girl children's decisions to leave the home are the dependent variable, whereas socioeconomic position, the consequences of child labor, parental education level, and peer influence are the independent variables.



**Source: Author (2022)**

There might be positive, negative, or nil associations amongst independent variables. Girls in low-income families are less likely to progress to high school. Child labor depends on low school completion rates and parental illiteracy. The

girl-to-woman transition would be profoundly affected by student peer pressure and social groupings.

### **Cultural Factors**

In Garissa County, Kenya, cultural factors such as FGM and early marriages significantly impact the transition of girls from primary to secondary education. Female genital mutilation, deeply entrenched in some communities, presents a formidable barrier to girls' education. The exercise, frequently perceived as a ritual passage or a means of preserving chastity and purity, can occur before or during puberty, coinciding with the time when girls are expected to transition to secondary school. FGM not only inflicts physical and psychological harm but also perpetuates gender inequality by reinforcing traditional gender roles and subjugating girls to societal expectations of obedience and submission. Fear of stigma, ostracization, or reprisals from within their communities may dissuade girls and their families from pursuing education beyond primary school, perpetuating a cycle of limited opportunities and entrenched social norms.

Similarly, early marriages remain prevalent in many communities in Garissa County, where girls are often married off before they reach the legal age of consent. The exercise is extremely rooted in social and economic factors, with families sometimes seeing marriage as a means of securing alliances, reducing financial burdens, or adhering to customary traditions. Early marriages abruptly curtail girls' educational aspirations, as they are expected to assume adult responsibilities, such as household chores and child-rearing, instead of pursuing further schooling. The lack of agency and autonomy in decision-making further

exacerbates the vulnerability of young brides, trapping them in cycles of poverty and dependence with limited prospects for personal development or empowerment. Both FGM and early marriages underscore the entrenched gender disparities and patriarchal structures within Garissa County, perpetuating cycles of inequality and denying girls the opportunity to fulfill their educational potential. Efforts to address these cultural factors require comprehensive approaches that involve community engagement, education, advocacy, and policy interventions aimed at challenging harmful norms, promoting gender equality, and safeguarding the rights and well-being of girls. By addressing these cultural factors, communities can create an enabling environment that supports girls' transition to secondary education, empowering them to realize their aspirations and contribute meaningfully to society.

### **Child Labor**

Engaging in household activities, such as cooking, cleaning, or caring for younger siblings, can consume a significant amount of girls' time and energy. This can limit their availability to study, complete homework, or engage in extracurricular activities that support their educational development. Time and energy constraints may contribute to decreased academic performance or decreased motivation to pursue secondary education. In some cases, girls may be subjected to forced labor or child exploitation within their homes or communities. This can involve engaging in hazardous work, such as agricultural labor, domestic servitude, or working in informal sectors. Forced labor can severely impede girls' education, as it not only consumes their time but also puts them at risk of physical and emotional

harm. These situations may also perpetuate cycles of poverty and limited educational opportunities.

### **Parents' Level of Education**

Well educated parents often have a stronger understanding of the value and significance of education. They tend to highly prioritize their children's schooling and instill high educational aspirations in them. This parental attitude can positively influence girls' motivation, commitment, and perseverance in continuing their education and transitioning to secondary school. Parents' level of education can influence their ability to engage in their children's education and advocate for their educational rights. Educated parents are more likely to actively participate in school activities, communicate with teachers, and advocate for their children's needs. Their involvement can create a supportive educational environment, ensure access to resources, and help address any barriers or challenges that girls may face during their transition to secondary education.

Availability of student aims at providing opportunities for girls to develop social skills, build relationships, and enhance their emotional well-being. It can create a sense of belonging and foster positive relationships with classmates, making the transition to secondary education smoother. Additionally, reasons for grouping allows for peer interaction and collaboration, which can create a supportive learning environment. Girls may benefit from working together with their peers, sharing ideas, and supporting each other, which can enhance their academic performance and motivation to continue their education.

### 1.13 Operational Definition of Terms

The subsequent terms are well-defined based on the study

**Child Labor:** Child labor refers to the engagement of children in economic activities that are harmful to their physical or mental development. In the context of the study, child labor may include activities such as working in agriculture, domestic service, or other forms of employment that interfere with a girl's ability to attend school regularly and pursue her education.

**Cultural Factors:** Cultural factors encompass the beliefs, values, norms, traditions, and practices of a society or community. In the context of the study, cultural factors refer to the social and cultural influences that shape attitudes towards girls' education, gender roles, and expectations within the community, which may impact the transition rate of girls from primary to secondary education.

**Education Transition:** It refers to the process of moving from one level of schooling to added, such as transitioning from primary school to secondary school. In the context of the study, education transition specifically focuses on the shift of girls from primary education to high school education in Garissa.

**Parental Level of Education:** It refers to the educational attainment of parents or guardians, typically measured by their highest level of formal education completed. In the study, parental level of education is considered as a social factor that may influence girls' shift from primary to high school education, as parents' education levels can impact their attitudes towards education and their ability to support their children's schooling.



**Peer Pressure:** It refers to the effect exerted by peers or members of one's communal group to imitate to certain behaviors, attitudes, or norms. In the context of the study, peer pressure may influence girls' decisions regarding education, either positively by encouraging them to prioritize schooling or negatively by discouraging them from pursuing further education due to social pressures or gender stereotypes.

**Socio Factors:** Socio factors, short for social factors, refer to the various social, cultural, economic, and environmental influences that affect individuals or groups within a society. In the context of the study, socio factors encompass a wide range of social determinants that may impact girls' transition rates from primary to secondary education, including but not limited to cultural norms, parental education, peer influences, and economic conditions.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter summarizes the findings of a past review on educational transitions and the factors affecting the education of girls and their increasing enrollment in secondary schools. The literature review is structured regarding the specific aims of the research, and is based on the thoughts and answers of other authors and academics.

#### **2.2 Cultural Factors on Transition Rate of Girls**

Chepkorir (2019) did a study on the effects of cultural issues on the change of girls from primary to secondary school. Data was gathered from selected participants using questionnaires and interview guides. The study findings suggest that the transition of girls into secondary school is influenced by cultural beliefs such as the perception that female genital cutting prepares girls for marriage, and the notion that early marriage is appropriate immediately after puberty. Moreover, there is a prevalent belief in the study area that investing in the education of girls is futile. The research also highlighted the prevailing tradition of favoring boys in education, which significantly impacts the transition of girls into secondary school.

Gitonga (2018) conducted a research on the features affecting the participation of girls in secondary education in Nyahururu Division, Laikipia District. The research utilized a descriptive design with a population of 1534, consisting of teachers and female students. The study revealed that various factors, both familial and school-related, impede girls' access to and completion of secondary education. Key

barriers identified included financial constraints due to poverty, insufficient moral support from family members, parental discrimination against girls compared to boys, and girls being burdened with excessive household responsibilities, which limits their study time.

Dube (2017) explored the factors impacting the transition, success, and retaining girls in high schools in Rhamu Town, Mandera County, Kenya. The research was conducted across five secondary schools involving 120 students. Findings indicated that cultural and religious beliefs, such as the view that girls should remain at home for early marriage, contributed to parental concerns about boarding schools potentially compromising their daughters' moral upbringing.

In their study, Kanjogu and Ngunjiri (2016) examined the impact of cultural factors on students' change from primary to senior schools in Laikipia West Sub-County, Kenya. The research aimed to assess the degree to which cultural factors affect this transition. Employing an ex-post facto research design, data collection involved self-administered questionnaires distributed to a total of 1064 respondents. Data analysis utilized simple regression with a significance level set at 0.05. The findings indicated that cultural factors significantly influenced students' transition from primary to secondary schools in the region.

Gachigua (2019) conducted a study on how socio-cultural aspects influence the educational and professional ambitions of girls in public schools in Samburu. The study revealed the following findings and conclusions: the girls displayed high aspirations for education and career advancement. Factors such as socio-economic status, progressive attitudes, knowledge of role models, and urban or rural-urban

residence directly correlated with their aspirations. Additionally, the study found that factors like sex-role beliefs, socio-economic status, role models, and residential location had more influence on the girls' educational and career aspirations than their religious affiliations.

Mohamed, Mberia, and Muturi (2018) researched the influence of socio-cultural activities on the contribution of girls in senior schools in Puntland. The study concluded that certain local community practices hinder girls from attending school, including early marriage arrangements, undervaluing girls' education, and using daughters as a source of wealth through dowry.

Naibei, Chesikaw and Akinyi, (2022) focused on the socio-cultural factors that influence transition rate of girls from primary to secondary school in Mt. Elgon Sub-County, Kenya. The study used descriptive research design utilizing both qualitative and quantitative methodologies. Out of a target population of 589, 88 was sampled using simple random sampling and purposive sampling techniques. Simple random sampling was adopted to select the schools that were used as sample; from (32) mixed secondary schools and (5) girls' public secondary schools within the Sub- County 10% were selected randomly and three primary schools nearer to the secondary schools selected purposively. The results showed that Female Genital Mutilation (FGM) was sighted as a major cause of low transition of girls to secondary school. Majority of the respondents stated that after the girls undergo FGM which is normally performed after the girls sit for their Kenya Certificate of Primary Education, in the month of December, most girls start to assume the roles of mature women including engaging in sexual activities.

Several gaps emerge when examining the studies conducted by Chepkorir (2019), Gitonga (2018), Dube (2017), Koech, Odhiambo, and Koros (2017), Kanjogu and Ngunjiri (2016), Njuguna (2021), Gachigua (2019), Mohamed, Mberia, and Muturi (2018), and Naibei, Chesikaw, and Akinyi (2022) on the influence of cultural factors on girls' transition from primary to secondary education in various regions of Kenya.

Despite discussing cultural factors such as female genital mutilation (FGM), early marriages, and gender roles, these studies lack an in-depth exploration of the underlying mechanisms through which these cultural factors influence girls' transition to secondary education (Chepkorir, 2019; Dube, 2017; Kanjogu & Ngunjiri, 2016). There is limited attention given to the intersectionality of cultural factors with other socio-economic, political, and environmental factors that may also affect girls' educational outcomes (Gachigua, 2019; Naibei et al., 2022).

The studies do not adequately address the historical, social, and political contexts that shape cultural norms related to girls' education in different regions of Kenya (Gitonga, 2018; Mohamed et al., 2018). Regional disparities in educational infrastructure, resources, and policies are overlooked, which may impact the manifestation and influence of cultural factors on girls' transition to secondary education (Koech, Odhiambo, & Koros, 2017; Njuguna, 2021).

### **2.3 Child Labor on Transition Rate of Girls**

According to Singh and Ozturk (2018), child labor includes any type of work that is imposed on a child despite his or her will and that interferes with the child's ability to focus on his or her studies. According to their findings, child labor has

been an ongoing problem that has hampered educational progress in both developed and developing countries. Because of the need to provide for basic necessities such as food, clothing, and shelter, many families are compelled to assign children, especially girls, to economic tasks at the expense of their education. Child labor is more prevalent in western countries of sub-Saharan Africa, such as Nigeria and Cameroon, where secondary school enrollment for girls is low, according to the study's findings.

Nduati (2017) studied the impact of child labor on the educational performance and reintegration of girls. The literature review covered topics such as educational and children's rights, labor laws, efforts to improve girls' education, and the reintegration of child laborers who had dropped out of school. The study found that girls involved in child labor performed worse academically than those not involved in labor. Poverty was identified as a major factor leading to high participation in child labor, poor educational performance, and a high school dropout rate (42%). Most girls in child labor did not benefit from the free primary education scheme, as evidenced by the few who returned to school after dropping out.

Ringera (2017) examined the influence of child labor on the education of children with disabilities in Samburu County, Kenya. Employing a mixed methods approach, the study analyzed data from questionnaires, presenting findings through tables, charts, and figures. It was discovered that more boys with disabilities were engaged in child labor compared to girls, and children with physical disabilities were more frequently involved in child labor than those with other types of

disabilities. These children faced discrimination at school and home, leading to their involvement in child labor.

Kakuru and Muhwezi (2019) found that the majority of children in Kenya are coerced into participating in a variety of economic activities by their parents. They help their parents make a living by performing menial household jobs, mining, tending to tiny businesses, or farming in other shambas. Others are compelled to hawk in urban areas during school hours, taking away valuable time that could be spent learning and advancing in school. To this day, girls continue to suffer the most when it comes to their education because of the expectations placed on them at home.

Despite a number of studies being done on the effect of child labor on transition rate of girls the studies left out key conceptual, contextual and methodological gap. For example, the studies do not adequately address the intersectionality of child labor with other socio-economic factors, cultural norms, and educational policies that may exacerbate its effects on girls' educational outcomes (Nduati, 2017; Kakuru & Muhwezi, 2019). The studies also lack discussion on the specific contextual factors within Garissa County, Kenya, that back the occurrence of child labor and its impact on girls' transition to secondary education (Singh & Ozturk, 2018; Nduati, 2017). The studies do not sufficiently address regional disparities in access to education, resources, and support systems, which may influence the manifestation and consequences of child labor on girls' educational trajectories (Ringera, 2017; Kakuru & Muhwezi, 2019). Finally, the studies relied on small sample sizes and convenience sampling techniques, which might boundary the

generalizability of discoveries and overlook the diverse experiences of girls affected by child labor (Ringera, 2017; Nduati, 2017).

#### **2.4 Parental Education on Transition Rate of Girls**

Parental education strongly predicts school enrollment and push. "Girls' accomplishment frequency in public blended day schools" by Kaguma (2012) in Kirinyanga West District indicated that parents, house duties, and study time for female-infant pupils were important. Motivating women to go to school, paying fees, supply sanitary products, offer guidance and support, distribute educational resources, nurture every child equally, feed them well at home, take part in extracurricular activities, enforce discipline, track down dropouts, and serve as role models was also crucial for their daughters in order to increase the likelihood that they would continue their education past elementary school and graduate from high school.

Parents with an advanced level of education are highly expected to provide their children with resources like the Internet and social support groups (Leclercq, 2011). These groups are crucial because they can provide consistent access to age-appropriate activities for their children, resulting in substantial financial returns on educational investments. Parents who have completed extensive postsecondary education are more likely to model positive attitudes regarding their children's education. Parents in Kenya who are not well-informed or have only a basic education been unlikely to inspire children to join high school, particularly the schools of their choice (Kakuru & Muhwezi, 2013). The goal of this study is to fill the vacuum in the literature on the relationship between parental education and



their daughters' success in making the shift to junior school in Garissa, a town in Kenya.

Soojung (2021) studied the impact of parental education on children's schooling in Malawi. The findings showed a higher probability of paternal education influencing daughters more than sons. Parental education significantly affects children's education in the short and medium terms, making paternal education an appropriate proxy for determining children's academic accomplishments in Malawi. The study found a positive connection among parents' education levels and children's literacy, with a particular emphasis on paternal education.

Parental education strongly predicts school enrollment and push. "Girls' accomplishment frequency in public blended day schools" by Kaguma (2012) in Kirinyanga West District indicated that parents, house duties, and study time for female-infant pupils were important. Motivating women to go to school, paying fees, supply sanitary products, offer guidance and support, distribute educational resources, nurture every child equally, feed them well at home, take part in extracurricular activities, enforce discipline, track down dropouts, and serve as role models was also crucial for their daughters in order to increase the likelihood that they would continue their education past elementary school and graduate from high school.

Despite a number of studies being done on the effect parental education on transition rate of girls the studies left out key contextual, conceptual and methodological gaps. Wang'anya (2017) focuses on parent-related determinants affecting girls' retention in secondary schools, however the study has limited

exploration of broader social factors that influence girls' change from elementary to senior school, such as cultural norms, economic constraints, and community attitudes towards girls' education. Soojung's (2021) study, while examining the consequence of maternal education on children's education in Malawi, does not directly address the specific context of Garissa County, Kenya, and its unique socio-economic and cultural dynamics that may impact girls' transition to secondary education. Both studies do not provide insights into the specific contextual factors within Garissa County, Kenya, that contribute to the low transition rate of girls from elementary to high school, such as regional disparities in educational infrastructure, socio-economic challenges, and cultural practices affecting girls' educational opportunities. There is a lack of discussion on the intersectionality of parental education with other social factors, such as poverty, gender norms, and admission to capitals, which may influence girls' transition to secondary education differently in Garissa County compared to other regions.

Wang'anya (2017) employs a descriptive survey design with a relatively small sample size, focusing primarily on parent-school partnerships, which may not capture the full range of social factors influencing girls' transition to secondary education in Garissa County. Soojung's (2021) study utilizes a panel probit model based on the World Bank's Combined Domestic Board Survey, which may not be directly applicable to the specific context of Garissa County, Kenya, and may overlook localized socio-economic and cultural dynamics impacting girls' educational outcomes.

## **2.5 Peer Pressure on Transition Rate of Girls**

Mapesa (2018) studied the peer inspiration on academic success of early pupils in girls' staying elementary schools in Kanduyi Constituency, Kenya. Data from 90 students and 5 guidance and counseling teachers revealed that limited pocket money and a rich family background positively influenced academic performance. The learning environment also had a positive impact.

Omollo (2017) investigated peer pressure's impact on senior school failure rates in Rongo Sub-County, Migori County, Kenya. With a descriptive design and a sample of 235 respondents, including students, principals, and class teachers, the study concluded that frequent home send-offs led to high dropout rates, especially among students from poor backgrounds.

Monyamane and Keletsositse (2021) evaluated peer influence on student behavior and academic performance in a private boarding school in northern Botswana. Through random interviews with 11 students, the study found that peer groups, often aggressive and coercive, had both positive and negative effects on student behavior.

Schøne (2017) explored the influence of female peers on academic grades and educational decisions in Norwegian lower-secondary schools. The study found that more female peers increased girls' likelihood of choosing STEM courses and improved classroom environments, although boys' performance and transition to upper secondary school were negatively affected.

Telhaj (2017) explored peer effects on school achievement during the shift from primary to senior school in England. The study showed that peer characteristics from family background and early achievements influenced achievement at age 14, though the effect sizes were small. Wangeci (2018) investigated peer influence on academic performance of primary school pupils in Kapsoya Zone, Uasin Gishu County, Kenya. With a sample of 424 pupils, the study found that the type of school, rather than age or gender, significantly impacted peer influence and academic performance.

Despite these studies, there remains a gap in understanding broader social factors affecting girls' transition from primary to secondary schools in Garissa County, Kenya. Factors such as cultural norms, parental involvement, regional disparities in educational infrastructure, socio-economic challenges, and community support systems are not sufficiently explored. Addressing these gaps is essential to fully understand and improve the transition rates of girls in this region.

## **2.6 Summary of the Reviewed Literature**

Mapesa (2018) studied peer influence and performance of girls' boarding high schools in Kanduyi, Kenya, finding that limited pocket money positively influenced academic performance. Omollo (2017) researched peer pressure's impact on secondary school dropout rates in Rongo Sub-County, Migori County, Kenya, concluding that frequent home send-offs led to high dropout rates, particularly among students from poor backgrounds. Monyamane and Keletsositse (2021) evaluated peer influence on student behavior and academic performance in a private boarding school in northern Botswana, revealing that peer groups exerted dominance through aggression and coercion.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the refined methodology, including the design, targeted population, sample, instrument piloting, data gathering, and data breakdown, all aligned with the research objectives.

#### **3.2 Research Design of the Study**

The researcher adopted descriptive design. The design is ideal for the study since it allows systematically describing and analyzing these factors without manipulating them, providing valuable insights into their influence on girls' transition rates. Since the study focused on social factors within Garissa County, Kenya, descriptive approach enabled the researcher to observe and describe these factors as they naturally occur within the context of the county's educational system. Descriptive research designs also enable both quantitative and qualitative analysis of data. The researcher can use statistical analysis to quantify the relationship between social factors and transition rates, while also conducting thematic analysis to explore the qualitative aspects of participants' experiences and perceptions.

##### **3.2.1 Research Methodology**

A descriptive investigation design was used, focusing on the how, where, what, and who of a phenomenon without manipulating the subjects (Cooper & Schindler, 2009). Descriptive investigation determines the relationship between study variables, reporting only what has occurred or is happening (Zikmund, 2003). This approach included quantitative data collection, arranged numerically. The study

aimed to gather descriptive and self-reported information on the social factors influencing girls' transition from primary to secondary education in Garissa County, Kenya, using standardized questions for comparison.

### **3.2.2 Research Variables of the Study**

The purpose of this study is to determine the connection of dependent variable and independent factors. One variable in the study served as a moderator. The transfer of girls from primary to secondary schooling was the dependent variable, whereas poverty, the consequences of child labor, parental education, and peer pressure were the independent variables. This defined the scope of the investigation. In the data analysis part, the researcher utilized quantitative, qualitative, and inferential statistics.

### **3.3 Location of the Study**

Garissa town serves as the central part of Garissa County, which is located to the east of Tana River County. There are 923,060 people living in the county, which occupies an area of roughly 45,720.2 km<sup>2</sup>. The County of Garissa is one of three in Kenya's northeast. It stretches across 44,174.1 km<sup>2</sup> between 10°58'N and 20°1'S and 38°34'E and 41°32'E in latitude and longitude. The area was selected due to its significance and concentration of a population with polarized views on the importance of formal education for children. Girls in Garissa County are less likely to continue their education past elementary school. Many young women are being killed because of the prevalence of FGM. Also problematic are early marriages, in which older, wealthier men marry schoolgirls in exchange for gifts of cattle from the bride's family.

### 3.4 Target Population

The target population refers to a specific, countable group of subjects or objects from which information is drawn to answer research questions (Kerlinger & Lee, 2010; Stokes, 2011). This study's target population included all 10 public girls' secondary schools in Garissa town, along with their principals, deputy principals, senior teachers, and county education officers (NEMIS Report, 2022). Garissa town, a central hub with diverse communities, provided a range of opinions on factors influencing girls' transition to secondary education. These knowledgeable respondents offered valid insights on the research questions. Table 3.1 displays the population's distribution.

**Table 3.1: Target Population**

Category	Target Population
School Principals	10
School deputy Principals	10
Senior teachers	10
Area County Education Officers	10
<b>Total</b>	<b>40</b>

**Source: (NEMIS Report 2022)**

### 3.5 Sampling Techniques and Sample Size

Due to the manageable study population, a census technique was employed to include all 40 respondents, consisting of school principals, deputy principals, senior teachers, and county education officers, in the study.

### **3.6 Research Instruments**

According to Kombo and Tromp (2010), a data collection instrument is a tool made up of a predetermined number of questions designed to elicit either qualitative replies (such as open-ended comments) or quantitative choices (such as multiple-choice surveys). The study used both questionnaire and an interview director to gather data. The study used questionnaire to collect data from principals, deputy principals and the county education officers while interview attendant was used to collect data from Area County Education Officers. The use of research questionnaires and interview schedules offers a robust approach to data collection.

Research questionnaires were instrumental in efficiently gathering quantitative data from a large sample size, including school principals, deputy principals, and county education officers. These questionnaires enable standardized data collection, ensuring consistency in responses and facilitating statistical analysis to measure variables such as the prevalence of cultural factors, child labor, parental education levels, and perceived peer pressure. Moreover, questionnaires prove cost-effective and less time-consuming compared to interviews, making them practical for reaching a wide range of participants within limited resources and time constraints.

On the other hand, interview schedules provide a valuable complement to questionnaires by offering a platform for gathering qualitative insights into participants' perspectives, experiences, and attitudes. Particularly useful for exploring the contextual nuances and unique experiences of participants, such as



area county education officers, interviews allow for in-depth discussions that can uncover insights not captured by standardized questionnaires alone. By fostering rapport building and trust between the researcher and participants, interviews facilitate open and candid discussions, enabling the exploration of complex social factors such as cultural norms, parental involvement, and peer dynamics. Together, the combination of research questionnaires and interview schedules offers a comprehensive approach to data collection, ensuring a nuanced understanding of the communal factors prompting girls' change to senior schools in Garissa County, Kenya.

### **3.7 Validity and Reliability of the Research Instruments**

#### **3.7.1 Validity of the Study**

Validity, according to Polit and Beck (2012), pertains to how accurately research findings represent the studied phenomenon. Two types of validity for questionnaires are recognized: face validity and content validity. In this study, content validity, which concerns how well a measure represents all dimensions of a social construct, was enhanced through consultation with experts in the field, notably the research supervisor. Cooper and Schindler (2015) suggest that pre-testing is an effective method to enhance face validity. Face and content validity were utilized for this study to ensure that the questionnaire accurately and comprehensively captured the relevant aspects of the research topic, minimizing the likelihood of misinterpretation of questions (face validity) and ensuring that all dimensions of the social constructs under investigation were adequately represented (content validity), thereby enhancing the credibility and reliability of the research findings.

### **3.7.2 Research Reliability**

Reliability, as defined by Kothari (2012), indicates the steadiness of an investigation instrument in yielding consistent results across repeated trials. It allows researchers to assess error and make necessary adjustments. Higher reliability suggests less error, while lower reliability indicates greater potential for error. To enhance reliability in this study, the questionnaire will be pre-tested with a separate sample not included in the main study. Pre-Testing will be conducted at police Sacco in Nairobi where 3 questionnaires will be distributed to the members. An internal steadiness method was accepted by utilization of Cronbach's Alpha. The choice of the internal consistency reliability measured through Cronbach's Alpha, was used to ensure that the questionnaire consistently measures the intended constructs accurately and reliably across different respondents, thereby enhancing the confidence in the study findings. By conducting pre-testing and assessing internal consistency using Cronbach's Alpha, the study aims to estimate and minimize measurement error, thereby increasing the trustworthiness and robustness of the research outcomes.

### **3.8 Piloting of the Study**

Piloting refers to conducting a preliminary study formerly the main research to test the reliability, usability, and acceptability of the research questions to respondents (Kothari, 2011). It helps assess the feasibility, costs, challenges, and time required for respondents to answer questions, ensuring that expectations align with actual data collection. In this study, 10% of the tested members were selected from four girls' secondary schools in Garissa town for the pilot phase.

### **3.9 Data Collection Procedures**

#### **3.9.1 Approval and Authorization**

The investigator requested an authorized letter from Kenyatta University School of Education. This letter served as an official introduction and endorsement of the researcher and the study. It established a formal connection between the university and the study, adding credibility to the research process.

#### **3.9.2 Ethical and Regulatory Compliance**

The researcher uploaded an official letter, along with study instruments, to the website of the NACOSTI. Ensuring ethical and regulatory compliance is essential. By submitting the study details to NACOSTI, the researcher sought approval and ensured that the study adheres to ethical standards and legal requirements.

#### **3.9.3 Access to Field**

The investigator demanded a letter from the Garissa County Education Ministry to be included with study materials for gaining entry to schools. This letter served as an official request and approval from the education authorities in Garissa County. It helped the researcher in obtaining access to schools and ensures cooperation from educational institutions, addressing any potential administrative or logistical issues.

#### **3.9.4 Recruitment and Training of Research Assistants**

The researcher hired at least nine research assistants, providing them with background information and training on the study's rationale. The research assistants play a crucial role in data collection. By recruiting a sufficient number and training them adequately, the researcher ensured consistency and reliability in

the data collection process. The background information helps them understand the context and purpose of the study.

### **3.9.5 Questionnaire Distribution**

Data collection involves distributing the questionnaire to participants after the approval and access have been secured. Allotted two weeks for each participant to fill out and submit the questionnaire before data gathering and analysis. Establishing a timeline is critical for managing the data collection process efficiently. Allowing a specific period for participants to complete the questionnaire ensures that the process is structured and that participants have sufficient time to provide thoughtful responses. This stage involves the practical implementation of the research tools. Questionnaire distribution is carefully managed to ensure that participants have the required information, and the research assistants are available to address any queries.

### **3.10 Methods of Data Analysis**

When completed questionnaires were handed back for examination, the data analysis process had officially begun. Initial steps involved data cleansing, during which surveys were reviewed for completeness and accuracy. Here, the information was encoded and entered in a consumable format, allowing for measurable results (Orodho, 2012). All measurable data was examined according to the research factors in this descriptive study. SPSS produced interpretable and reportable results in the form of several graph types and frequency tables. Inferential tests such as regression, correlation, and analysis of variance were also performed to determine the strength of the association between the independent

and dependent variables. The conceptual framework serves as a guide for organizing and categorizing the collected data. The researcher used the framework to identify relevant themes, concepts, or factors within the data and to establish connections between them. The theoretical framework was used to guide the identification of patterns, themes, or trends within the data. The multiple regression form of equation was as follows

Where;

$$Y = \alpha + M_1X_1 + c$$

$$Y = \alpha + M_2X_2 + c$$

$$Y = \alpha + M_3X_3 + c$$

$$Y = \alpha + M_4X_4 + c$$

$$Y = \alpha + M_1X_1 + M_2X_2 + M_3X_3 + M_4X_4 + c$$

Y is Girl child Transition from primary level to secondary

$M_1$  = Cultural Factors

$M_2$  = Child Labor effects

$M_3$  = Level of education of parents

$M_4$  = Peer-Pressure effects

$\alpha$  is the constant of equation or Y intercept,

$m_1, m_2, m_3$  and  $m_4$  = the gradient functions values, c the error term designated as 0.

### **3.11 Logistical and Ethical Consideration**

#### **3.11.1 Logistical Considerations**

The researcher initially submitted the document to Kenyatta University's Department of Education for ethical review. After obtaining consent from the

relevant authorities, the study commenced. With the consent from Kenyatta University's Department of Education the investigator sought the permission from the Ministry of Education Garissa County and the administration of 10 selected girl schools from Garissa County. The researcher presented participants with the NACOSTI permit letter and an introduction letter from Kenyatta University's Department of Education.

### **3.11.2 Ethical Consideration of the Research**

According to Cohen and Manion (2011), researchers must follow a set of ethical guidelines when gathering information. The researcher here made sure the participants were not harassed in any manner, and that they were free to opt out of the study if they didn't want to. Voluntary participation ensures that all individuals involved in the research do so willingly, without any coercion. Participants had the freedom to pick if to contribute at any moment without repercussions on their involvement or the program. As such, participants have the right to decide whether or not to answer the questions posed.

Confidentiality in research ensures that information remains private and accessible only to the researcher. Employees were guaranteed of the privacy of their provided information, which helped increase response rates. To protect privacy, members did not have to disclose their titles on the surveys. The researcher securely stored all collected data and kept it inaccessible to unauthorized individuals. After one month of secure storage for data analysis, filled questionnaires were shredded to safeguard private, confidential, and sensitive information.

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSION

#### 4.1 Introduction

This section discusses the background information of the respondents, descriptive and inferential studies. Data analysis was done as per objective.

#### 4.2 Response Rate

Out of 40 questionnaires distributed, 37 were completed and returned, achieving a response rate of 93%.

**Table 4.1: Response Rate**

Participants	Returned Questionnaires	Response Rate (%)
40	37	93

#### 4.3 Reliability Test Results

**Table 4.2: Reliability Analysis**

Variable	No. of items	Cronbach alpha	Decision
Cultural Factors	5	0.706	Reliable
Child Labor	4	0.838	Reliable
Parental Level of Education	6	0.742	Reliable
Peer Pressure	6	0.822	Reliable
Child-Transition	4	0.722	Reliable

The answers displayed that the Cronbach's Alpha was within the suggested range of 0.7 to 0.9, indicating that the instruments used were reliable.

## 4.4 Demographic Characteristics of the Respondents

### 4.4.1 Gender Representation

Those surveyed stated their gender and answers as below:

**Table 4.3: Gender Representation**

<b>Gender</b>	<b>F</b>	<b>%</b>
Male	23	62
Female	14	38
<b>Total</b>	<b>37</b>	<b>100</b>

From answers, 23 (62%) of participants were male and 14 (38%) were female. This infer that most of them were male.

### 4.4.2 Participants' Highest Education Level

Contributors needed to designate their top education level and in table 4.4

**Table 4.4: Participants' Highest Education Level**

<b>Education Level</b>	<b>F</b>	<b>%</b>
Secondary Education	4	11
College Certificate	8	22
University Degree	25	68
<b>Total</b>	<b>37</b>	<b>100</b>

From data, 4 (11%) participants had completed secondary education, 8 (22%) had attended college, and 25 (68%) had obtained a university degree. The majority of participants had completed a bachelor's degree. Higher educational attainment tends to correlate with higher employee efficiency and performance.



#### 4.4.3 Participants' Age

Members were asked to give their age bracket the outcome as in Table 4.5.

**Table 4.5: Participants' Age**

<b>Participants' Age</b>	<b>F</b>	<b>%</b>
Below 20 years	0	0
21-30 years	3	8
31-40 years	10	27
41-50 years	17	46
51-60 years	6	16
Over 65 years	1	3
<b>Total</b>	<b>37</b>	<b>100</b>

From data, 3(8%) were aged 21-30 years old, 10(27 %) were aged 31-40 years, 17(46%) were aged 41-50 years, 6(16%) were aged 51-60 years while 1(3%) were 65 years and above. This suggests that most of the participants were aged 41-50 years.

#### 4.4.4 Service Duration in the School

Those surveyed indicated their span of employment at the school as in table 4.6.

**Table 4.6: Service Duration in the School**

<b>Duration</b>	<b>F</b>	<b>%</b>
1-2 Years	9	24
2-3 Years	11	30
3-4 Years	10	27
Over 5 Years	7	20
<b>Total</b>	<b>37</b>	<b>100</b>

From data, 9(24%) had worked in the school for 1-2 years, 11(30%) had worked for 2-3 years, 10(27%) had worked for 3-4 years while 7(20%) had worked for over 5 years. This suggests that most respondents have been employed at their

schools for 3-4 years, indicating they are familiar with issues concerning the girl-child.

## **4.5 Findings of Study Variables**

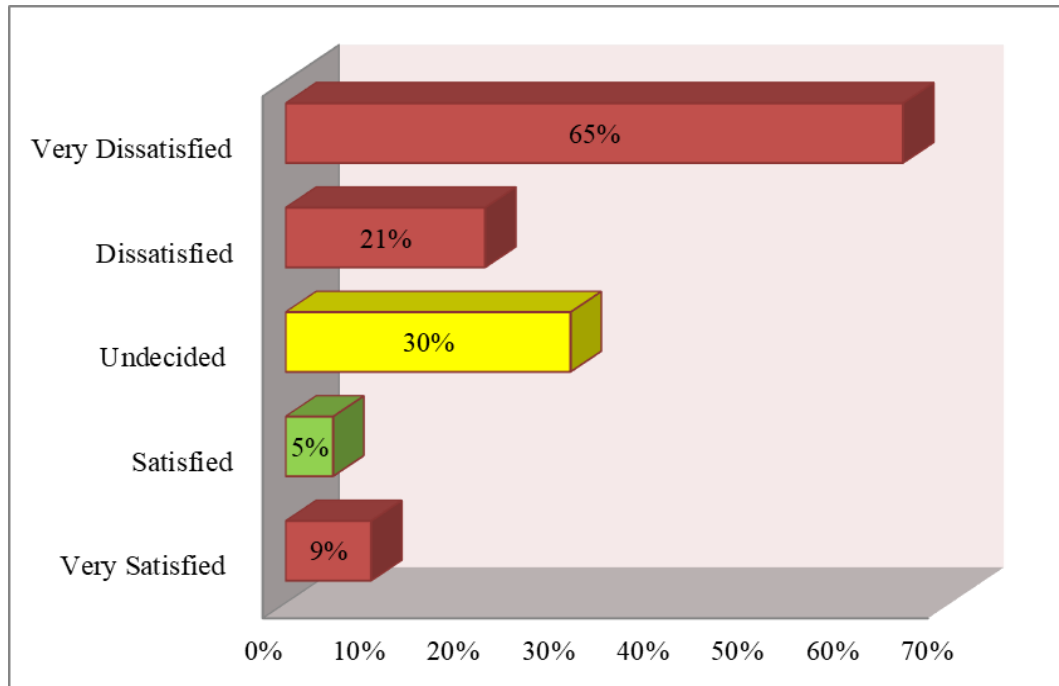
The study sought to assess whether poverty status at home influence girl child-transition, whether child labor influence girl child-transition, whether parental level of academic inspiration girl child-transition and the extent to which peer pressure influence girl child-transition.

### **4.5.1 Cultural Factors Influence Girl Child-Transition**

The investigator examined cultural practices impacting the shift of girls from primary to secondary school in Garissa County. Analysis revealed a rise in practices like female genital mutilation, early child marriages, and child labor, despite ongoing interventions by government and non-state actors. These practices have significantly impeded girls' academic progress. According to UNICEF, (2021), Garissa County is second after Mandera on the list with the highest number of schools drop out for girls at 6.7%. Of those who do attend school, many are eventually forced to drop out due to early marriages and child labour.

#### **4.5.1.1 Level of Satisfaction on how Cultural Factors Influence Girl Child-Transition**

The investigator aimed to evaluate how cultural aspects inspires the transition of girls from primary to secondary school. The discoveries are depicted in Figure 4.1.



**Figure 4.1: Level of Satisfaction on how Cultural Factors Influence Girl Child-Transition**

The survey revealed that 24 (65%) respondents were very dissatisfied with how cultural factors influence the change of girls from primary to secondary school. Additionally, 8 (21%) were dissatisfied, 11 (30%) were undecided, 2 (5%) were satisfied, and 3 (9%) were very satisfied with these factors. This indicates that a significant majority expressed strong dissatisfaction with the impact of cultural factors on girls' transition to secondary education. Participants were also required to state their agreement on educational influences girl child-transition from primary to secondary school schooling. The findings agree with Kakuru and Muhwezi (2019) which revealed that cultural norms and expectations regarding gender roles often shape educational opportunities for girls. In societies where, traditional gender roles prioritize boys' education over girls', girls may face barriers to accessing and continuing their education beyond primary school.

**Table 4.7: Cultural Factors Influence Girl Child-Transition**

	SA	A	U	D	SD	Mean	Std
Statement	%	%	%	%	%		
I believe that girls who have undergone female genital mutilation should not continue with schooling rather they should get married immediately	57	37	6	0	0	4.500	0.621
I believe that girls should get married immediately after attaining age of puberty.	44	40	6	10	0	4.177	0.932
I believe that educating girls is a waste of resources since their husbands will provide for them	39	44	11	6	0	4.145	0.866
I believe that girls should get married early to avoid unwanted pregnancies.	55	42	3	0	0	4.516	0.565
The local community contribute to girls not being in school because they are booked for early marriages	37	45	13	5	0	4.113	0.870
I believe that girls should look after young siblings at home and do domestic chores	26	47	17	10	0	3.887	0.907
I believe that education undermines cultural practices, and that it teaches the girl to reject tradition	55	34	8	3	0	4.403	0.778

21(57%) strongly agreed, 14(37%) agreed while 2(6%) were neutral that they believe that girls who have had FGM should not continue with schooling rather they should get married immediately with 4.500 mean and 0.621 variance. The findings further indicated that 16(44%) strongly agreed, 15(40%) agreed while 2(6%) were neutral and 4(10%) disagreed that believe that girls should get married immediately after attaining age of puberty with 4.177 mean and 0.932 variance. The researcher discoveries align with Andiema's (2021) research, which identified factors manipulating girl-child schooling include early matrimonies, FGM, child employment, widowhood activities, and social taboos. In the study area, these cultural factors were found to have a detrimental impact on girls' education,

delaying their progression, affecting academic success, and hindering the attainment of essential knowledge during basic education.

The study found that 39% strongly agreed and 44% agreed that refining girls is seen as a waste of resources because spouses will deliver for them, with 4.145 mean and 0.866 variance. Additionally, 55% strongly agreed and 42% agreed that girls should marry early to prevent unwanted pregnancies, with 4.516 mean and 0.565 variance. These conclusions are consistent with Kilel's (2018) research, which highlighted cultural beliefs such as readiness for marriage after female genital cutting and the tradition of early marriage following puberty. The study also noted a prevalent preference for educating boys, significantly impacting girls' transition to secondary school.

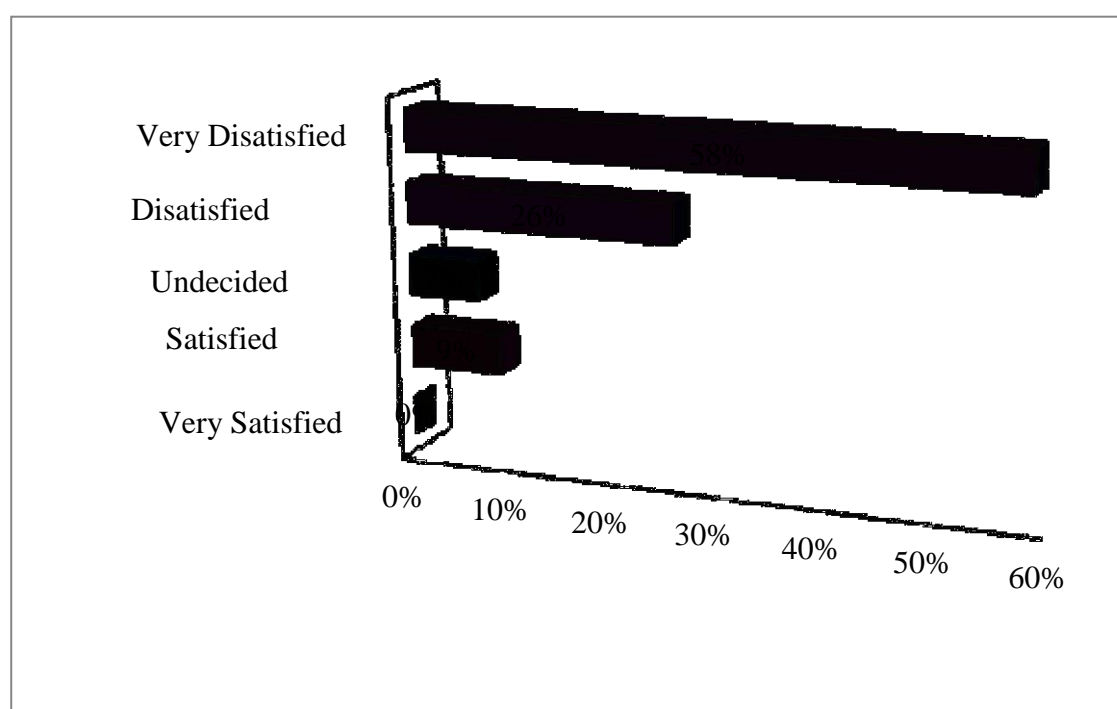
The study found that 37% strongly agreed and 45% agreed that local communities contribute to girls not being in school due to early marriages, with 4.113 mean and 0.870 variance. Additionally, 26% strongly agreed and 47% agreed that girls are expected to care for young siblings and handle domestic chores, with 3.887 mean and 0.907 variance. Moreover, 55% strongly agreed and 34% agreed that education is seen as undermining cultural practices and traditions, teaching girls to reject their heritage, with 4.403 mean and 0.778 variance. These answers align with Mohamed, Mberia, and Muturi's (2017) research, which highlighted how some communities contribute to girls' absence from school through early marriages and assigning domestic roles, while also undervaluing the benefits of educating girls and using them for dowry.

## 4.5.2 Child Labor Influence Girl Child-Transition

The study aimed to identify the significant impacts of child employment on girls' shift from primary to secondary school.

### 4.5.2.1 Level of Satisfaction on the Influence of Child Labor on Girl-child Transition

The researcher aimed to assess how child labor impacts the change of children from primary to secondary school.



**Figure 4.2: Level of Satisfaction on the Influence of Child Labor on Girl-child Transition**

The answers indicated that 58% of respondents were very dissatisfied with the level of child labor affecting girl-child transition in Garissa County, while 26% were dissatisfied and 7% were undecided. None expressed satisfaction with the impact of child labor on child transition.

Participants were surveyed to gauge the impact of child labor on the transition of girls from primary to secondary school in Garissa Town, Garissa County. Results are detailed in Table 4.8.

**Table 4.8: Child Labor Influence Girl Child-Transition**

Statement	S %	A %	U %	D %	SD	Mean	Std
Child labor have critically remained a big problem to education transition in our girls secondary school is situated	52	39	9	0	0	4.419	0.667
I am aware that many families are forced to engage their children to work at home or get employed for earnings that will subsidize the family income	37	31	19	13	0	3.887	1.073
In my school, more children continue being engaged in domestic duties, farm and mine work, or do small-scale business-like hawking in urban areas	44	40	6	10	0	4.177	0.932
The part-time activities often lure children from school into full-time odd jobs like house help which also affect their transition to secondary schools	37	39	10	14	0	3.984	1.032
In this school, we have cases where pupils who engage in these activities are often punished severally in school for absenteeism, loose interest in learning and finally perform poorly in examinations	42	39	11	8	0	4.145	0.921

According to the findings 19(52%) strongly agreed, 14(39%) agreed while 3(9%) disagreed that the child labor have critically remained a big problem to education transition in our girls' secondary school is situated with 4.419 mean and 0.667 variance. The answers additional designated that 14(37%) of the respondents strongly agreed, 11(31%) agreed, 7(19%) were neutral while 5(13%) disagreed that

those surveyed were mindful that a lot of families feel compelled to have their kids work from home or find jobs in order to supplement their own earnings with 3.887 mean and 1.073 variance. Also, the findings indicated that 16(44%) strongly agreed, 15(40%) agreed, 2(6%) were neutral while 4(10%) disagreed that more kids in school are still working in farms and mines, taking care of the home, or running small businesses like hawking in cities with 4.177 mean and 0.932 variance. Further, 14(37%) of the respondents strongly agreed, 14(39%) agreed, 4(10%) were neutral while 5(14%) disagreed that children from school are frequently drawn by temporary hobbies into entirely odd occupations like housework, which also affects their return to middle school with 3.984 mean and 1.032 variance.

The study found that 42% strongly agreed and 39% agreed that students engaged in child labor often face severe punishment for being absent from school, losing interest in what they're studying, and doing poorly on tests, with 4.145 mean and 0.921 variance. These findings align with Nabiki's (2015) research, which identified child labor as causing academic decline, school dropout, reduced literacy levels, and increased gender disparities in education in the region. Child labor was also linked to issues such as poor classroom focus, higher rates of teenage pregnancies, involvement in substance abuse, and participation in armed conflicts. Major contributing factors included poverty, harmful cultural practices, inadequate government policies, parental ignorance and illiteracy, and parental loss.

The study examined how household activities impact girls' education. Findings showed that girls are often assigned more household chores than boys, leading to a



perception that housework is primarily their responsibility. This dynamic contributes to girls being kept at home to assist with chores, which affects their access to education.

Additionally, the study explored how child employment affects girls' change from elementary to senior school. Respondents indicated that child labor involves domestic chores performed by children before and after school, significantly affecting their academic performance. This issue predominantly affects female pupils, contributing to higher dropout rates among girls compared to boys.

#### **4.5.3 Parental Level of Education Influence Girl Child-Transition**

The researcher sought to assess the parent's level of education. The findings are as indicated in Table 4:9.

**Table 4.9: Parents Level of Education**

<b>Education</b>	<b>Frequency</b>	<b>Percentage</b>
Primary Certificate	17	47
Secondary Certificate	15	40
College Certificate	4	11
University Degree	1	2
<b>Total</b>	<b>37</b>	<b>100</b>

From the analysis in Table 4.9, it was found that 17 had primary certificates, 15 had secondary certificates, 4 had college certificates, and 1 had university degrees. This suggests that most of parents had limited educational attainment, potentially impacting their influence on girls' education.

In Garissa County, interviewees were also asked to describe how their parent's education affected the girls' transfer from elementary to middle school. The results are detailed in Table 4.10.

**Table 4.10: Parental Level of Education Influence Girl Child-Transition**

Statement	S A %	A %	U %	D %	SD %	Mean	Std
The level of education of parents determines the education for their children since parents also act as role models to their children.	47	34	13	6	0	4.210	0.908
I am aware that many parents aim at educating their children to at least the level of education that they attained themselves.	50	31	15	5	0	4.258	0.886
I believe that many pupils have high educational aspiration but their parents' low level of formal education provides them with poor role modeling and little encouragement to study	44	53	3	0	0	4.403	0.557
There is low level of education among the parents in Garissa County region that can be blamed for betrothal of girls	37	44	16	3	0	4.145	0.807
Apart from the high value attached to bride wealth, the community has a negative attitude towards female education.	35	45	5	0	0	4.452	0.592

47% strongly agreed and 34% agreed that parents' level of education determines their children's education, as parents serve as role models, with 4.210 mean and 0.908 variance. Additionally, 50% strongly agreed and 31% agreed that many parents aim to educate their children to at least their own level of education, with 4.258 mean and 0.886 variance. Furthermore, 44% strongly agreed and 53% agreed that low parental education levels hinder educational aspirations among pupils, with 4.403 mean and 0.557 variance. These findings align with Ambajo's (2014) research, which highlighted that less educated parents may not fully understand the importance of educating their daughters, thereby reducing their

aspirations and negatively impacting their children's education. Conversely, highly educated parents tend to support their daughters' educational aspirations, positively influencing their school retention and academic success.

In addition, 37% strongly agreed and 44% agreed that low parental education levels contribute to early betrothal of girls, with a mean of 4.145 and a standard deviation of 0.807. Furthermore, 35% strongly agreed and 45% agreed that negative community attitudes toward female education persist alongside high bride wealth values, with a mean of 4.452 and a standard deviation of 0.592. These findings correspond with Conghe's (2015) findings, indicating that lower parental education levels decrease participation and achievement rates in primary education, particularly among girls from socioeconomically disadvantaged backgrounds.

The researcher investigated whether parental education levels influence girls' change from primary to secondary school in Garissa. According to the county education officer, many students have parents who only completed primary education, suggesting that most girls lack role models and motivation to pursue further studies, resulting in low retention rates.

The study also examined how parental knowledge and awareness impact girls' education. Respondents indicated that low socioeconomic conditions exacerbate educational challenges for girls due to inadequate learning resources and lack of parental involvement in their education. Active parental engagement boosts girls' morale and academic performance, thereby increasing their retention in school.

#### 4.5.4 Peer Pressure Influence Girl Child-Transition

Those surveyed were asked to rate the influence of peer pressure on girls' transition from primary to secondary school. Results are summarized in Table 4.11.

**Table 4.11: Level of Satisfaction on the Influence of Peer Pressure**

Education	Frequency	Percentage
Very Satisfied	10	26
Satisfied	14	37
Undecided	0	0
Dissatisfied	4	12
Very Dissatisfied	9	25
<b>Total</b>	<b>37</b>	<b>100</b>

From the findings 26% were very satisfied, 37% were satisfied, 12% were dissatisfied, and 25% were very dissatisfied with the influence of peer pressure on girls' change from elementary to senior school.

Respondents were asked to rate the extent to which peer pressure influences girls' transition from primary to secondary school in Garissa. Results are shown in Table 4.12.

**Table 4.12: Peer Pressure Influence Girl Child-Transition**

	S	A	A	U	D	SD	Mean	Std
Statement	%	%	%	%	%			
There are several peer groupings of girls in the school	37	34	10	16	3	3.855	1.185	
I am aware that most of the peer groups among students are founded on immoral grounds	55	34	8	3	0	4.403	0.778	
Most of the girls waste much time at the expense of learning in peer groups	44	46	7	3	0	4.307	0.738	
There has been cases that are peer group motivated that tend to influence their transition in the education system	55	33	7	5	0	4.387	0.869	
The management is aware and has put control measures on which peer groupings should be allowed	44	50	6	0	0	4.371	0.607	

From the findings 14(37%) strongly agreed, 13(34%) agreed, 4(10%) were neutral while 6(16%) disagreed and 1(3%) strongly disagreed that there are several peer groupings of girls in the school with 3.855 mean and 1.185 variance. Also, 20(55%) strongly agreed, 13(34%) agreed, 3(8%) were neutral while 3% disagreed that they are aware that most of the peer groups among students are founded on immoral grounds with 4.403 mean and 0.778 variance. Further 16(44%) of the respondents strongly agreed, 17(46%) agreed, 3(7%) were neutral while 1(3%) disagreed that the most females waste a lot of time instead of studying in social settings with 4.307 mean and 0.738 variance. 20(55%) strongly agreed, 12(33%) agreed, 3(7%) were neutral while 2(5%) disagreed that plenty of times when the inspiration of others has affected how people proceed through schooling with 4.387 mean and 0.869 variance. Also, 16(44%) strongly agreed, 19(50%) agreed while 2(6%) were neutral that the management is aware and has put control measures on which peer groupings should be allowed with 4.371 mean and 0.607 variance. Abuye, Nyariro, and Ngware (2018), girls experience significant stress from friendships, including conflicts with their best friends. This peer interaction stress can become overwhelming, affecting their ability to manage social networks and academic pressures. Additionally, girls whose parents do not prioritize school attendance may influence others in the community to also stop attending school.

The investigator examined how peer pressure impacts the transition of girls in education. According to some county education officers, peer influence can have both positive and negative effects on girls' educational transitions. Positive peer influence can motivate students to study hard and complete their coursework in primary school, leading to higher rates of transition to secondary school. However, negative peer influence can lead peers into risky behaviors contributing to school dropout and lower transition rates from primary to secondary school for girls.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This section covers study findings, conclusions, recommendations, and research areas based on the purposes of the study.

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

##### **5.2.1 Whether Cultural Factors Influence Girl Child-Transition**

The findings showed a high level of consensus among respondents (mean = 4.5, standard deviation = 0.621) that girls who have undergone FGM are more likely to drop out of school. The results also showed that the low transition rate among females (mean of 4.177, standard deviation of 0.932) can be related to the cultural norm of arranging marriages for young women as soon as they reach puberty. Andiem's (2021) research also indicated that social norms and practices like as arranged marriages, FGM, child labor, and widowhood customs all had an impact on the educational opportunities available to girls. Research shows that cultural characteristics in the study area have a negative impact on girls' access to and success in school, as well as on their ability to learn the fundamentals.

Low transition rates among girls (mean 4.145, standard deviation 0.866) were also attributed to the widespread belief that investing in their education is a waste of money. With a mean score of 4.516 and a standard deviation of 0.565, the findings also demonstrated that the vast majority of respondents believed that the local community has a role in females not attending school because they are scheduled for early weddings. This was shown by the results having a mean score of 4.516

and a standard deviation of 0.565. Kilel's (2018) findings that the idea that girls should marry just after puberty leads to early marriage and that female genital cutting prepares girls for marriage are consistent with the results of the current study. The study also indicated that there is widespread agreement that investing in the education of girls is a waste of money. The study also found that the current practice of giving educational preference to male offspring has had a significant impact on the rate at which female offspring enroll in and complete secondary education.

### **5.2.2 Whether Child labor Influence Girl Child-Transition**

With an average score of 4.419 and a standard deviation of 0.667, the majority of respondents feel that child labor has remained a serious issue in girls' secondary education transition. Most respondents agreed (mean agreement: 3.887, standard deviation: 1.073) that to help make ends meet, many families nowadays are putting their children to work. The results, with a mean of 4.177 and a standard deviation of 0.932, showed that most respondents thought that more students at their school were still working in industries such as housework, agriculture, and mining, or as street vendors. Overall, respondents gave after-school activities a mean score of 3.984 (SD = 1.032), agreeing that they often tempt children into full-time odd jobs like domestic chores, which in turn affects their progression to secondary schools.

Students who engage in these behaviors are penalized multiple times for being absent, losing interest in school, and ultimately performing poorly on exams, as reported by the majority of respondents (mean 4.145, standard deviation 0.921). The results of this study corroborate those of Nabiki (2015), who discovered that



child labor is directly responsible for a drop-in students' grades, increased absenteeism from school, lower literacy rates in the County, and a wider gap between the sexes in terms of access to education in the area. Poor academic performance, pregnancies at a young age, substance misuse, and participation in war were all linked to children working in factories. High regional poverty, negative cultural attitudes and practices, a lack of suitable government regulations, parental ignorance and illiteracy, and parental death were identified as major contributors to the issue of child labor.

### **5.2.3 Whether Parental Level of Education Influence Girl Child-Transition**

Parents' education moves their kids' academic development, with 4.210 mean and 0.908 variance. With 4.258 mean and 0.886 variance, most respondents also knew that many parents want to educate their children to the same level as they did. With 4.403 mean and 0.557 variance, most respondents agreed that many students had high academic expectations despite having parents with limited formal education who provide poor role models and little drive to study. The results of this study corroborate those of Ambajo (2014), who discovered that illiterate parents may not understand the value of an education for their daughters, which can have a detrimental impact on their children's opportunities to get a good one. This suggests that parents with higher levels of education are more likely to encourage their daughters to pursue higher levels of education, which in turn increases the likelihood that their daughters will remain enrolled in school. On average, children with higher-educated parents do better in school themselves. Although parents cannot directly affect their children's development through genetics, they can affect it by the choices they make.

With 4.145 mean and 0.807 variance, most respondents believed that a lack of parental education in the Garissa County region is to blame for the early marriage of females. With 4.452 mean and 0.592 variance, the majority of respondents agreed that the community has a negative attitude towards female teaching, in addition to the high importance given to bride money. The results matched those of Conghe (2015), found that having uneducated parents decreased primary school enrollment and completion rates, especially for girls. The level of parental schooling has a significant impact on their children's academic success. Sons are prized above girls; hence daughters of low socioeconomic status and illiterate parents face more disadvantages.

#### **5.2.4 Extent to which Peer Pressure Influence Girl Child-Transition**

Most respondents (3.855%, SD 1.185%) agreed that this school has various girl social groups. The majority of respondents (4.403 mean and 0.778variance) likewise knew that most student peer groups are immoral. With 4.307 variance and a 0.738 variance, the girls also agreed that most girls waste time in peer groups rather than learning. Most respondents believed that peer group motivation has affected their educational transfer, with 4.387 mean and 0.869 variance. The majority agreed that management knows and controls which peer groupings are authorized, with a mean of 4.371 and a standard deviation of 0.607. Self-reported conflict with a best friend is not factored into the friendship stress that girls experience, according to Abuye, Nyariro, and Ngware (2018). When girls' peer connections cause them so much anxiety that they can't handle the demands of their social lives and their academics, the results can be devastating. This effect

occurs because girls whose parents are not supportive of their education may encourage other girls in the area to quit going to school.

### **5.3 Conclusions**

#### **5.3.1 Influence of Cultural Factors on Girl Child-Transition**

According to the findings, the study concluded that girls stay at home and care for younger siblings and do housework is linked to a lower transfer rate among females. Unwanted pregnancies were linked to a lack of transitioning among females, according to the study. In addition, the study concluded that sending daughters to school was a waste of money because their husbands would eventually care for them. The study concluded that that community members play a role in keeping girls out of school so they can be married off at a young age. Girls were also expected to take care of younger siblings and help out around the house. Also, the study concluded that girls who have an education are taught to reject traditional gender roles.

#### **5.3.2 Whether Child labor Influence Girl Child-Transition**

The study concluded that the presence of child labor was a significant barrier to girls' transition to secondary education in areas where child labor was prevalent. The study also concluded that many households rely on their children to help out financially by having them work either at home or in the workforce. The study also concluded that kids' education shifting is impacted by the number of hours they spend working at odd occupations like housekeeping. The research also concluded that students who participate in child labor are more likely to get many school

punishments for absenteeism, lose interest in school, and ultimately do poorly on standardized tests.

### **5.3.3 Influence Parental Level of Education on Girl Child-Transition**

The study concluded that parental education levels affected the transition from having a boy to having a girl because parents serve as role models for their children. The study also concluded that many parents hope to provide their children with an education at or above their own. In addition, many students' aspirations are great, but they are not supported by positive role models because their parents are not well-educated. The study also concluded that the lack of parental education in the Garissa County region contributed to the practice of girl marriage. According to the results, concluded that community places a low value on girls' education and places a high value on bride riches.

### **5.3.4 Extent to which Peer Pressure Influence Girl Child-Transition**

The study concluded several different peer groupings of girls were found, which provided insight into the role of peer pressure and girlhood transition. The study concluded that most student cliques have their origins in some form of immorality. In addition, the study concluded majority of girls tend to waste time in social settings rather than learning from their peers. The research also concluded that the influence of peers can be felt during the students' time spent outside of the classroom.

## **5.4 Recommendations**

### **5.4.1 Whether Cultural Factors Influence Girl Child-Transition**

The study recommended that the ministry of education should encourage community dialogue and awareness programs to address cultural norms and practices that may hinder girls' education. They should collaborate with local leaders and elders to promote the importance of girls' education within cultural contexts. Additionally, they should introduce culturally sensitive curriculum materials that resonate with the community's values while promoting education.

### **5.4.2 Whether Child labor Influence Girl Child-Transition**

The researcher recommended that the ministry of education should advocate for policies that protect children from engaging in labor at the expense of their education. They should provide economic support to families to reduce reliance on child labor as a source of income. They should establish community-based programs offering alternative income-generating activities for families to diminish the need for child labor.

### **5.4.3 Whether Parental Level of Education Influence Girl Child-Transition**

The study recommended that the ministry of education should offer adult education programs targeting parents to improve their literacy and understanding of the value of education. They should provide scholarships or incentives for parents to continue their own education, creating a ripple effect of valuing education within the household. They should collaborate with local NGOs and educational institutions to offer parenting workshops focusing on supporting children's educational endeavors

#### **5.4.4 Extent to which Peer Pressure Influence Girl Child-Transition**

The study recommended that the ministry of education should implement peer mentoring programs where older girls who have successfully transitioned to secondary education can support and mentor younger girls. The study also recommended that they should conduct awareness campaigns highlighting positive peer influence on education and empowering girls to resist negative peer pressure. They should foster a supportive school environment where teachers and administrators are trained to recognize and address issues related to peer pressure.

#### **5.5 Suggestions for Further Research**

The researcher suggested that a study should be conducted on the effect of access to educational resources and facilities on transition from primary to secondary education in Garissa County. A study should be conducted to investigate how traditional gender roles and expectations influence girls' access to education, including perceptions of girls' roles within the family and society. Additionally, a study should be conducted to assess the availability of social services such as child protection programs, healthcare, and childcare support, and how they impact the prevalence of child labor among girls.

A further study should be conducted to explore the level of parental involvement in their daughters' education, including attendance at parent-teacher meetings, assistance with homework, and communication with school authorities. Investigate parents' knowledge and awareness of the long-term benefits of educating their daughters, including improved employment opportunities and social mobility. A study should be done to analyze the influence of social support networks, such as

friends, extended family members, and community groups, on girls' decisions regarding education. Examine the availability of positive female role models within the community and how they may counteract negative peer pressure and encourage girls to pursue education.

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## **APPENDICES**

### **APPENDIX I: PERSONAL INTRODUCTION LETTER**

Serar A Mohammed

P.O Box 222-70200

Garissa

Dear Participant,

#### **DATA COLLECTION**

Please answer my inquiries as a Kenyatta University masters of education student.

I will "Determine how demographic, cultural, and economic factors affect girls' progression from elementary to middle and high school in Garissa County, Kenya" in this academic paper. Thank you.

Yours Faithfully,



Mohammed Serar

Student

Kenyatta University

**APPENDIX II: RESEARCH QUESTIONNAIRE FOR PRINCIPALS,  
DEPUTY PRINCIPALS AND THE COUNTY EDUCATION OFFICERS**

Please answer my inquiries as a Kenyatta University masters of education student.

I aim to "Examine how poverty and inequality, particularly in Garissa affect girls' transition from elementary to middle school" in this academic project. Much obliged. Questions take 8 minutes to answer.

**Section A: Demographic Information of the Participant**

1. Indicate your gender:

Male ☐

Female ☐

2. Kindly indicate your highest level of education

a) Secondary Education ☐

b) College Certificate ☐

c) University Degree ☐

d) Any Other {.....}

3. Kindly indicate your age bracket

a) Below 20 years ☐

b) 21-30 ☐

c) 31-40 years ☐

d) 41-50 years ☐

e) 51-60 years ☐

f) Over 65 years ☐

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

a) 1 to 2 years [ ]

b) 2 to 3 years [ ]

c) 3 to 4 years [ ]

d) Over 5 years [ ]

## **SECTION B: Cultural Factors Influence Girl Child-Transition from Primary**

### **Level to Secondary School within Garissa Town, Garissa County.**

Statements	1	2	3	4	5
FGM-affected girls drop out of school					
Low transition rates in girls are due to marrying them off quickly after puberty.					
The notion that educating girls is a waste of resources result to low transition rate among girls					
Low transition rates in girls are linked to unwanted pregnancies.					
Early marriages in the neighborhood keep females out of school.					
The idea that girls should take care of younger siblings and conduct housework has been linked to poor transition rates among girls.					

## **SECTION C: Child labour and Girlchild Transition from Primary School to**

### **Secondary level Education specifically within Garissa Town, Garissa County**

Statements	1	2	3	4	5
Child labor has hampered education transfer in our girls secondary school.					
I know that many families have to make their kids work at home or find jobs to supplement their income.					
In my school, more kids work on farms, mines, or hawk in town parts.					
Part-time actions attract kids from school into full-time odd jobs like housekeeping, which affects their transfer to secondary schools.					
In this school, students who participate in these activities are routinely penalised for absenteeism, lose interest in learning, and do poorly in exams.					
Others					

**SECTION D: Parent's level of education or status and girlchild transition from primary school to secondary level education specifically within Garissa Town, Garissa County**

Statements	1	2	3	4	5
Since parents are role models, their education affects their children's.					
I know many parents want to educate their children to at least their level.					
Many students have strong educational aspirations, but their parents' minimal formal education gives poor role modeling and little encouragement to study.					
Garissa County parents' low education levels are to blame for girls' betrothal.					
Besides bride wealth, the community dislikes female education.					
Others					

**SECTION E: Peer Pressure and girlchild transition from primary school to secondary level education specifically within Garissa Town, Garissa County**

Statements	1	2	3	4	5
Schoolgirls have numerous peer groups.					
I know most student peer groups are immoral.					
Most girls spend time instead of learning in groups.					
Peer group pressure can affect schooling transitions.					
Management controls peer groupings.					
Others					

**THANKS FOR YOUR PARTICIPATION**

**APPENDIX III: INTERVIEW GUIDE FOR AREA COUNTY EDUCATION OFFICERS**

1. Simply clarify how FGM affects girlchild moving from elementary to secondary school.....  
.....
2. Briefly explain how early marriages affect transition of girlchild from primary to secondary school.....  
.....
3. Kindly discuss how house hold chores effects girlchild schooling .....  
.....
4. In a few sentences, please discuss the impact that child labor has on a girl's ability to move on to secondary education.....  
.....
5. How does parental education affect a girl's ability to move from elementary to middle school?.....  
.....
6. Please describe the relationship between parental education and the decision to send a girl to secondary school. ....  
.....
7. To what extent do girls' peers affect their motivation to attend school? .....  
.....



8. How does peer pressure affect a girl's transition from elementary to middle school?.....

.....

**9. APPENDIX IV: LIST OF PUBLIC GIRLS SECONDARY SCHOOLS  
WITHIN GARISSA TOWN**

<b>NAME OF SCHOOL</b>	<b>CATGORY</b>
Saka Girls	High School
Yusuf Hadji	High School
Garissa for the Deaf	High School
Tumaini	Secondary
Iftin	Secondary
Ummu	Secondary
Yathrib	Secondary
Town	High School Mixed
Nep	High School
Tetu	Secondary School

## APPENDIX V: RESEARCH PERMIT

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 999376	Date of Issue: 22/May/2023
<b>RESEARCH LICENSE</b>	
	
<p>This is to Certify that Mr. MOHAMED ABDISERAR of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Garissa on the topic: SOCIAL FACTORS DETERMINING TRANSITION RATE OF GIRLS FROM PRIMARY TO SECONDARY EDUCATION IN GARISSA COUNTY, KENYA for the period ending : 22/May/2024.</p>	
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