

**AN INVESTIGATION ON CAUSES OF LOW TRANSITION OF GIRLS  
FROM PRIMARY TO SECONDARY SCHOOL IN KAASALA LOCATION,  
IKUTHA SUB-COUNTY**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF  
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## ABSTRACT

Studies in Kenya and elsewhere have shown that generally there is low transition rate of girls from primary to secondary schools especially in arid and semi arid areas. Kasaala location lies in the arid and semi arid class according to government geographical data available. Studies have also shown that areas with few economic activities, low or no rainfall are more affected by this trend of low transition rate of girls from primary to secondary school. Most residents of Kasaala location are poor owing to lack of enough rain. Many are times when crops have failed to produce due to inadequate necessary water for growth of plants. The purpose of the study was to investigate causes of low transition rate of girls from primary to secondary school. The specific objectives of the study was to find out the role of parental attitude, parental level of education, cultural beliefs and the distance from home to the nearest school on low transition of girls from primary to secondary school. The cost of secondary education and teacher characteristics also contribute to the low transition rate of girls from primary to secondary school. The study adopted the ex post facto research design that assisted the researcher to show how the above factors explain the low transition rate of girls from primary to secondary school. The target population of this study included the standard seven and eight pupils and their head teachers, secondary school students and their principals in Kasaala location. Through purposive sampling technique at least 20% of public primary and secondary schools were selected. The students and pupils for study were selected by random sampling. The head teachers and principals were purposively sampled. The main instrument of data collection was a questionnaire. Descriptive statistics such as frequency distribution, percentages, means and standard deviations was calculated and data presented in form of tables, graphs and charts. The data was analyzed using computer programming. The descriptive and inferential statistics was used to analyze the data disaggregated by gender. The data which was collected was recorded in tables. The tables contained columns for category of questions which showed the respondents answers. The tables also showed columns for answer frequency. Each of the answers was worked in percentages and recorded. After entering all the responses formed the questionnaires made comments, which was treated as analysis of information. All the information from the tables was presented in graphs and charts.