

**AN INVESTIGATION ON THE FACTORS INFLUENCING THE
TRANSITION RATE OF GIRL CHILD IN KATULANI SUB-COUNTY –
KITUI COUNTY.**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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ABSTRACT

Statistics have continuously indicated 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%. There have been worrisome trends of low transition rates among the girls as compared to the boys. 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%. This transition rates are very low in one of the few districts where performance of students both in the primary and secondary education is still considered high. In Katulani sub-county, the disparity is even larger between boys and girls pointing to dire problems among the females. The study sought to establish the factors influencing the transition rate of the girl child in Katulani Sub-county, Kitui County. The statement of the study was to determine the transition rate. The purpose of the study was to investigate the transition rate of the girl child in Katulani Sub-county. The study has objectives, research questions, significance of the study, Limitations and Delimitations of the study. The study employed a descriptive survey design and made use of both qualitative and quantitative approaches to collect data. The locale of the study was Katulani Sub-county, Kitui County, Eastern province. The study targeted the Headteachers, teachers, pupils and parents. Both simple random and purposive sampling techniques were used. The instrument that were used to collect data included; questionnaires, interviews, schedules and observation check list. Qualitative data was used for data analysis for the study. The analyzed data has been presented by use of tables, bar graphs and interpreted in descriptive essays. From the study, it is apparent that boys were given more opportunities in transition to post-primary education with girls facing more challenges in transition to post-primary education. This study recommended that schools should evaluate student based on their academic performance and those found to be performing poorly should be given incentives instead of being send home and that the student should be intensively guided and counseled by teachers and parents in order to relate well with her parents and teachers for good results. It also suggest that teachers must look for ways of encouraging girls through their regular and routing evaluation to improve their performance and government must come up with policies that would encourage the learning of girls from home and parents must be forced to treat all their children as equal.