

# **Causes of Girls’ Low Transition Rates as Compared to Boys from Primary to Secondary Schools in Baringo North and East Sub-Counties, Baringo County, Kenya**

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## **Abstract**

*The purpose of this study was to investigate causes of low students’ transition rates from primary to secondary schools in Baringo North and East sub-counties, Baringo County, Kenya. The following objectives guided the study: to establish how socioeconomic factors, cultural factors, FPE enrolment increments, tripartite hierarchy of form one selection criteria and pupils’ performance in KCPE examination were affecting low students’ transition rates from primary to secondary schools. A descriptive survey research design was used. The target population was 25 secondary school head teachers. A sample of 112, which included 10 head teachers, was selected using simple random sampling. And 102 primary school class teachers were selected using purposive sampling from 40% (34) primary schools which were selected simple random sampling. A sample of 15.2% was greater than the minimum 10% recommended by (Mugenda and Mugenda, 2003) as the representative sample of the targeted population. Data were collected using a Head teacher’s and primary school class teacher’s questionnaire. Data were analyzed using descriptive statistics, involving frequency distributions, means and percentages. The study findings showed that: the high cost of secondary education and poverty; FPE increased enrolments and the KCPE performance and secondary form one intake by space not by all who qualify to join secondary schools were causing low students’ transition rates from primary to secondary schools. Cultural factors and tripartite secondary schools’ form one selection criteria did not cause the students’ low transition rates from primary to secondary schools. The conclusion was that cost of secondary education, poverty and the number of qualified primary school students compared to the available secondary school vacancies caused the low students’ transition rates from primary to secondary schools in Baringo North and East sub-counties, Baringo County, Kenya. Thus, the study recommended a policy framework that enhances economic empowerment and creation of more secondary school places.*

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## **I. Introduction.**

Education is a basic human right without which human society will be adversely affected. According to a report compiled by the United Nations Educational Scientific and Cultural Organization (IFPRI 2021), there are about 105 million primary school aged children and 326 million secondary school aged children still out of school worldwide. Of this, 60 percent are girls. The report further indicates that in less developed countries in Asia, Latin America and Africa, there are 95million children out of school while about 70% of all girls do not proceed beyond primary school.

According to UNICEF (2020) in Indonesia there only 37% of the girls transit from primary to high school each year due to a number of factors that can be classified as personal and family level factors such as ill-health, undernourishment as well as poverty endanger significant transition rate of many children from primary schools to secondary schools. Consequently, many children are registered in school but fail to be present at, take part but fail to study are enrolled for several years but fail to advance and drop out from school. According to Freudenberg (2020), there are three categories of why students drop out of school. The types include family, characterized by economic strength to support education. The second category is the community in which one has peers' influence on drop-out rates. The third category is the school environment category, which accounts for learning resources and the school culture in the teaching process. Besides, other factors include pregnancy,

substance abuse, and early marriages. However, the drop-out rate of girls is high in LDCs in Asia just like rest of the world and Birdsall (2005) notes that this low rate of school completion is due to repetition, early marriages, and Poverty.

Transition rates to secondary schools for both boys and girls remain low at 64% across sub-Saharan Africa, going as low as 26% for girls in Guinea (Njeru, 2021). UNESCO (2019) attributes the problem of drop-out rates in sub-Saharan Africa to poor communities, where barriers such as distance and entrance requirements or exit examinations are often binding. The findings correlate with UNESCO (2020b), which noted that children from poor households in Kenya, Mali, Malawi, Democratic Republic of Congo, and Uganda could not be retained in schools due to school fees, textbooks, school uniforms. Okumu et al. (2018) revealed that parents' socio-economic status in Uganda significantly influences school drop-out for boys and girls. Save the Children (2021) indicates that cultural norms and beliefs constrain girls' education and these cultural norms and beliefs are rampant in African societies whereby these traditional values and religious beliefs constrain girls from making their own decisions and expressing their own opinions. The societies prefer early marriages as opposed to schooling. Various studies (Birdsall, 2015; Bhorat, 2018; Bledsoe, 2022; UNESCO, 2021) indicate that teenage pregnancies and early marriages contribute to girls' drop-out rates in schools. This is because early marriage and pregnancy can be both the cause of dropping out of school (UNESCO, 2017). The poor school environment has been identified as a barrier to completion rates in secondary schools. Subsequently, school infrastructure has played a role in the influence of drop-out rates of students in schools. Also, Molteno et al. (2020) pointed out that the availability of resources such as textbooks, desks, and blackboards influences students' drop-out rates. Imbova M. et al (2018), correlate the findings when they revealed that learning and teaching resources contribute to 9.4 percent of completion rates in secondary schools. This implies that inadequate learning and teaching resources influence girls' drop-out rates.

In Kenya, one of the priorities of the Government of Kenya (GoK) in the twenty first century is to achieve a life of prosperity and dignity for all the citizens as articulated by the Sustainable Development Goals (SDGs, 2017) (United Nations (UN), 2020) (Kenya Vision 2030). The role of education towards the SDGs goals had been underscored in other goals like the MDGs and since independence in the Kenyan education policy documents as in the Sessional Papers No.10 of 1965; No. 6 of 1988; and No. 1 of 2005, as well as in both of the National Development Plans for 2002-2008 and 2008-2012 (GoK: 2012). In these policy documents it is indicated that education is not only a fundamental child's right but also a critical tool for sustainable socioeconomic development for the country (Adam, Ndung'u & Kimenyi, 2009). Deolalikar (1999) had concurred with this role of education when he argued that the principle reason as to why children do not escape poverty is that they do not acquire the basic cognitive competences for succeeding in the world. He suggested that the best and most efficient mechanism for breaking the vicious cycle of poverty is in education reforms based on compensatory programs for families and neighborhoods to keep them above a minimal acceptable threshold for attaining secondary school education (Deolalikar, 1999).

Students' transition rates from primary to secondary schools in this study is defined as the percentage of primary school graduates who proceed to the secondary school education level, before getting into the tertiary training institutions (Chege and Sifuna, 2006). Secondary education is recognized as the minimum academic level that most Kenyans should attain to ensure a competent human resource base which is essential for a sustainable wealth creation initiative as well as realization of the MDGs. According to the GoK; Sessional Paper No. 6 of 1988, secondary education provides an all-round mental, moral and spiritual development as well as relevant skills towards positive contribution to developments of the society as well as forming a firm student's foundation for further education, training and work (Commonwealth Education Fund, 2003).

Gender-based discrimination believes, which determines how boys and girls access education with most parents preferring to educate the boy-child and consequently academically neglecting the girl-child. This is despite the fact that there are a lot of mechanisms that have been put in place to ensure that the girl child access equality in the society and one area of emphasis being in education (Otundo, 2021). A report compiled by Center for Study of Adolescence (Moyoncho 2020) shows that in Kenya, the school completion rate for girls remains lower than that of boys in most parts of the country. According to Mackatiani et al (2020), Kenya, like any other country from sub-Saharan Africa, faces the problem of wastage in education due to use of exams at KCPE level as a measure of transition. Although wastage exists in the education system, it is higher among girls than boys. Central Bureau of Statistics (CBS) revealed that the drop-out of students in the age group between 15 and 18 years was 41% (CBS, 2021). Also, GOK (2019) demonstrated that many girls didn't remain in secondary education (57.6% for girls in Siaya and 23.2% for girls in Nairobi). School drop-out results from a series of factors and beliefs. These factors and opinions range from the individual student, family, social group, socio-cultural factors, and school environment. A study conducted by ActionAid (2019) revealed that school environment, religion, the economic strength of families, insecurity, and broken family led to drop out of girls in eight counties of Baringo, West Pokot, Migori, Garissa, Kajiado, Embu, Taita Taveta and Isiolo.

Studies conducted in Kenya (Okumu, 2019; Onyango, 2020; and UNESCO; 2020b) reveal that poverty is the root of girls' high drop-out rates in girls' schools. This indicates that the impact of the economy

overwhelms education. In effect, governments that allocate a small share of gross domestic product (GDP) on education experience high drop-out rates of girls. However, although the allocation of GDP on education is low, families' socio-economic status is significant in the girls' drop-out rate. When family resources are scarce, parents do not invest in education. Because of financial constraints, there is dictation on who should be educated, and in most cases, boys are preferred to girls. This scenario shows that the benefit brought about by educating a girl child has less effect on the family than that of the boy child (Onyango, 2020). UNESCO (2020b) noted that children from poor households in Kenya were likely to drop out of schools due to economic and school environment problems. Besides, teenage pregnancies and early marriages have negatively affected enrollment of girls in secondary schools in Kenya (KNBS 2019).

### **Statement of the problem**

Despite the fact that the government of Kenya and other stakeholders have made several efforts to ensure that there is equity in the society depicted by examples of girls accessing equal education just like the boys through various initiatives, the rates of transition among the girls is still very low. As evidenced in the background to the study, there were challenges of students' low transition rates from primary to secondary schools in Baringo North and East sub-counties, Baringo County, Kenya (ActionAid, 2019). Whereas the introduction of FPE in 2003 was a move towards achievement of the UPE and the worldwide EFA goals by 2015 that of the FSE tuition fees waiver in 2008 was initiated against the backdrop of the poor households' inability to raise the high secondary school fees.

Therefore, poverty was perceived as a major contributor to students' low transition rates from primary to secondary schools. Even with the FSE tuition fees waiver, 67.1% was the national students' transition rate from primary to secondary schools in 2009. This was still low given the fact that it only represented 27% of the Kenyan population of children aged (14-17 years) who were supposed to have enrolled for the secondary school education nationally. The FSE tuition fees waiver was expected to improve students' transition rates from primary to secondary schools to a relatively higher percentage to nearer the national figure of 67.1% in Baringo North and East sub-counties, Baringo County, Kenya.

However only 15% of the population of children aged (14-17 years) who were supposed to have enrolled for the secondary school education in the district had been enrolled compared to 27% of the national population of children aged (14-17 years) who were enrolled. This was a paradox that necessitated a study to investigate the causes of students' low transition rates from primary to secondary schools. Therefore, it was against this background that this study investigated the causes of students' low transition rates from primary to secondary schools in Baringo North and East sub-counties, Baringo County, Kenya.

### **Purpose of the study**

The purpose of this study was to investigate the causes of students' low transition rates from primary to secondary schools in Baringo North and East sub-counties, Baringo County, Kenya.

### **Objectives of the study**

The study was guided by the following objectives:

- i. To determine how household's socioeconomic factors affect students' low transition rates from primary to secondary schools in Baringo North and East sub-counties, Baringo County, Kenya.
- ii. To establish the extent to which household's cultural factors affect students' low transition rates from primary to secondary schools in Baringo North and East sub-counties, Baringo County, Kenya.
- iii. To establish the extent to which FPE pupils' enrolment increments affect students' low transition rates from primary to secondary schools in Baringo North and East sub-counties, Baringo County, Kenya.
- iv. To determine how tripartite hierarchy of form one selection criteria affect students' low transition rates from primary to secondary schools in Baringo North and East sub-counties, Baringo County, Kenya.
- v. To determine the extent to which pupils' KCPE performance affects students' low transition rates from primary to secondary schools in Baringo North and East sub-counties, Baringo County, Kenya.

### **Empirical Literature Review**

Suryadarma (2020) did a study on the causes of low secondary school enrollment in Indonesia. Although the study didn't center on any given theory of educational transition, it was noted that girls' enrolment in secondary schools was low compared to boys. In relation to some causes of such low enrollment: Firstly, household welfare level is a significant determinant of the low enrollment. Secondly, children from Muslim families have a significantly lower probability of continuing to the secondary level. Thirdly, children in areas with relatively abundant employment opportunities have a higher probability of giving up schooling.

Nabibia (2019) did a study on factors influencing the transition of girls from primary to secondary level in Bungoma County. In the research findings it was found out that, the school based factors causing the girls to drop out included poor academic performance contributed by poor teaching methods and repeating of classes

that discouraged the girls from pursuing further learning as well as lack of fees. The home based factors that caused many girls to drop out of school were many girls dropped out of school due to poverty, preference by the parents to education other sibling such as boys, pregnancy among the girls, cultural norms that don't value girls' education, illiteracy among the parents and low parental guidance of the students. The distance to school was long and therefore consumed most of the time for the girls who had no other means to reach school other than through walking resulting in their low transition rates. Finally the attitudes of the female towards is generally negative and the students who had not taken their positions in secondary schools feared students learning, poor performance while in schools, Mathematics and Sciences, future market prospects, workload and fear from ridicule by other students and many opted for the course because they had confident in it.

Nyagah&Luketero (2020) did a study on factors that influence the girls' transition rate from lower primary to upper primary in public primary schools of Kajiado County, Kenya. The study used the descriptive survey design. Based on the findings the following conclusions were made: Early marriage was found to be the main cause of girls not graduating to the next higher level of education in public primary schools. Female genital mutilation (FGM) was the second contributing factor to low transition rate of girls. Results on physical facilities had mixed reactions. Majority of the girls (72.5%) belief that lack of physical facilities had no influence on them being or not being in school. This meant that whether the physical facilities are available or not the girls will still continue with their education. Early pregnancies represented by 88.4% most likely to lead to girls leaving school before completing the entire primary cycle. It was found that there was high percentage of girls out of school due to lack of female teachers in their school to act as role models. The study also established that most of the girls from poor households go through FGM as compared to those from rich households, in which case FGM will lead to early pregnancies hence the girl leaving school.

Langat, Bett&Ng'eno(2016) did a study on the causes of absenteeism and dropout among girls in secondary schools in Bureti Sub County, Kenya. The results indicated that lack of school fees led to girl child absenteeism and eventually dropping out of school. Further, early marriage was another key factor that led to school dropout among the girls in secondary schools in the study area. (From the study, it emerged that annually, about 190 girl students in secondary schools in the Sub - county got married before completing their education. Since it is presumed that once a girl gets married, it becomes difficult for her to go back to school, this number automatically fits in the drop out category (Bruns and Mingat 2019). The study also continued to show that another factor that might have led to drop out among the secondary school students in Bureti Sub-county according to the study included sexual harassment. From the data, annually, there were an estimated 130 female students in secondary schools in the study area who were sexually harassed or intimidated. Early pregnancy was also a negative factor affecting girl child education in the district. The numbers of girls in schools who already had babies were estimated at 130 per year. These cases posed a great challenge to the girl child participation in secondary school education. Once a school girl becomes a mother, she finds it difficult to cope with school work and if she does not get adequate support from the teachers and parents, she may end up dropping out of school.

Olakacuna (2020) did a study on the factors affecting the transition rates of girls from primary to secondary school in Amukura division of Teso South Sub-County, Busia County. This study was based on Maslow theory of hierarchy of needs. The study used descriptive design and purposive stratified sampling. Questionnaires were used to collect data. The study established that social-cultural, socio-economic, school environment factors and sociopolitical factors affect the rate of transition of girls from primary to secondary school in the area of study in varying degrees as detailed in the report. This is in agreement with UNICEF (2019) confirming that the transition rates of girls from primary to secondary schools in Kenya is normally between 40-44% lower than that of the boys standing now at 47-52%. In conclusion, although the transition rates of the boys over the last five years have been above the national aggregate (between 60-72%), that of the girl child has lagged behind normally between 44-50%.

## **II. Methodology**

This study adopted a descriptive survey research design, which examines events which have already occurred to establish and describe their status and their possible causes. In this case independent variables are investigated after they have caused the effect on the dependent variable, which is also called the outcome (Kothari, 2006). The independent variables in the study were the socioeconomic factors, cultural factors, free primary education enrolment increments, tripartite hierarchy of form one student's selection criteria and pupils' performance in KCPE examination, which is used as the yardstick for form one selection. The outcome also called the dependent variable for the study was students' low transition rates from primary to secondary schools as was given by the independent variables' indicators compared to the students' transition and wastage rates using the number of students who join or who do not join secondary schools but they are qualified to do so as causing low students' transition rates from primary to secondary schools.

**Results of the Research**

High cost of secondary education was singled out by 92.2% of the primary school Class teachers and household's poverty was noted by 98% of the primary school Class teachers as socioeconomic factors which caused students' low transition rates from primary to secondary schools in Baringo North and East sub-counties ,Baringo County, Kenya. The researcher also concurs with these findings because unless children from the income poor households are given financial assistance most of them would not access secondary school education. This confirms Langat, Bett&Ng'eno (2016)'s results indicated that lack of school fees led to girl child absenteeism and eventually dropping out of school.

**Table 1. Distribution of Class Teachers by Socioeconomic Factors and Students' Transition Rates**

Socio-economicfactors	1	2	3	4	5	Mean	SD
Cost of secondary education	63	31	3	5	0	1.5	0.709
	61.8%	30.4%	2.9%	4.9%	0%		
Household's poverty	71	29	02	0	0	1.3	1.091
	69.6%	28.4%	2%	0%	0%		
Household's Wealth	0	2	3	18	79	4.7	0.801
	0%	2%	2.9%	17.6%	77.5%		
Tuition fees waiver of FSE	0	6	7	30	59	4.4	0.901
	0%	5.9%	6.9%	29.4%	57.8%		

Cultural factors did not cause students' low transition rates from primary to secondary schools because there was no clear-cut dominant respondents' opinion side of the effect of cultural factors having caused the students' low transition rates from primary to secondary schools in Baringo North and East sub-counties ,Baringo County, Kenya. But both the primary school Class teachers and head teachers in secondary schools were mixed up and undecided on the effect of cultural factors in causing students' low transition rates from primary to secondary schools in Baringo North and East sub-counties ,Baringo County, Kenya. Thus the primary school Class teachers and head teachers in secondary schools did not note any dominant indicators of cultural factors having the upper hand in causing students' low transition rates from primary to secondary schools inBaringo North and East sub-counties, BaringoCounty, Kenya.

**Table 2. Distribution of Primary Class Teachers by Social/Cultural Factors on Low Transition Rates**

Culturalfactors	1	2	3	4	5	Mean	SD
Family size composition	28	19	14	15	26	2.9	0.801
	27.5%	18.6%	13.7%	14.7%	25.5%		
Gender value differences	24	13	12	21	32	3.2	0.910
	23.5%	12.7%	11.8%	20.6%	31.4%		
Parents' education level	23	27	13	18	21	2.9	0.501
	22.6%	26.5%	12.7%	17.6%	20.6%		
Tuition fees waiver of FSE	18	16	27	22	19	3.1	0.601
	17.6%	15.7%	26.5%	21.6%	18.6%		

In January 2003, the primary school pupils increased due to FPE policy. This was found to have caused students' low transition rates from primary to secondary schools inBaringo North and East sub-counties, BaringoCounty, Kenya. There was 95.1% of the primary school Class teachers who to a very large extent supported the fact that the FPE increased pupils' enrolments caused the students' low transition rates from primary to secondary schools inBaringo North and East sub-counties ,Baringo County, Kenya. There was no policy to increase the secondary school capacity in line with the increase of students enrolled in the primary schools. These findings concurred to the Sifuna's (2004) assertions that, the inception FPE in 2003 exacerbated the problem of students' low transition rates from primary to secondary schools, due to inadequate places in secondary schools compared to the rapid increase in primary school enrolments in Kenya.

**Table 3. Distribution of Primary Class Teachers by Increased FPE Enrolments on Transition Rates**

FPE enrolment indicators	1	2	3	4	5	Mean	SD
FPE annual KCPE graduates	68	29	4	1	0	1.4	0.662
	66.7%	28.4%	3.9%	1%	0%		
Uneven No. of pri/sec. schs	74	18	8	2	0	1.4	0.699
	72.6%	7.6%	7.8%	2%	0%		
Limited secondary vacancies	83	14	5	0	0	1.2	1.101
	81.4%	13.7%	4.9%	0%	0%		

Tripartite nature of secondary schools form one selection criteria was found not have been causing the students' low transition rates from primary to secondary schools in Baringo North and East sub-counties ,Baringo County, Kenya. In the analyzed data, 91.2% of the primary school Class teachers who did not support the fact that the tripartite nature of secondary schools' forms one selection criteria was causing the students' low transition rates from primary to secondary schools in Baringo North and East sub-counties ,Baringo County, Kenya. But as noted in UNESCO (2020b) there were minimal students' absorptive capacity at the secondary school level leading to the inability of the secondary schools to absorb all FPE class eight KCPE examination graduates.

**Table 4. Distribution of Primary Class Teachers by Secondary Form One Selection on Transitions**

Secondary form 1 selection criteria	1	2	3	4	5	Mean	SD
National selection criteria	13	21	32	25	11	3.0	1.01
	12.7%	20.6%	31.4%	24.5%	10.8%		
Provincial selection criteria	10	19	42	14	17	3.1	0.55
	9.8%	18.6%	41.2%	13.7%	16.7%		
District selection criteria	0	4	5	18	75	4.6	0.91
	0%	3.9%	4.9%	17.6%	73.6%		

The performance in KCPE examination and secondary form one intake by space not by all who qualify to join secondary schools were found to have caused the students' low transition rates from primary to secondary schools in Baringo North and East sub-counties ,Baringo County, Kenya. On the secondary school form one intake by space but not by all who qualify to join secondary schools 85.3% of the primary school Class teachers agreed that this was causing the students' low transition rates from primary to secondary schools in Baringo North and East sub-counties ,Baringo County, Kenya. If intake is pegged on secondary school vacancies but not on the number of students who have qualified then, this leads to students low transition rates from primary to secondary schools. And on KCPE performance was affecting the students' low transition rates from primary to secondary schools in Baringo North and East sub-counties, Baringo County, Kenya, 72.6% of the primary school Class teachers to a very large extent agreed to this fact. This was in line with the reviewed literature, that UNESCO (2020) noted the minimal students' absorptive capacity at the secondary school level leading to their inability to absorb all FPE class eight KCPE examination graduates.

**Table 5. Distribution of Primary Class Teachers By Effects Of KCPE Performance On Transitions**

Secondary form 1 selection criteria	1	2	3	4	5	Mean	SD
Intake by space not all who qualify	51	36	13	2	0	1.7	1.11
	50%	35.3%	12.7%	2%	0%		
National/provincial places missed by the poor pupils	12	19	41	23	7	2.9	0.55
	11.8%	18.6%	40.2%	22.6%	6.8%		
KCPE is inadequate measure of performance	62	12	15	9	4	1.8	0.81
	60.8%	11.8%	14.7%	8.8%	3.9%		

### III. Conclusions

On the basis of the study findings the following conclusions were made that the socioeconomic factors like the high cost of secondary education and household's poverty caused the students' low transition rates from primary to secondary schools. So household's socioeconomic factors caused students' low transition rates from primary to secondary schools, although household's wealth was noted by 95.1% of the primary school Class teachers not to have caused the students' low transition rates from primary to secondary schools in Baringo North and East sub-counties ,Baringo County, Kenya.

Household's cultural factors did not cause students' low transition rates from primary to secondary schools in Baringo North and East sub-counties, Baringo County, Kenya. The primary school Class teachers and head teachers in secondary schools mix up in their response and to some extent being undecided on the effect of cultural factors in causing students' low transition rates from primary to secondary schools was used to conclude that cultural factors did not cause students' low transition rates from primary to secondary schools in Baringo North and East sub-counties, Baringo County, Kenya.

The FPE pupils' enrolment increments caused students' low transition rates from primary to secondary schools in Baringo North and East sub-counties, Baringo County, Kenya. Compared to available number of secondary schools and secondary school vacancies, the increased FPE pupils' enrolment was straining the little absorptive capacities in the secondary schools. Therefore, it was concluded that the FPE pupils' enrolment increments caused students' low transition rates from primary to secondary schools in Baringo North and East sub-counties, Baringo County, Kenya.

Tripartite hierarchy of secondary schools' form one selection criteria did not cause students' low transition rates from primary to secondary schools in Baringo North and East sub-counties, Baringo County, Kenya. From the analyzed data, 91.2% of the primary school Class teachers denied that the tripartite nature of secondary schools' forms one selection criteria was causing the students' low transition rates from primary to secondary schools in Baringo North and East sub-counties, Baringo County, Kenya.

Pupils' performance in KCPE examination affected the secondary schools' form one intake and caused students' low transition rates from primary to secondary schools in Baringo North and East sub-counties, Baringo County, Kenya. The secondary school form one intake by available space, but not by all who qualify to join secondary schools was causing the students' low transition rates from primary to secondary schools in the county.

#### **IV. Recommendations**

The researcher recommended that households economic empowerment by creating employment would increase the students' transition rates from primary to secondary schools. Therefore the policy options such as the tuition fees waiver of FSE would go a long way in enhancing these students' transition rates.

It is recommended that the Ministry of Education would use these findings to create awareness of the students' low transition rates from primary to secondary schools in the ASAL counties like Baringo County, Kenya. This is also recommended to be used to help in policy formulation with special attention to the ASAL regions. It would provide documented information on the households' economic factors, distance between primary school and secondary schools that would contribute to the state in semi-arid areas.

To the school administrators, teachers, students, policy makers and parents this study is recommended as an eye opener to the problem of students' low transition rates from primary to secondary schools. Therefore it would be useful to the people of Baringo North and East sub-counties, Baringo County and in Kenya as a whole. The study hoped to provide some green light on specific casual factors on regional specific strategies to respond to the issue of students' low transition rates from primary to secondary schools particularly as the Government strived to achieve the education for all (EFA) by 2015. Other parts in the country, with similar problems would also find the results of the study useful in addressing the challenge of low transition rate from primary to secondary schools.

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## *Causes of Girls' Low Transition Rates as Compared to Boys from Primary to Secondary ..*

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