

A Comparative Study On Adolescent Boys And Girls On Transition And Adjustment To Secondary Schools, A Case Of Uasin Gishu County, Kenya

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Abstract: Governments all over the world are committed to the provision of education to their citizens for purposes of economic and social empowerment. Adolescence as a stage involve rapid biological, physical, mental and moral growth and development while transition from primary to secondary school is educational rite of passage referring to physical movement that pupils make from a lower to a higher level associated with a lot of adjustment difficulties. The study aimed at establishing whether the decrease in percentage representing (below 30%) girls may be related to influence of gender and adolescence on adjustment of form one students to secondary school in Uasin Gishu County, Kenya. Bronfenbrenner's ecological theory and explanatory survey research design were employed in the study. A total of 14, 043 form one students from 207 secondary schools were targeted population in the study. Tools of data collection included sets of questionnaire and a focus group hence quantitative and qualitative data. After using descriptive statistics to compute data, the correction and ANOVA findings ($r = 0.756, P < 0.05$; $F(1,398) = 51.245, P < 0.05$) indicated that gender and adolescence have significant influence on adjustment of form one students to secondary school. The study concluded that form one students with a high self-esteem, self-concept as well as socio-emotional well being are less affected by adjustment to secondary school. The study recommended effectiveness and efficiency of guidance and counseling department in secondary schools to helped students to adjust well and remain in their new schools.

Keywords: Adolescence, Gender, Transition, Adjustment, Primary, secondary Education.

I. INTRODUCTION

In the context of this paper, the term adjustment means the ability of an individual to display behavior that matches the educational, social and physical demands of the environment. Governments all over the world are committed to the provision of education to their citizens because supporting education is one of the smartest economic and human development investments that any country can make (World Bank, 2009). However, transition from primary to secondary school has been depicted as 'one of the most difficult' in student's educational rite of passage (Tilleczek & Ferguson, 2007). The challenges experienced by these students may be partly because this school transition period tends to coincide with the adolescence period of growth and

development. Adolescent as a stage involve rapid development in all areas including: intellectual, social, physical, emotional and psychological and moral understanding (Lipps, 2005). The focus of this study is to unearth the influence of adolescence developmental stage on transition from primary to secondary school especially among the girls. According to the UNESCO report (2009), transition rate from primary to secondary was 62% and it was noticeably lower for girls (57%) than for boys (66%). In fact, it is quite unfortunate that in some communities, people do not believe that girls deserve more than elementary education up to primary school level (UNESCO, 2012). Further some observations have been made that certain communities tend to have negative attitude towards education. As a result of such cultural beliefs, girls are likely to register a higher absenteeism

rate from school, lower retention and performance in schools when compared to boys, which may have resulted to limited chances of proceeding with education beyond primary school level for them.

A. STATEMENT OF THE STUDY

Currently, Free Primary Education (FPE) allows all Kenyan children to basic education without any form of discrimination. The government launched the programme in January, 2003 as a response to the World Conference on Education for All (EFA) held in Jomtien, Thailand in March 1990. The conference emphasis included extension of basic education to the risk learners and minority groups. Further, an appeal was made to countries to take a fresh look at the education offered to different ethnic, cultural and religious groupings within countries, people with disabilities and gender issues. A similar forum, the World Education Forum was held in Dakar, Senegal on 26th- 28th April 2000. The purpose of the forum was to review the progress made since the world conference on Education for All in Jomtien, to reaffirm commitment to EFA and to map out appropriate strategies and resources to meet the goals of EFA (UNESCO, 2002).

The Kenya government agreed and signed the recommendations as one of the signatories in these two international meetings. It considers the attainment of Universal Primary Education (UPE) as a development strategy thus the abolishment of fees and other levies for tuition in primary schools since 2003. In turn, the government and other development partners pay Kshs.1020 for each child in primary school. FPE has attracted many Kenyan children to primary school including Mzee Kimani Maruge Ng'ang'a who enrolled at the age of 84 years as a first grade student at Kapkenduiyo Primary School near Eldoret town in Uasin Gishu County, Kenya. He is considered as the oldest student ever globally for the grade then. Maruge's thirst and passion for education took him to school so as to satisfy his desire to learn how to read, write and count his own money (<https://www.voanews.com/archive/age-84-african-grandfather-begins-school>). The aim of FPE was to ensure a reduction or removal of diseases, ignorance and poverty in the society since a literate population is the key to the overall development of any nation (United Nations, 2013).

Transition from primary to secondary school is a major milestone for learners. For learners in Kenya, major transition occurs when one move from primary to secondary school. To support this transition, the Kenyan government further launched the Free Secondary Education programme on 12 February 2008 where Kenya shillings 10,265 per student annually was to be paid by the government for tuition fee (Republic of Kenya, 2008). The aim of this policy was to ensure a higher transition of pupils from primary to secondary schools. However, it needs to be noted that in spite of the government's effort in ensuring basing education to all, enrolment for girls at Primary School level is 50% of the total enrolment, but this decreases to below 30% as they ascend academic ladder to secondary school level. Research of economic and other social factors have since been done (Mwangi, Kanjogu & Ngunjiri, 2016, Lester & Cross, 2015., UNESCO, 2012). The aim study is to establish whether the

decrease in percentage representing (below 30%) girls may be related to influence of gender and adolescence on adjustment of form one students to secondary school in Uasin Gishu County, Kenya.

B. PURPOSE AND OBJECTIVE OF THE STUDY

The purpose of this study was to examine the influence of adolescence on transition and adjustment of boys and girls to secondary schools in Uasin Gishu County using explanatory research design. The social environment was indexed by adolescence physical and intellectual changes. The main objective was to determine the influence of adolescence stage on transition and adjustment of form one students to secondary school in Uasin Gishu County, Kenya.

II. LITERATURE REVIEW

Education is said to be the most powerful equalizer of people's endowments, with which they expand the horizon of life choices, grasp economic opportunities, gain higher living standards, pursue happiness, and enjoy a life of well being (Basu, 2012). This implies that it serves as the foundation upon which one can build the rest of their life. Education is considered to be not only a means of improving one's own life but also that of others around them. As a result, many developing countries allocate a higher proportion of their budget on education than other sectors of their economy in an effort to meet the high demand for basic education by its citizens (World Bank, 2011). For instance, in recognition of the importance of secondary education, the government of Kenya included secondary education as part of basic education in 2008 thereby introducing Free Secondary Education (FSE) in the same year (BBC, 2008). To actualize this policy initiative, the annual government expenditure on the social sector was increased from Kenya Shillings 149.5 millions in 2008 to Kenya Shillings 335.1 billion in 2014 (Republic of Kenya, 2015). This policy to a greater extent reduced the burden of financing secondary education by parents. The increased government expenditure on education has in turn caused a rapid increase in the enrolment at all levels of education. However, in spite of the huge expenditure the government has put into education sector in Kenya, the rate of transition from primary school has since remained low especially for girls. In fact, some research has reported that the retention of girls in secondary education is low. This has in turn caused a major impediment in the government's socio-economic development as well as the general well-being of women due to their high illiteracy level (Mbengei & Galloway, 2009).

According to Deka (2017) adjustment plays a vital role in the development of child. Adjustment is a dynamic and a life-long process. For a student to experience happy living and prosperous life in school, adjustment is a pre-requisite condition. Adjustment is a process of maintaining a balance between the needs such as physical, social, psychological and the circumstances that influence the satisfaction of these needs. Adolescence is the most important and critical developmental period for any individual. During this period,

the individual experiences rapid revolutionary changes in the physical, mental, moral, spiritual, sex and social outlook. The stage is characterized by stress and storm that makes the adolescent to face many challenges in their life. It is also a transition period during which individuals learn many new habits, behaviors and give up some old habits. It's important to note that in this period equilibrium of physical, mental and social forces is lost and the result is that the individual has to make new adjustment with his own self, with the family and with the society at large. Some adolescents do not negotiate these challenges positively and leads to personal and social problems which may contribute towards their maladjustment. As a result such students may suffer from frustrations, conflicts, complexes, anxieties and worries due negative influences of adolescence.

Transition to secondary school usually occurs at a time when students are also experiencing developmental changes associated with their transition from childhood to adolescence. Successful transition from primary to secondary schooling is linked with understanding and acknowledging the developmental needs facing the young adolescents and the measures necessary for proper adjustment. Adjustment refers to a harmonious relationship between the person and their environment through which their needs are satisfied in accordance with social demands. The adjustment process is a universal sequence that can be identified in the behavior of organism from the lowest species up to man (Deka, 2017). If individual experiences have so shaped his personality that he is well prepared to play the roles, which are expected of the status assigned to him within a given environment and if his needs are met by playing such roles, then we say that he is well adjusted. In addition, there are social changes which involve an intense need by the young adolescent to belong and be accepted by their peers while finding their own place in the world (Deka, 2017). As a consequence, the young adolescents can be engaged in forming and questioning their own identities. In fact, form one students are faced social change since school transition for them implies leaving behind the known social set up for the unknown one. In essence it means they have to leave a smaller primary to a larger secondary school. The former system would allow mainly an interaction with one teacher for several subjects to the current situation where they interact with different teachers, each for a different subject. The other changes are physical where the young adolescents mature at different rates and experience rapid and irregular growth. These bodily changes sometimes cause awkward and uncoordinated movements. Emotional and psychological are also part of the young adolescents changes. As a result of these changes, they can be vulnerable and self-conscious and at the same time exhibit unpredictable mood swings. Finally, moral changes where the young adolescents can be idealistic and want to have an impact on making the world a better place for themselves.

These mentioned changes experienced by adolescents may influence their gross enrollment rates across the regions but majorly affecting girls than boys. As a result of the negative effects the adolescent stage, girls' low enrollment to secondary schools is reflected in the labor market. There seem to be a low representation of only 30 percent of all wage employees in the modern sector (Republic of Kenya 2008).

This implies that right from enrollment to secondary school to the world of work; females are disadvantaged compared to their male counterparts. According to Marston (2008) the age at which students make the transition matters, as does their gender and cultural background. The implication here is that empowerment for women is viewed as a prerequisite for achieving effective socio-economic development at a personal as well as the entire society. To complicate matters further, the girl-child has so many responsibilities at their homes which include domestic chores. This always deters them from doing their class work with ease. Further, socio-cultural norms based on prevailing patriarchy in families such that priority is give to boys' education than the girl-child when parents or guardians are faced with financial constraints. For example, a parent may struggle to pay school fees for the boy and miss or ignore doing the same for his sister. These are some of the reasons why retention of girls in secondary school becomes almost impossible for quite a number of them. According to Mackenzie, McMaugh and O'Sullivan (2012), one of the main reasons for the low enrollment of girls in secondary education in Kenya is the persistent high level of poverty, especially in urban slums and rural areas. In fact, a majority of families are unable to cover the cost of their children's education in such set ups. The opportunity costs for sending children to school seem to be very high for families living under profound poverty. In an attempt to curb this situation, the Kenyan government introduced free primary education in 2003 where a total of 1.3 million children enrolled in school; however, even with FPE, data shows that majority of the pupils are still out of school (Oketch et al., 2010). From 2003, the number of candidates registering for KCPE has continued to swell. As a result, one would expect that this trend will translate to an increased secondary school intake but almost more than 53% do not transit to form one (Mbengei & Galloway, 2009).

In Kenya, the government spends a big percentage of resources on education, despite this effort; however, the retention of girls in secondary education is low. Literacy in itself remains a major impediment in the development and well-being of women (Mbengei & Galloway, 2009). Kenya is one of the countries in Africa where school enrolment for girls at Primary School level is 50% of the total enrolment, but this decreases to below 30% as they ascend academic ladder to secondary level. Mwachaka and Mbugua (2011) in their study established that gender disparity continues to persist in certain areas and that there are persistent constraints that continue to hinder girls from completing education at all levels. Gender dimensions in education continue to face serious challenges from low rates of female participation, transition, performance and educational achievement. As a result of this, men have continued to benefit more in productive ventures as women remain in reproductive activities that link them directly to the traditional feminization of the domestic arena (Chege & Sifuna, 2006). Therefore, this calls for concerted efforts to help in promoting their retention in order to achieve gender equality to access of secondary education for girls in Kenya.

In many African communities, most educated people live in urban areas which deny the young people in rural areas the much needed role models. Consequently, young people and especially girls in these communities lack the desired motivation to excel in school. This is worsened by the fact that

some of the most influential and successful people in rural areas are not well educated. In light of this, young people perceive education as a non-beneficial undertaking. Worse still, in some communities, people do not believe that girls deserve more than elementary education that is primary school level in Kenyan set up (Mwangi, Kanjogu & Ngunjiri, 2016). As a result, girls when compared to boys have lower attendance, retention and performance in schools, which reduces their chances of proceeding with education beyond primary school level. In Kenya, Ruto, Ongwenyi and Mugo (2009) noted that girls in nomadic communities are discriminated from getting education and information. In poor areas some parents are unable to afford sanitary towels for their girls, while the some of the schools in these areas lack toilets. In fact, research has shown linked limited access to absorbent materials, privacy and lack of hand washing facilities with soap with girls absenteeism and reduced performance in school (Sommer, Sahin, Caldorn, Mahon and Howard, 2016). Also girls are often given heavy domestic workload which interferes with their school work compared to boys. They also fall victims of early marriages and teenage pregnancies and transactional sex in an attempt to access pads which predisposes them sexually transmitted infections (The Joint United Nations Programme on HIV/AIDS (UNAIDS), 2016). Other negative effects of menarche for girls include reduced participation in class and school sports. This reduced participation in class coupled with absenteeism among other mentioned challenges limits their chances of completing primary education and accessing secondary schools.

In addition, transition to secondary school usually occurs at a time when students are also experiencing changes associated with their growth and development from childhood to adolescence. As a result, successful transition from primary to secondary schooling is linked with understanding and acknowledge on the developmental needs facing young adolescents. According to World Health Organization, a person aged 10–19 years is considered as an adolescent (World Health Organization 1996). Adolescence is the transition period between the childhood and adulthood which is marked by physical, psychological, and biological growth and development of the child (Thakre, Thakre, Reddy, Rathi, Pathak, and Ughade, 2011). It is considered as an exceptional stage in a girl's life cycle which requires special attention. The menarche circle begins during this period which is biological milestone in a woman's life as it marks the onset of the reproductive phase of her life. Normally, the average age of menarche is mostly consistent across the globe, that is, between 12 and 13 years of age. On the contrary, in many parts of the country especially in rural areas girls are not prepared and are unaware about menstruation so they face many difficulties and challenges at home and schools. This lack of knowledge on menstruation, may lead to shyness and embarrassment. The situation becomes worse for girls when do not have access to sanitary products or they know very little about the types and method of using them or are unable to afford such products due to high cost. So, they mostly rely on reusable cloth pads which they wash and use again (Rajanbir, Kanwaljit, and Rajinder, 2018). Lack of sanitary pads to adolescent girls among other basic needs such as clothing, food, school fees, and pocket money can lead

adolescent girls to engage in transactional sex to acquire these necessities: As a result, the adolescent girls become victims of teenage pregnancies, sexually transmitted diseases like HIV/AIDS which imply absenteeism from school and eventually school dropout for a majority of these girls (The Joint United Nations Programme on HIV/AIDS (UNAIDS), 2016). Therefore, the harsh realities that girls face during the adolescent period makes it difficult for them to survive and remain in the school environment. As already mentioned frequent absenteeism will limit academic performance and in the long run may result to school dropout.

However, many cultural and religious beliefs followed by people regarding menstruation. According to (<http://www.education.vic.gov.au/about/contact/pages/regions.aspx>) the developmental needs that require considerations include: Intellectual where the young adolescents tend to be curious, motivated to achieve when challenged, capable of problem solving and complex thinking. Social: which imply an intense need by young adolescents to belong and be accepted by their peers while negotiating and trying to find their own place in the world. As a result, the young adolescents can be engaged in forming and questioning their own identities. Physical: where the adolescents mature at different rates and experience rapid and irregular growth, with bodily changes sometimes causing awkward an uncoordinated movements. Emotional and psychological: through which the young adolescents can be vulnerable and self-conscious and exhibit unpredictable mood swings. Moral: which involve the young adolescents being idealistic and want to have an impact on making the world a better place to leave in.

III. RESEARCH METHODOLOGY

This part contains discussion of methodology that were adopted in carrying out the study. The chapter will include: the study area, the research design, the target population that was studied, the methods used in sampling, data collection instruments, validity and reliability of the instruments, procedure for data collection, data processing, analysis and presentation as well as ethical considerations.

A. RESEARCH PARADIGM

According to Denzin and Lincoln (2005), research paradigm is a basic set of beliefs that guide a researcher's actions; an interpretive framework. Ontological and related epistemological positions informs a given research paradigm. Ontological assumptions are concerned with what we believe constitutes social reality. Epistemology is the theory of science and the grounds of knowledge – set of claims concerning the ways knowledge of reality is gained; it is a way of understanding and explaining *how we know what we know*. Epistemology is concerned with providing a philosophical grounding for deciding what kinds of knowledge are possible and how we can ensure that they are both adequate and legitimate (Crotty, 1998).

This study employed realism ontological position which assume that realities exist outside the mind (often taken to imply objectivism hence positivism), and constructivist

epistemological position which postulate that meaning (truth/knowledge) cannot be described as 'objective' nor 'subjective' but a combination of the two since it constructed or generated by humans engaging or interacting with their human world (Crotty, 1998). This informed the selection of research design and methods.

Positivist position is characterized by gathering of pure facts through direct observation and experience measured empirically using quantitative methods such as survey, experiments and statistically analyzed. Constructivist position holds that knowledge is constructed through the participations of both the researcher and the respondents (Carter & Little, 2007), thus explanatory survey research design and a mixed method research adopted by the study.

B. RESEARCH DESIGN

According to Creswell (2009), research designs are procedures for collecting, analyzing, interpreting, and reporting data in research studies. The designs are also useful, because they help guide the methods decisions that researchers must make during their studies and set the logic by which they make interpretations at the end of their studies. The research design therefore constitutes a blueprint for data collection, measurement and analysis of data. In designing a research design, researchers are usually guided by issues such as the type of data being collected, method of data collection, purpose of the study, the research environment and time limits. It's in view of these factors that a number of research design approaches exists that include: causal-comparative, descriptive, experimental, and explanatory and exploration (Zikmund, 2003). Each of these designs has its own history, purpose, considerations, philosophical assumptions, procedures, strengths, challenge and variants (Creswell, 2009).

The study employed descriptive survey design because descriptive research does not involve modifying the situation under study nor to determine the cause-effect relationship. It involves acquiring information about a certain segment of the population and getting information on their characteristics, opinions or attitudes in a natural setting (Orodho, 2003). The choice of this research design for this study was informed by its capacity to enable the researcher to obtain the opinions of the head teachers, teachers and school drop outs. It was also useful in summarizing the data collected in a way that will provide descriptive information. Churchill and Brown (2004) also observed that descriptive research design is appropriate where the study seeks to describe the characteristics of certain groups, estimate the proportion of people who have certain characteristics and make predictions. The researcher used both quantitative and qualitative methods of data collection which enabled the researcher to bring together different methodologies for the triangulation of data (Kress, 2011).

This study utilized an explanatory research survey to assess the influence of school system and adolescence on adjustment to secondary school. Studies that establish causal relationship between variables may be termed explanatory studies (Saunders, Lewis & Thornhill, 2007). The design emphasizes the studying a situation or a problem in order to explain the relationships between variables. This design was deemed appropriate because it allowed use of questionnaires

that facilitates fast or rapid collection of data and opportunity for gaining insights into the participants of the study. Further, it was appropriate because it allowed use of probability sampling which in turn minimized biasness and enhanced reliability of the data that was collected (Hair, Black, Babin, Anderson, 2006).

C. STUDY AREA

The study was undertaken in Uasin Gishu County. The County lies between longitudes 34 degrees 50' east, 35 degrees 37' West, and latitudes 0 degrees 03' South and 0 degrees 55' North. The county shares common borders with Trans Nzoia County to the North, Elgeyo Marakwet County to the East, Baringo County to the South East, Kericho County to the South, Nandi County to the South West and Kakamega County to the North West. It covers a total area of 3,345.2 Sq. Km. North Rift region of Kenya.

The county's main town is Eldoret. Uasin Gishu County is divided into six sub-counties namely: Turbo, Soy, Ainabkoi, Moiben, Kessess and Kapseret. The sub-counties are further subdivided into fifty one locations and ninety seven sub-locations. The county has undergone rapid economic and development since independence and this has caused rapid population growth with the total population standing at 894,179. Out of this the age group between 14 - 17 years which is of the secondary school going age being 77,291 according to 2009 Population and Housing Census.

In term infrastructure and development, Uasin Gishu has an extensive road network comprising of over 300 Kilo meters (Kms) of tarmac roads, 549 Kms of marrum and 377 Kms of earth roads. It also boasts 179 Kms of railway line with 8 railway stations. In addition, there is an inland container depot. The Eldoret International Airport and an airstrip are also located in Uasin Gishu easily making it the region's service hub. These have facilitated three main economic activities in the County namely mixed farming (food crops and livestock for domestic and commercial purposes, poultry farming and formal or casual employment.

The county's education facilities are fairly developed with 2 public universities namely, Moi University and University of Eldoret. It also has 2 private universities; Catholic University of East and Central Africa and Mt. Kenya University. There are also constituent colleges of major universities. There is also a National Polytechnic, a number of Technical Training Institutes and several private commercial colleges. In terms of basic education, there are 576 ECD centers, 622 primary schools and 207 secondary schools. Given that the County has only 207 secondary schools, with Eldoret East district having (56), Eldoret West district (87) and Wareng district (64) secondary schools (Ministry of Education, 2013). This indicates that more investment will be required in this subsector to cater for the projected increase in student population. The county is also cosmopolitan, has several industries and firms within its town centre and its outskirts (Uasin Gishu County Integrated Development Plan 2013-2018; CBS, 2005).

D. TARGET POPULATION

The study targets were all form one students in the county that is 7,067 boys and 6,976 girls totaling up to a target of 14,043 students. The study also targeted the school administrators namely the heads of schools and heads of counseling departments. The county has 207 secondary schools hence a target population of 414 in this category (Uasin Gishu County Education Statistics, 2014). These administrators were targeted as they deemed rich with information concerning adjustment of form one students to secondary school. Being a causal comparative study, a large sample was desired as a sample of 500 and above is always considered the best (Hair, et al., 2005). Form one students were be targeted since they are the ones whom have just transited from primary to secondary school hence need to adjust to the new school environment compared to the other old group of students in the schools. Also their age of 14-19 years puts them at the adolescence developmental level.

IV. DATA PRESENTATION ANALYSIS AND INTERPRETATIONS

The analysis of the data collected represents the results of this study based on the formulated hypotheses and with the aim of achieving the objective stated. First, was the presentation of the demographic profile of respondents that included; gender, type of school, school status, KCPE marks and 1st external form one exam. This information was analyzed using descriptive statistics such as frequency tables and percentages, means, and standard deviations.

The main objective was to determine the influence of adolescence stage on transition and adjustment of form one students to secondary school in Uasin Gishu County, Kenya. The data was collected from secondary schools in Uasin Gishu county, North Rift region, Kenya. The analysis of the data collected represents the results of this study based on the formulated hypotheses and with the aim of achieving the objective stated. The following table 1 is the demographics of the study.

		Type of School			Total	Percent age
		Mixed schools	Boys' schools	Girls' schools		
Gender	Male	78	140	0	218	54.5
	Female	53	0	129	182	45.5
	Total	131	140	129	400	100

Source: Survey Data (2019)

Table 1: Gender and Type of School Cross tabulation

The data indicate that a majority of students are Male in both mixed schools and single gender schools. This implies there are more male than female students in form one classes in Uasin Gishu County. The data also show that a majority of pupils who transited from primary to secondary school were boys(54.5%) compared to girls(45.5). Table 2 present the status and type of schools.

Status of School		Types of School		
		Public schools	Private schools	Total
Day schools		122	5	127
	Boarding Schools	201	72	273
	Total	323	77	400

Source: Survey Data (2019)

Table 2: Status and Types of School Cross-tabulation

The information on the table above indicates that most schools 201 are public boarding secondary schools (50.25%). The number of public boarding secondary schools (201) is higher than public day secondary schools (122) in the county. The same is replicated among the private schools where there are more private boarding schools (72) compared to day private schools(5) in the county. This implies that public boarding secondary schools are more popular among parents than private secondary school. To establish the entry behavior of form one students to secondary school the cross tabulation of gender and Kenya Certificate of Primary Education (KCPE) results was analyzed and presented on Table 3.

SEX TYPE		KCPE MARKS					TOTAL
		1- 250	251- 300	301-350	351- 450	401- 500	
MALE		5	16	62	61	2	146
	FEMALE	7	16	106	15	0	144
	TOTAL	12	32	168	76	2	290

Source: Survey Data (2019)

Table 3: Sex Type and KCPE Marks Cross Tabulation

Investigation into KCPE examination results indicate that a higher percentage, 57.9% of form one students scored marks between 301-350 marks in their KCPE examination. Those with 351- 450 marks were 26.2% percent. The two groups make a total of 84.1%. This implies that a majority of form one students had good academic entry behavior as they joined secondary schools. It also implies these learners are capable of doing well academically in secondary school because they have the potential. The findings further shows that a majority of form one students attained the required pass mark of 250 marks out of 500 marks in both male and female categories. However, the number of boys who scored between 251-500 mark was 141 which is higher than 137 for girls. Also, the results indicate that no girl scored 400 marks and above whereas there were two boys. Also 63 boys compared with only 15 girls managed to score 351-500 marks. This can be concluded to mean boys did much better than girls in their KCPE exams. Cross tabulation was also done on gender and first external exam and the findings were presented on Table 4 below.

SEX TYPE		EXTERNAL EXAM MARKS					Total
		1-250	251-300	301-350	351-450	451-500	
MALE		9	15	42	68	11	146
	FEMALE	4	37	50	47	6	144
	Total	13	52	92	115	17	290

Source: Survey Data (2019)

Table 4: Sex Type and External Exam Marks Cross Tabulation

The results indicate majority of boys, a total of 121 scored 301-500 marks as compared to 103 girls in their first external

exam. Again just like in the KCPE exams where boys out performed girls, in the external exams there were many boys 11 with 451-500 marks compared with only 6 girls. Generally, boys did better than girls in their first external exam than girls. This implies that girls were much affected by adjustment to secondary school than boys because 121 of them scored 301 and above marks compared to only 103 girls. Descriptive statistics was done to establish the influence of adolescence on adjustment of Form One students to secondary school and the results was given on Table 5.

	Mean	Std. Deviation	N
Information about adolescent influence on school adjustment	29.5275	4.82103	400
Information on adjustment to secondary school	63.5300	13.41656	400

Source: Survey Data (2019)

Table 5: Descriptive Statistics on influence of adolescence on adjustment

The influence of adolescence stage on adjustment to secondary school had mean of (29.5) and a standard deviation of (4.82) which means adolescence growth and development has a significant influence on adjustment to secondary school. Also data on the issues surrounding adjustment had a mean of (63.5) and a standard deviation of (13.42) which means adjustment after transition from primary to secondary is an occurrence that causes great concern among the adolescents. Table 6 presents a correlation on gender and adolescence on adjustment of form one students to secondary school.

	Information about adolescent influence on school adjustment	Information on adjustment to secondary school
Information about adolescent influence on school adjustment	Pearson Correlation Sig. (2-tailed) N	1 .756** 400
Information on adjustment to secondary school	Pearson Correlation Sig. (2-tailed) N	.756** 1 400

** Correlation is significant at the 0.05 level (2-tailed).

Table 6: Correlation on gender and adolescence on adjustment to secondary school

Pearson's product moment correlation coefficient was tested in order to check the actual strength of the relationship between variables. Correlation Analysis indicates a significant relationship between Gender and Adolescence and Adjustment of form one students to secondary school. The results indicated that gender and adolescence were positively related to adjustment of form one students. Correlation results presented on Table above indicate that gender and adolescence stage influence have a substantive and significant relationship on adjustment of students to secondary school as stated. Gender and Adolescence has a significant influence on the

adjustment of form one students in secondary schools, ($r = 0.756, P < 0.05$). This indicates that there is a strong positive relationship between gender, adolescence and form one adjustment to secondary school. Table 7 compares the adjustment to secondary school among male and female Form One students.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Male	218	67.6651	11.07672	.75021	66.1865	69.1438	32.00	92.00
Female	182	58.5769	14.29840	1.05987	56.4856	60.6682	.00	100.00
Total	400	63.5300	13.41656	.67083	62.2112	64.8488	.00	100.00

Table 7: Comparison between male and female students on adjustment to secondary school

The mean score of (67.67) for the male is higher than (58.58) for the female. This reveals that male students find it easier to adjustment in secondary schools than female students. To test if the difference between the mean scores is significant, analysis of variance ANOVA was conducted Table 8.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8192.662	1	8192.662	51.245	.000
Within Groups	63628.978	398	159.872		
Total	71821.640	399			

Table 8: ANOVA Summary on gender and adolescence on adjustment to secondary school

The results indicates that the difference in the mean scores is significant, $F(1,398) = 51.245, P < 0.05$. Therefore, it was concluded that gender has a significant effect on adjustment of form one students to secondary schools. This results rejects the null hypothesis of the study. It can be concluded that the male students find it easier to settle and remain in secondary school than their female colleagues. The implication was that boys were significantly better than girls at different levels of socio-emotional climate of the school.

Statements on influence of adolescence	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
1. Physical: I wish I had the perfect body (good looking)	290	1	5	4.47	.992	-2.207	.143
I wish I were different	290	1	5	4.29	1.214	-1.676	.143
2. Cognitive: I am satisfied with the decisions and choices I make	290	1	5	3.82	1.486	-.963	.143
3. The academic work: New subjects at secondary school are tougher/ harder than those of primary school.	290	1	5	4.13	1.202	-1.320	.143
4. Self worth: Participation in extra-curricular activities excites me and I feel very good	290	1	5	4.45	.955	-1.986	.143
5. Team work: I enjoy working with others and I make friends easily	290	1	5	3.71	1.412	-.762	.143
6. Self confidence /concept: I am generally happy with myself as a person	290	1	5	4.32	1.060	-1.504	.143

7. Sometimes I feel useless and foolish	290	1	5	3.71	1.354	-.743	.143	-.630	.285
8. Interaction with others: I get into trouble with everybody and else in school	290	1	5	3.47	1.474	-.846	.143	-1.072	.285
Valid N (list-wise)	290								

Source: Survey Data (2019)

Table 9: Summary of students information on adolescence

On this subject, form one students demonstrated that they had issues with the self. They did not like their physical appearance (mean = 4.5). This implies that they had a negative perception of their physical appearance (an adolescence aspect) and or development and would definitely impact negatively on their self esteem and concept. The implication is that form one students are not confident with the secondary school environment and more so the activities therein. It also means they are not likely to make friends easily due to being negative about themselves hence feeling unlikable. Also, they are likely to find themselves in wrong groups such as those abusing drugs in order to use them as mechanisms of suppressing feelings of loneliness resulting from low self concept. They also agree that at times they feel foolish of themselves a common characteristic among adolescence. Santrock (2005) asserts that low self concept is an indicator of vulnerability to many maladaptive behavior due to lack of self confidence during adolescence.

A. VALIDATION OF ECOLOGICAL THEORY

The first step of hypothesis testing is validating the theory adopted in the study. The ecological theory consists of five environmental systems that range from close interpersonal interactions to broad-based influences of culture. The five systems are the microsystem, mesosystem, exosystem, macrosystem, and chronosystem (Bronfenbrenner, 1979). The theory postulates that individual attributes environmental forces interplay to influence development. The theory was deemed fit because of its ability in identifying potential contributors or inhibitors to adjustment, academic achievement and success as well as general wellbeing as form one student make adjustment to secondary school. The focus was on the influence of gender and adolescence as a stage of development as form one student join secondary school. This theoretical perspective highlights the significance of mentioned aspects and the way interactions between form one students, peers, educators and the school environment shapes the experience of adjustment to a great extent. For instance, relations with peers who are focused and supportive contribute not only to academic success but also general well being of the form one students in school. The opposite that include humiliation, public ridicule, taunting, physical threats, bullying and aggression by classmates are school experiences that causes psychological disturbances. This may leads to difficulties in school adjustment and negative consequences such as absenteeism, drop in class performance and school dropout.

The term adjustment to this study referred to form one student ability to adapt and successful survive or be retained in new physical environment with new people, routines, rules and regulation, physical structures and curriculum.

Adjustment and adaptation was be interchangeably used. Environment on the other hand, meant the physical and social contexts within which the form one student operated on. It included the classroom and the school that one joined after their primary school. The features in the school environment included teachers, students in other forms (form two, three and four) as well as physical facilities within the school such as classrooms, library, laboratories, kitchen and dining hall, dormitories, and the school fields. Therefore, environmental factor included the peers, teachers, school administration, curriculum (new and many subject taught), new teacher and teaching approaches, and the physical facilities within the secondary school.

V. DISCUSSION

The main objective was to determine the influence of gender and adolescence stage on transition and adjustment of form one students to secondary school in Uasin Gishu County, Kenya. The null hypothesis – H_{01} . There exists no significant relationship between gender and adolescence on adjustment of Form One students to secondary school. The findings of the study accepted the null hypothesis with ($r = 0.756, p < 0.05$) and observed positive and significant effect on the relationship between gender and adolescence influence on adjustment to secondary as shown in table 6 above. The result signified that gender and adolescence influenced adjustment of form one students to secondary school thus supporting the idea that physical appearance, social acceptance and self-confidence have no influence on the form one student's adjustment to secondary school.

A. INFLUENCE OF GENDER AND ADOLESCENCE ON ADJUSTMENT TO SECONDARY SCHOOL

Change can be considered an inevitable part of human life. However, it can be a challenging and confronting process.. This is what adolescent girls and boys have to go through as they negotiate the transition from primary to secondary school. Much as this transition can be considered a regular part of the formal school experience, it can represent a significant challenge to all who are involved including students, parents and teachers. The findings of this study did reject the null hypothesis and observed a significant effect on the relationship between the influence gender and adolescence on adjustment of form one students to secondary. The findings indicate that gender and adolescence developmental stage has a significant effect on how Form one student make transition and adapt to their new secondary school environment. Adjustment referred to an individual's general adaptation to his or her environment and the demands of life such as the way she or he relates with other people that is interpersonal behaviour, handles her or his responsibilities, deals with stressful situation and meets her or his own needs and life satisfaction. On the other hand, psychologists have put up various angles to the subject of adolescence which this study relied on. Galton and Morrison (2000) and Jindal-Snape and Foggie (2006) describe adolescence as a journey of transition in itself from childhood to adulthood. The adolescent undergo

a number of transitions which include: physical, mental, emotional, social and psychosexual development and even academic transitions. Osarenren (2002) viewed adolescence from the age, grade and physiological dimensions. She sees adolescence as a period between puberty and adulthood, a period heralded by a final surge of all round physical growth. Going by this definition, the period between puberty and adulthood is between 11- 19 years for boys and girls. Given that that adolescence is a transitional period in itself, social acceptance is typically perceived by students to be of great importance to them (Gerner & Wilson, 2005). As transition from primary to secondary school take place world over, social, mental and emotional states are very important because they determine the way will associate with others as well as their ability to adapt to various rules and regulations of the school. Rice, Frederickson and Seymour (2010) confirms that a poor transition is associated with concurrent psychological problems and a poor transition can set in motion chains of events that impact on future attainment and adjustment of form one students. This confirms the findings of this study that girls in particular experienced anxiety and other psychological problems due to mental perceptions like failure to accept their physical appearance, acquire necessary material and support during their menarche. These difficulties resulted in drop in academic performance in class as a result of frequent absenteeism from school.

B. ADOLESCENCE FACTORS

Research suggests that adjustment to a new school depends on the students' sense of belonging and their socio-emotional functioning; in other words: their level of well-being. A high sense of belonging, the feeling of social connection and being socially connected may lead to higher motivation to like school and remain in it. The study established that a majority of those who felt lonely due to difficulties in making new friends did not like their being in school. They felt no sense of belonging hence strangers in their new school. Cueto, Guerrero, Sugimaru and Zevallos, (2010) confirm that students with a low sense of belonging may feel alienated at school, which in turn may cause poor achievement and their eventually dropping out of school. Alternatively, positive perceptions of school climate which can be described as the quality of life and physical environment within a school (Lester & Cross, 2015) and academic motivation among students can lead to higher connectedness to school, fewer classroom and peer problems, fewer emotional problems and greater pro-social skills. The positive perception of the school climate is associated with good class achievement, school participation and retention. The mentioned research findings are consistent with this study's observation that those form one students who had a sense of belonging as a result of not being bullied on arrival to school and viewed the school climate as good were motivated to settle and learn in their new schools. The focus group interview reported that:

P4: On arrival to school we were warmly welcomed and got full support other forms students. In fact, each form one was assigned to a form two whose role was to help in the orientation to the school. I do not remember any time that felt I was not cared for.

Osa-edoh and Iyamu (2012) support this finding by suggesting that under favourable conditions adolescence related challenges can be handled without stress or crisis. They suggested that administrators, pastoral care, and guidance counsellors are in a better position to help adolescents resolve their worries and plan course of action that will provide for the satisfaction of their need in a school environment. It is against this backdrop that it can be concluded that few form one girls students felt they were in control of their lives hence their developmental stage did not affect their adjustment to secondary school. A majority of students reported that the new teachers, subjects and school climatic and peers (Item 3 & 8 in Table 5) caused a lot of problems to them. Based on these complaints, the study observed that the Guidance and Counselling was already aware of their situations but had not done much in resolving the raised issues. In some cases this all important department was present but ineffective in terms of discharging its mandate.

C. ADJUSTMENT FACTORS

Both the students and administrators pointed out that there were presence of motivational and orientation programs organized by guidance and counselling in conjunction with the school administration. These programs were meant to help form one adjust to school environment. These programs help students to prioritize their stay by remaining focused to their academics as well as encouraging self acceptance which in turn boost self esteem and morale to remain in school. In sum, personal factors like sound mental and emotional state, proper school environment and support from significant others like peers and school counselor(s) help in making the impacts of adolescence less significant on the adjustment to secondary school.

Also, the study established that form one parents had kept a close check on the performance and general well-being of their children in school, it can be concluded to mean that this also helped students to remain focused on their academics because they were answerable. It has been confirmed that in Kenya, parents have been keen on the academic progress of their children currently compared to the past because it is believed that education is the key to a better life in future (Emerson, Fear, Fox & Sanders, 2012). According to Shah (2012) almost every adolescent student bears the heavy baggage of the expectations of parents. This means parents want value for their money paid in form of fees and other school expenses. This study also established that form one students were free to participate in sports and other co-curricular activities of their choice. This can be used to further explain why boys in particular did not experience much negative effects on adjustment to secondary school. It implies their energies were channeled elsewhere (in co-curricular activities) hence sense of satisfaction and success which naturally eliminate negative and destructive feelings like alienation and loneliness. Jindal-Snape and Miller (2008) found that positive experiences, and success like performing well in sports, promote sense of belonging, self worth and positive adjustment to school. Also the study established that engagement in extra-curricular activities like sports and games are important in increasing resilience especially during a

period of transition and change. It can be concluded that positive school experiences such success is not only valuable academically, but also socially and developmentally.

VI. CONCLUSIONS AND RECOMMENDATIONS

Gender and adolescence as a stage have significant influence on how form one student adapt to their new secondary school environment. Form one students with a high sense of belonging as well as socio-emotional well being are less affected by adjustment to secondary school than those with low sense of belonging and socio-emotional functioning. A form one student with positive perceptions of school climate and academic motivation has a higher connectedness to school, fewer classroom and peer problems, fewer emotional problems and greater pro-social skills than one with an inverse of these aspects or qualities. Therefore, schools with effective and efficient guidance and counseling as well as form one orientation programs helped these students to adjust to school environment fast than those which did not have such departments and programs. Also, students who experienced parental support during adjustment, adjusted easily than those who lacked it. Further, success in post primary-exams boosted higher the esteem of students. Achievement in sports and other co-curricular activities helped boost feelings of self worth hence helped form one students to experience positive adjustment to secondary school. Basing on the study's findings boys demonstrated better academic adjustment than girls based on their first external exams. This explains why there were more boys than girls in secondary schools. Good adjustment implies school retention while the contrary mean school dropout which mean negative economic impacts on the person and the society at large. The study recommended effectiveness and efficiency of guidance and counseling department in secondary schools to helped students to adjust well and remain in their new schools especially female students who might need training on assertiveness among other survival skills. Further studies needs to be conducted on how to put in place effect and efficient guidance and counseling departments in secondary schools.

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