

**FACTORS CONTRIBUTING TO THE DROP OUT OF GIRLS IN
SCHOOLS IN TUNYAI ZONE, THARAKA DISTRICT, EASTERN
PROVINCE.**

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CHAPTER ONE

1.0 INTRODUCTION

The study focused on some basic factors contributing to the dropout of girls in primary School. It is across sectional survey which will involve head teachers and teachers as Respondents. The data was collected using questionnaires interviews plus observation.

1.1 Background of the problem /study

I have chosen or identified this as a problem because many girls are seen to be dropping from school than boys are.

In recent years, the plight of children at risk has contributed to attract a lot of international attention. Despite wide acknowledgement of the value of female education, the build of African women and girls continue to be excluded from the education system of their countries either never enrolled having dropped out of school before the completion of a specified cycle (Forum for African Women Educationalist. FAWE workshop 1994).

The high rate of dropping out in African education system especially for girls and apparent lack of appropriate attention to this serious problem calls for security. By dropping out, girls remain entrapped in a vicious cycle of poverty, losing out the transformative and literature aspect of education.

According to Dr. Jacqueline Ki — Zerbo (FAWE workshop 1994) government and donor agencies often tend to ignore the social cost of dropping out of school in favour of the more tangible quantifiable monetary cost.

Education for all is a goal that has yet to be achieved in many countries of the developing world. The high rate especially of girls is a persistent constraint to the achievement of EFA in Africa and Kenya in particular.