

**CAUSES OF DROPOUT AMONG GIRLS IN PRIMARY
SCHOOLS IN BUYINJA SUB-COUNTY,
NAMAYINGO DISTRICT**

BY

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**A RESEARCH REPORT SUBMITTED IN PARTIAL
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DECLARATION

I, PETER SANYA, declare that this research report is my original work and has never been submitted to any institution of higher learning for any academic award.

Signed... Peter Sanya

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Date... 19th/12/2024

APPROVAL

This is to certify that this research study titled: Causes of girl child drop out of school in primary schools in Buyinja Sub County Namayingo district was done under my supervision and is ready for submission.

Signed..... *OPIO BENJAMIN*

Mr. OPIO BENJAMIN

Supervisor

Date .. *20th/12/2024*

DEDICATION

This research report is dedicated to my beloved parents Susan Sitakote and Asembo Godfrey who strived all moments to lay for me the firm academic foundation upon which I have built to this level and my dear wife Nesimbo Farida who has been my strength in all challenge moments.

May god bless you

ACKNOWLEDGEMENT

I am sincerely grateful to Mr. Opio Benjamine (my research supervisor) for the professional and parental guidance rendered to me to ensure that I successfully complete this research study.

I also thank the parents, pupils, teachers and the head teachers of the selected schools for accepting to take part and make the study a success. Not forgetting all the the parents, guardians, teachers and the communities that have tried to ensure that children are enrolled and and continue with learning in schools up to the end of the study cycle.

Am also thankful to my uncle Mr. Masiga Richard for material support rendered to me through the course of my study.

In a special way, I am grateful to my beloved parents, for laying for me a firm academic foundation upon which I built to this end.

May the Almighty GOD bless you all.

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ABSTRACT

The study was conducted with the purpose of establishing factors influencing school dropouts among girls in Buyinja Sub County Namayingo District. It was executed using a cross-sectional survey design in which different categories of respondents were tested. It was guided by the objectives below;

- i) To find out cultural factors influencing school dropouts in Buyinja Sub County, Namayingo District.
- ii) To establish the social-economic factors leading to school Dropouts among girls in Buyinja Sub County, Namayingo District
- iii) To establish school-related factors leading to school dropouts among girls in Buyinja Sub County, Namayingo District.

Questionnaire and Interview Guide were the main instruments for the study, while the respondents included teachers, headteachers, parents and pupils.

It was established that the school dropouts are prevalent in Buyinja Sub County, with the girl child most affected between 2021 and 2023. Early marriage for bride price was found to be the among the cultural factors leading pupils especially the girl child to drop out of schools. The cost of scholastic materials, low social- economic status of parents and poverty were leading among the social-economic factors while poor academic performance was the leading among school-based factors why pupils do not complete primary education.

The researcher recommends that among other factors, the District Inspectorate of schools should endure better management and supervision of primary schools to ensure discipline and better performance hence a conducive learning environment that promotes retention of learners.

CHAPTER ONE

INTRODUCTION

This study will explore factors influencing school drop outs in Buyinja Sub-County Namayingo District. This chapter highlights the background to study, statement of the problems, purpose of study, objectives of the study, research questions, and significance of the study and scope of the study.

1.1 Background to the study

Malik (2002) defines drop out as a situation where a learner leaves school before completing a course of study. Jamil et al (2010) looks at drop out as “a term used for the children, who for any reason other than death, discontinues schooling and leave their education uncompleted”. Therefore, drop out implies all students quitting their prior completion of their courses.

Dropping out from school occurs after children have previously achieved access to school. A major problem in many developing countries, dropping out is often obscured within statistical data and by the emphasis on initial access. This study is concerned with children who have not completed a cycle of basis (primary) education, which should generally encompass children from the age of five or six to fifteen years.

Education plays a central role in development and empowerment at individual, community, national and international levels. Education empowers citizens with appropriate knowledge, skills and values essential for life. This is what makes education a right for all children, regardless of their sex and gender (FOWODE, 2012). This is why the Government of Uganda introduced UPE in 1997 to ensure that all children go to school and complete the primary cycle education.

A study by Hadley (2010) on primary school dropout rates established that sub-Saharan Africa region has the highest dropout rate, which rose from 40% to 42% between 1999 and 2009. This means that more than two in five children who start school may not reach the last grade of primary education. Dropout rates were highest in Chad (72%), Uganda (68%) and Angola (68%), where more than two out of three children starting primary school were expected to leave before reaching the last grade.

The cause of pupils dropouts in primary schools has brought a problem in education system. When one analyses the general enrolment of girls and boys in primary schools, it is almost the same in lower classes with just a slight difference but the number greatly differs as one climbs the ladder from lower to upper section of primary level. One will find out that the number of boys in upper primary is far bigger than that of girls due to the fact that girls drop out at a higher rate than boys (Nabbosa, 2007).

Despite increasing attention on the part of policy makers, school dropout still is a serious issue. School dropouts, compared with their graduated peers, are more frequently associated with long-term unemployment, poverty, limited health prospects, sustained dependence on public assistance, single parenthood (in females), political and social apathy, and juvenile crime (Vizcain, 2005).

It is therefore against that background that the researcher will establish factors influencing school drop outs in Buyinja sub-county, Namayingo District.

1.2 Statement of problems

While the pupils' enrolment levels are very high at lower primary level, it drops as they progress to upper primary levels. As a result, a larger number of pupils in primary schools including those in Buyinja sub-county, Namayingo District do not complete the primary cycle of education. Therefore, this study will set to establish factors influencing school drop outs in Buyinja sub-county, Namayingo District.

1.3 Purpose of study

The purpose of study is to establish factors influencing school drop outs in Buyinja sub-county, Namayingo District.

1.4 Objectives of the study

The study will be guided by the following objectives:

- i) To find out cultural factors influencing school drop outs in Buyinja sub-county, Namayingo District.
- ii) To establish the socio-economic factors leading to school drop outs in Buyinja sub-county, Namayingo District.
- iii) To establish peer-related factors leading to school drop outs in Buyinja sub-county, Namayingo District.

1.5 Research questions

The study will answer the following research question:

- i) What cultural factor influence school drop outs in Buyinja sub-county, Namayingo District?
- ii) What are the socio-economic factors leading to school dropout among children in Buyinja sub-county Namayingo District?
- iii) What peer-related factors influence school drop outs in Buyinja sub-county, Namayingo District?

1.6 Significance of the study

It is hoped that the study findings will be useful to the following stakeholders.

The policy makers and planners at the Ministry of Education and sport might get exposed to the factors affecting child retention under UPE and the need for action.

School head teachers and management committee might get information on how to reduce and limit pupil dropouts, since children are leaders of today and tomorrow.

The community and local leaders might get an insight into the constraints to retention of pupils and thus, get on board to address those constraints in a bid to improve pupils' access of education in rural communities.

1.7 Scope of study

The study will be carried out in four (4) selected primary schools in Buyinja sub-county, Namayingo District. The study will be based on cultural, socio-economic and peer-related factors accounting for high rates of school dropouts among primary pupils in the area.

CHAPTER TWO

REVIEW OF RELATED LITERATURE.

2.1 Introduction

The related literature in this section comprises mainly of primary sources of literature including academic research reports, government policy documents and projects reports. Review is done according to the study objectives.

2.2 Cultural Factors Influencing Dropouts

One of the biggest challenge faced in the implementation of the UPE programme is that of low Retention of children. Kasente (2006) explain that UPE policy has increased access for both genders but it does not challenge the gender discrimination in society that tends to disadvantage girls by allocating them endless reproductive work, among other gender inequalities that specifically keep girls from enrolling in school.

Cultural norms and values are patriarchal in nature. According to Kasente (2006) and the National Gender policy (2007), some cultural norms and values often condone gender discrimination. Combined with low levels of education and limited access to information, norms and values instill fear on the part of the victims of abuse. As a result, abuse of rights continues and becomes socially 'acceptable'. Extensive legal literacy will be necessary in order to change gender discriminatory value and create an enabling environment for all women and men to know, demand and enjoy their rights.

Early involvement of girl child in sexual activities is an important socio-cultural factor. The effects of this are pregnancy, early marriages and dropping out of school. This largely arises out of a culture of sexual promiscuity, sexual harassment and loose morals that characterize most communities in Uganda today (National Development Plan, 2010).

People's ways of life, including customary practices and economic sources has direct or indirect influence on formal education (World Bank, 1999). For instance, in many parts of Africa, girls are withdrawn permanently from school after initiation rites, because they are considered to be no longer girls but women who are ready to get married.

Some parents receive cash value or animal as dowry in exchange for their daughters given for marriages. Thus, they fear to send their girls to school because they would not come back home having been used to a different way of life.

According to Mushi (2002), African communities largely have a male preference attitude. Males are expected to perform well in academic work and technology while the women's place is at home, keeping up with livelihood of the family. Family development efforts, including schooling, are invested on boys because they are the makers of clans while girls are expected to be married off to husbands who will be the bread winners. As a result, little effort and few resources are spent on girls' development in general.

According to Mugume (2012), females do most of the households work and these domestic chores affect the retention of girls. Similarly, existing social relations of gender that structure women as providers of reproductive labour also affect the girls who are socialized as apprentices of their mothers so that they can play similar roles in future. This factor is key in keeping the gap between girls' and boys' enrollment in primary schools, monetary and safety consideration notwithstanding. UPE policy has led to increased access for both genders but it does not challenge the social construction of gender in society that tends to disadvantage girls by allocating them endless reproductive work, among other gender inequalities that specifically keep girls from enrolling in school.

Blue and cook (2004) also stressed the importance of cultural relevance and student-teacher cultural synchronization; school environments and teachers' attitude and comportments devaluing and/or negating students' cultural identity and diversity risk alienating students and creating resistance to learning, in spite of apparent talent. This issue is inextricably connected to schools' social capital (the presence of caring teachers, an enjoyable school culture and good student faculty interaction).

Colclough et al. (2000) describes gender role in society which shapes, 'the balance of incentives for girls and boys to attend school'. For example, in some societies the main leadership roles in public life are taken by men, which could potentially restrict the aspirations of girls; marriages of girls happen at a younger age than boys, limiting the likelihood of continued schooling; and labour market practices can influence both male and female withdrawals differently. Though not always the case, in many societies there remain fewer accepted incentives for girls to continue schooling, which can provide a push towards early withdrawal. Thus while the gendered nature

access is context specific, it often reflect societal perceptions of gendered roles and the role of education can play in affirming this.

There are cultural notions around adulthood and age which may in some circumstances affect access to schooling. The ceremony and preparation for it may overlap with the school calendar, which can increase absenteeism and potential dropouts from school (Kane, 2004). Boys in Guinea undertaking initial ceremonies had primary schooling disrupted, with ceremonies sometimes taking place in term time, absenteeism lasting up to one month, and sometimes leading to drop out, while for girls it was often considered 'shameful' for them to return to school (Colclough et al, 2000).

2.3 Socio-Economic Factor leading to school Dropouts

Abdullah-Al-Mamun et al. (2012) show that there are many socio-economic factors such as high costs of institutes, parents are not interested to educate their children instead they want their children to work and earn, early marriages, security problems that caused the drop out of students from polytechnic institutes.

Kasente (2006) observes that the monetary costs of schooling continue to lead reasons for dropout even within UPE schools. A major factor for this is household poverty. In addition, many have large polygamous families with many children whom they cannot fully provide for in spite of the UPE programme, many pupils still drop out of school.

Households income is found to be important factor in determining access to education as schooling potentially incurs a range of costs, both upfront and hidden. Upfront costs include school fees, while the more hidden costs include uniforms, travels, equipments and the opportunity costs of sending a child to school. (Croft, 2002).

Nidhi et al. (2007) also observe that parents' economic status and their education play a vital role in the education of their children while on the other hand if they are not educated and their economic status is poor, their children will be more exposed to dropout and there will be a greater chance of gender discrimination.

A number of studies highlight the link between poverty and dropping out from school (Cardoso & Verner, 2007). Porteus et al (2002), whilst describing exclusive rather than drop out per se, paint poverty as 'the most common primary and contributory reason for students to be out of school' and Hunter and May (2003) call poverty, 'a plausible explanation of school disruption'. Therefore, children from better off households are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to drop out once they have enrolled.

Work patterns of household members influence whether income is coming in, and the possible expenditures available. Chugh (2004), looking at patterns of access and non access in slums in Bangalore, India indicates that the income of the father was linked to the continuity or discontinuity of the child in school; with the fathers of most drop outs not employed. If income levels are low, children may be called on to supplement the household's income by allowing other household members for work to earn a living more so the girls.

Hadley (2010) observes that many children, particularly those in rural, agricultural areas have pressure on them to work, which often clash with traditional schooling timetables. Temporary withdrawals in harvest times and for migrating communities pull children away from school, often leading to permanent drop out.

Parental employment is also believed to be an adequate estimate of students' likelihood of leaving education before graduating (Marks and Fleming, 1999). In addition, families' "cultural index", or the extent to which they have reading materials available in the household, has been argued as a more solid predictor of early school leaving across all racial and both sex groups.

Children from large families that are with five or more siblings prove to be disadvantaged in terms of graduation prospects (Dustman and van Soest, 2007); and children from single parent households also seem to be more likely to drop out; as do children with step parents (Plank et al., 2005). Parental support or involvement is also known as a predictor of school dropout, irrespective of income and ethnicity (Cooper et al., 2005).

The ignorance of parents on the value of education is yet another factor (Asea, 2012). Many parents still look down upon girls whom they do not give equal opportunities with boys. And many of the household heads have less than four years of formal education. According to Kasente (2006), because of ignorance, parents look differently at boys and girls when taking decisions to enroll and keep them in school.

More unanimity is observed with regard to family structure; students from large families, that is with five or more siblings, prove to be disadvantaged in terms of graduation prospects; children

from single-parent households also seem to be more likely to dropout; as do children with step parents (Plank et al., 2005).

2.4 School-Based Factors Leading to School Dropouts

According to Hunt (2008), there are often precursors to dropping out, where children could be seen to be at risk or vulnerable to early withdrawal. Hunt found that pupils who repeated grades, those who consistently performed poorly and those who were over age for the grade they were attending were more likely to drop out of school. Students who drop out tend to be older compared to their grade level peers.

A study by Ampiah and Adu-Yeboah (2009) on mapping the incidence of school dropouts in northern Ghana identified some school factors that contribute to pupils dropping out of school. These include grade repetition, low achievement, over age enrolment and regular absenteeism or previous temporary withdrawals from school. They add grade repetition extends the age range in particular grade, and thus increases the possibility of repeaters dropping out. In other words, children who are made to repeat grades with a view of improving their performance end up dropping out of school.

A study on gender inequalities in primary schooling by Colclough et al. (2000) found the language of instruction used in schools as one school factor, which contributed to pupils dropping out of school. The study found that pupils who come from non-English speaking backgrounds enrolled in schools where English language was used as the medium of instruction were more likely to have higher rates of dropout.

Rate of attendance or absenteeism is a strong predictor of dropout. A study of primary school in sub-Saharan Africa particularly in Ghana on seasonality and access by Hadley (2010) found that many children, particularly those in rural, agricultural areas have pressure on them to work, which often clash with traditional schooling timetables. Temporary withdrawal in harvest times and for migrating communities pull children away from school, often leading to more permanent drop out.

Hammond et al. (2007) cite school management style as a school factor that has the potential to contribute to pupil dropouts. Accordingly, school policies are with dropout include raising

academic standards without providing supports, tracking, and frequent use of suspension. Thus, the methods schools use to regulate pupils' behavior have a relationship with dropping out.

School factors that have been linked to dropout include school type and large school size. The study by Lehr et al. (2004) on increasing rates of completion in United States of America found that the public schools and large schools had higher dropout rates than private and small sized schools. This finding was attributed to inadequate or lack of pupil support that characterizes public as well as large schools.

Sabates et al. (2010) found that school level factor also plays a role in increasing pressure to drop out such as teacher's absenteeism, school location and poor educational provision due to poor teacher quality. Teacher quality was found to be one of the school level factors that can have an influence on dropping out of school.

According to SPARC (2008), working on Child Rights, has claimed that 35000 pupils dropped out from school each year due to corporal punishment. It also claimed that child abuses are increasing dropout at primary and secondary level. And also the number of street children increases because of dropouts.

In terms of human resources, research indicates that female teacher often have an important impact on schooling quality for female pupils (Colcough et al., 2000). However, the availability of female teachers in some countries is low, and particularly in higher grades of schooling. Schools without, or with few, female teachers are often less attractive to parents/guardians on the ground of safety/security of female students, and also provides fewer role models to motivate towards continued attendance.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter, the researcher presents the method and techniques of the data collection and sample selection, research designs and instruments that will be used in the execution of the study.

3.2 Study Design

The researcher will employ a cross-section survey design in which different categories of respondents will be tested at once.

3.3 Area of Study

The study will be conducted in Buyinja sub-county in Namayingo District an island on Lake Victoria in Eastern Uganda. There are seven primary schools in the sub-county.

3.4 Sample Participants and Techniques

The study will be conducted in four out of seven primary schools in Buyinja sub-county. Participants will include 4 head teachers who will be purposively selected; 12 teachers, 20 parents and 20 pupils (who were all randomly selected).

Head teachers will provide technical and administrative information as well as record about enrollment, retention and drop outs. Teachers are the bridge between pupils and parents, parents will provide their opinion on the enrollment of their children and pupils will be involved as primary beneficiaries of education.

Table 1: Selection of participants

School	Code	H/trs	Teachers	Pupils	Parents	Sub-total
--------	------	-------	----------	--------	---------	-----------

Butajja	A	1	3	5	5	14
Kifuyo	B	1	3	5	5	14
Buboko	C	1	3	5	5	14
Lwangosia	D	1	3	5	5	14
Total		4	12	20	20	56

3.5 Instruments

3.5.1 Questionnaires: The researcher will design and administer questionnaires to the teachers and head teachers. The questionnaires will contain close-ended items that will require responses like yes and no among others. They will also contain open-ended items in order to give the respondents free expression of their views on prevailing issues raised in the questionnaire.

3.5.2 Interview Guides: Face-to-face interview will be held with the pupils and parents. The interviews will help the researcher to get deeper information that may miss in the questionnaire. Information got from the interviews will be recorded in a note book, internalized and computed for analysis.

3.6 Procedures

The researcher will obtain an introductory letter. He will then visit schools and introduces himself to the head teachers and family heads. After a brief interaction with the respondents, the researcher will distribute questionnaires to the respondents. He will also conduct interviews with pupils and parents. When questionnaires are duly filled, they will be collected and taken for data compilation and interpretation.

3.7 Data Analysis

Data from the close ended item in the questionnaire will be tallied, summarized, converted into frequencies and analyzed in form of percentage statistics. It will then be presented in tables. Data from the open-ended items in the questionnaires will be summarized, fitted into new categories,

Tallied, converted into frequencies and also analyzed in form of percentage statistics. All data will be interpreted using qualitative explanations.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

The purpose of the study was to establish factors influencing school drop outs in Buyinja

Sub-county, Namayingo District. In this chapter, the data is presented and analyzed according to the research objectives.

- i) To find out cultural factors influencing school drop outs in Buyinja sub-county, Namayingo District.
- ii) To establish the socio-economic factors leading to school drop outs among children in Buyinja Sub-county, Namayingo District.
- iii) To establish school-related factors leading to school drop outs in Buyinja sub-county, Namayingo District.

4.2 Objective One: cultural Factors Influencing School Dropouts.

The researcher first analyzed enrollment and dropout records of pupils in the selected primary

Schools between 2021 and 2023. The following was observed.

Table 2a: Enrollment and dropout of pupils

School	2021		2022		2023	
	Enrolled	Dropped	Enrolled	Dropped	Enrolled	Dropped
A	102	49	84	24	58	33
B	67	20	42	11	46	16
C	108	30	62	28	49	10
D	56	12	49	18	82	22
Total	333	111	237	81	235	81
%age	100	33%	100	34%	100	34.5%

In 2021, 33% of admitted pupils dropped out of school, while in 2022, 34% dropped and in 2023.

The researcher further explored the rate of male and female dropouts basing on the above records.

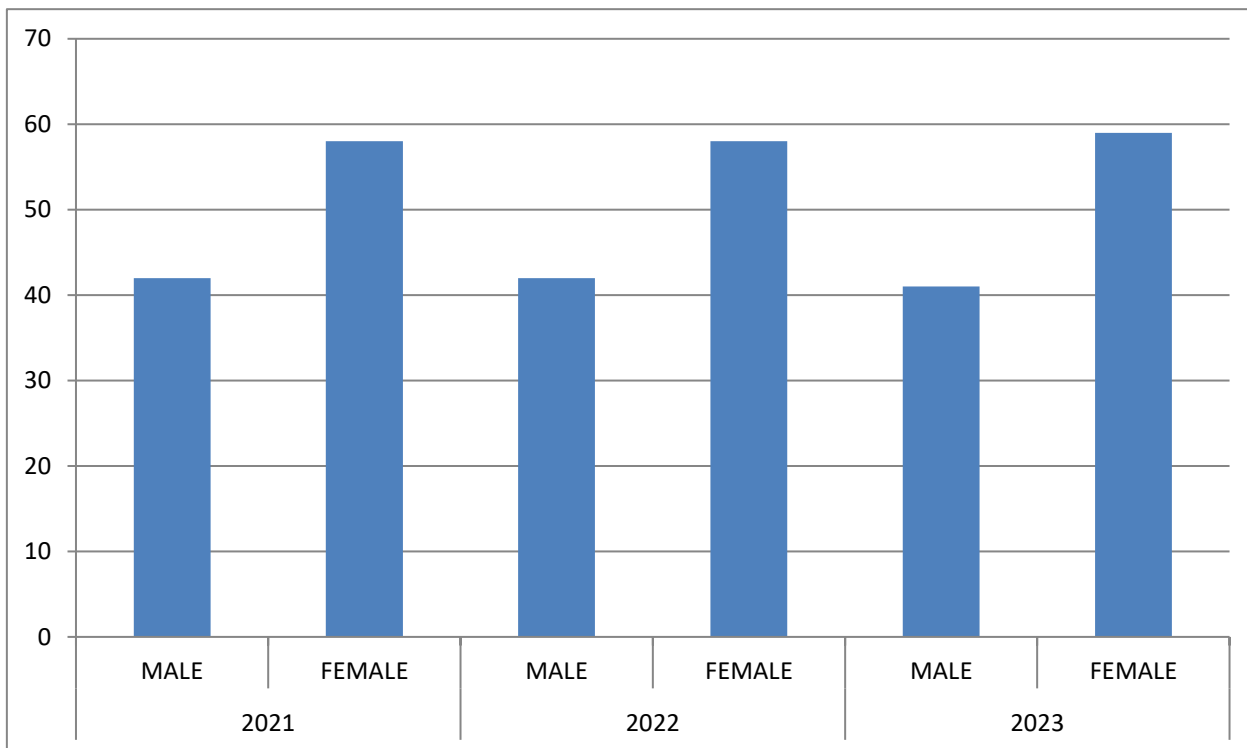
The following was observed.

Table 2b: showing school dropouts according to gender between 2021 and 2023

SCHOOL	2021		2022		2023	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
A	20	29	10	14	15	18
B	08	12	05	06	06	10
C	14	06	12	16	03	07
D	05	05	07	11	09	13
Total	47	64	34	47	33	48
%age	42	58	42	58	41	59

The above data was further illustrated on the following graphs in figure 1 below

Fig1: bar graph showing the rate of male and female dropouts in primary schools



From table 2b and figure 1 above, 58%, 58% and 59% of girl children dropped out of schools in 2021, 2022 and 2023 on the contrary 42%, 42% and 41% of boys dropped out of schools in 2021 and 2022

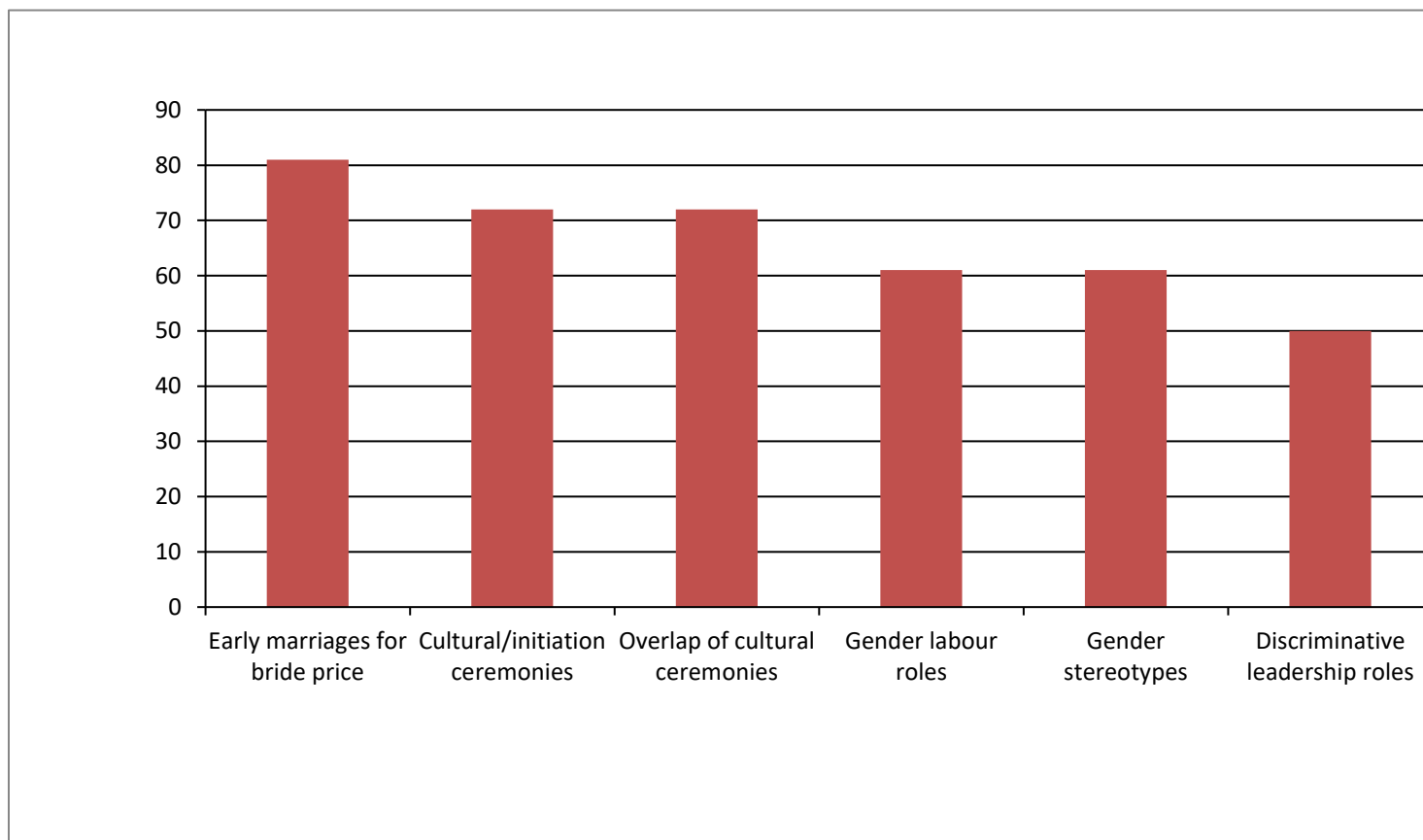
The following was also noted from parents, teachers and head teachers as cultural cultures leading to school dropouts.

Table 2c cultural factors leading to school dropout

Factors	%age
Early marriages for bride price	81
Cultural/initiation ceremonies	72
Overlap of cultural ceremonies	72
Gender labour roles	61
Gender stereotypes	61
Discriminative leadership roles	50

For clear analysis and interpretation, the above data was illustrated graphically in figure 3 below

Figur2: graph showing cultural factors leading to school dropouts



Responses from table 2c and figure 2, 81% of respondents said that early marriages for bride price contributes greatly to school dropouts in Buyinja county. 72% of the respondents identified initiation ceremonies and cultural overlap while 61% identified gender labour roles and gender stereotypes and 50% identified discriminative leadership roles against girls as cultural factors that contributed to pupils, especially, the girls child to dropouts of schools.

4.3 Socio-Economic factors leading to school dropouts

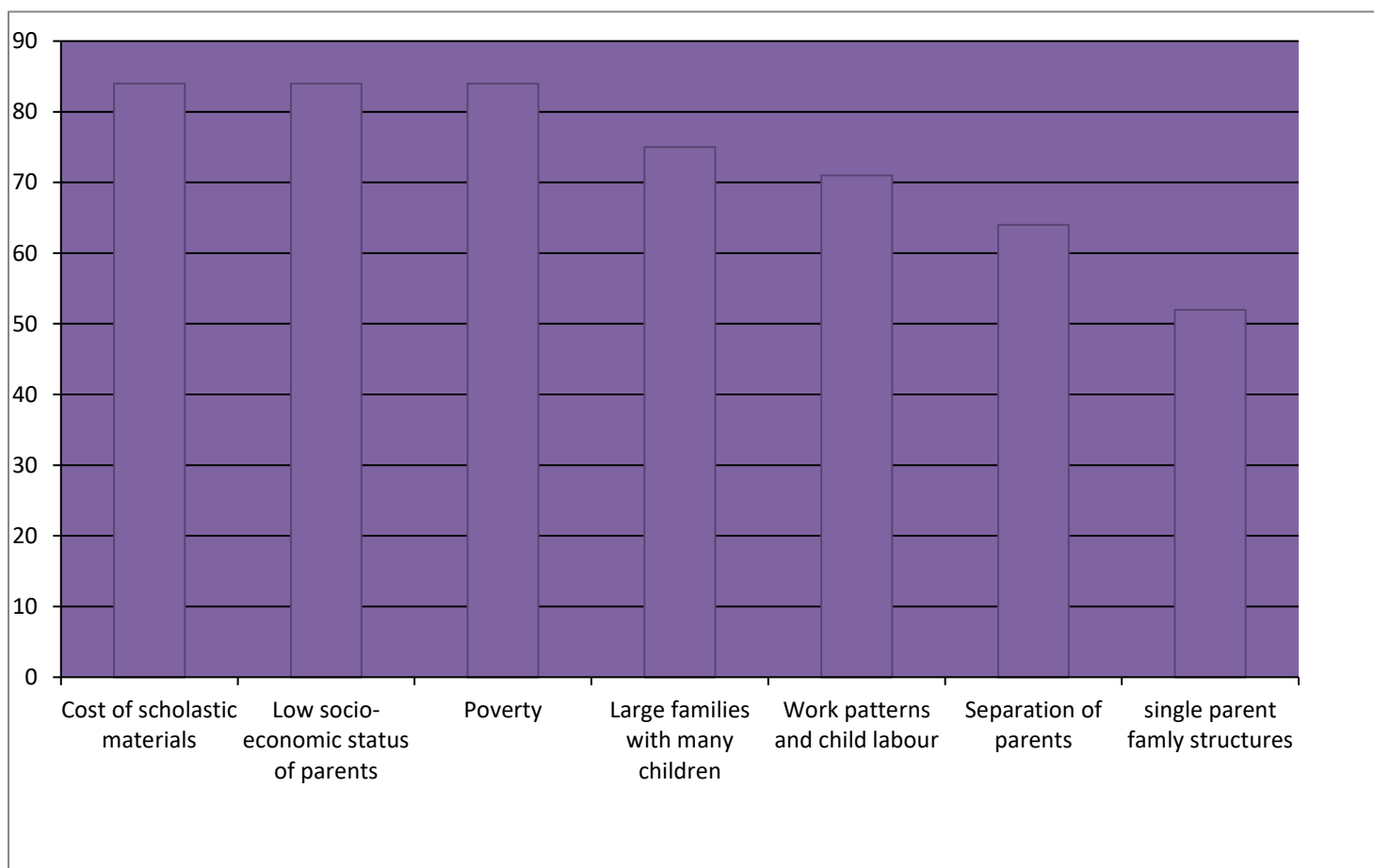
The researcher further sought to establish the socio-economic factors leading to school dropouts. The following was noted from all the respondents

Table3: showing socio-economic factors leading to school dropouts

Factors	%age
Cost of scholastic materials	84
Low socio-economic status of parents	84
Poverty	84
Large families with many children	75
Work patterns and child labour	71
Separation of parents	64
single parent family structures	52

The above data was illustrated below

Fig3: Graph showing Socio-economic factors leading to school dropouts



According to table 3 and figure 3 above, the cost of scholastic materials; low socio-economic status of parents and poverty (84%); large family sizes (75%); work patterns and child labour (71%); separation of parents (64%); and single parent family structures (52%) were the leading socio-economic factors leading to school dropouts in Buyinja sub county.

4.4 School-Related factors leading to school dropouts

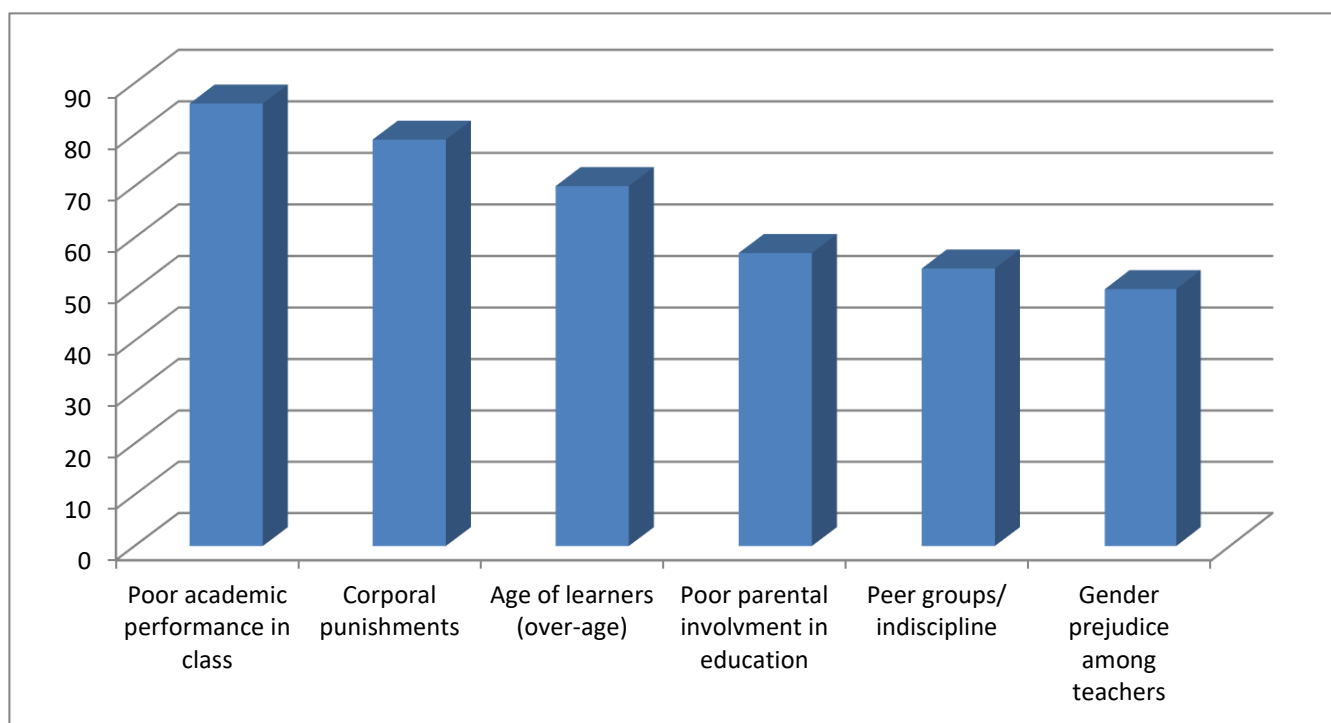
The researcher established other factors from the respondents apart from cultural and socio-economic factors, The school related factors also leads to the school dropouts as per the following responses.

Table 4: showing school related factors leading to school dropouts

Factors	%age
Poor academic performance in class	86
Corporal punishments	79
Age of learners (over-age)	70
Poor parental involvement in education	57
Peer groups/ indiscipline	54
Gender prejudice among teachers	50

By graphical illustration the following were among school-related factors leading to school dropouts

Figur4: graph showing school related factors leading to school dropouts



From table four and figure 4 above 86% of the respondents said the poor academic performance was a major school

Related factor leading to school dropouts in Buyinja sub county. Other school related factors included corporal punishments (79%), over age of learners (70%) and gender prejudice among teachers 50% were Identified as school related factors leading to girl child school dropouts.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to establish factors influencing school dropouts among girls in Buyinja Sub County, Namayingo District. In this chapter, the researcher presents the discussion of the findings based on the study objectives;

- i) To find out cultural factors influencing school dropouts among girls in Buyinja Sub County, Namayingo District
- ii) To establish the social-economic factors leading to school dropouts among girls in Buyinja Sub County, Namayingo District.
- iii) To establish school-related factors leading to school dropouts among girls in Buyinja Sub County, Namayingo District.

5.2 Discussion

Here, the discussion is made according to themes derived from the study objectives.

5.2.1 Cultural Factors Leading to school Dropouts

According to Tables 2a and 2b of chapter four, in 2021,33% of admitted pupils dropped out of school, while in 2022,34% dropped out, in 2023 34.5% dropped out. The dropout rate was 42% with 58%,58% and 59% of girl- children dropping out of school in 2021,2022 and 2023 respectively while 42%,42% and 41% of boys dropped out of school in 2021,2022 and 2023 respectively

The findings are in line with Kikampikaho&Kwesigwa (2002), who observed that since time memorial, the education of girls and women has lagged behind than that of boys and men in Uganda as well as in many other developing countries.

On the cultural factors, most respondents in Table 2c of chapter four said that early marriages for bride price contributed greatly to school dropouts of girl children.

This is in agreement with the National Development Plan (2010) observations that early involment of girl child in sexual activities is a major social-cultural factor and the effect of this is early pregnancy, early marriages and dropping out of school.

This is true for the suitation in Buyinja Sub County which is a multi-cultural in composition and thus characterized by a culture promiscuity, sexual harassment and loose morals. Furthermore, respondents identified initiation ceremonies and cultural overlap; and gender labour roles and gender stereotypes among other cultural factors influencing school dropout among girls in Buyinja Sub County.

The findings are in line with Colclough et al. (2000) and Kane (2004), who observed that there are cultural notions around adulthood and teenage which may in some circumstances affect access to schooling as the ceremony and preparation for it may overlap the school calendar, which can increase absenteeism and potential dropout from school.

The researcher concurs with the findings and the above scholar and notes that sometimes, children taking initiations ceremonies like imbalu have primary schooling disrupted, with ceremonies sometime taking place during schooling period making absenteeism to last for a month or more and sometimes leading to drop out of school.

5.2.2 Socio-Economic Factors leading to School Dropouts.

According to table 3 of chapter four, most respondents said that the cost of scholastic materials, low social economic status of parents and poverty were cited by most respondents as major leading social economic factors leading to school drop outs in Buyinja sub county.

The findings agree with Cardoso & Verner (2007), who observed that there is a link between poverty and dropping out of school. Adding that poverty is the most common primary and contributory reasons for learners to be out of school; adding that poverty is the most primary and contributory reason for learners to be out of school.

It also agrees with Nidhi et al. (2007), who observed that parents' economic status and their education play a vital role in the education of status is poor, their children will be more exposed to dropout and there will be a greater chance of gender discrimination.

Similarly, large family sizes; work patterns and child labour; separation of parents and single parent family structures were identified as other socio-economic factors influencing school dropouts in Buyinja Sub County

The findings are in line with Abdullah - Al- Mamun et al. (2012), who observed that there are many socio-economic factors such as high cost of schooling and parents are not interested to educating their children, they want their children to work and earn

The researcher agreed with the findings above and this notes that children from better of family are most likely to remain in schools, while those from poorer family are more likely never to have attended, or to dropout once they are enrolled.

5.2.3 school related factors leading to school drop outs

According to table 4 of chapter four, most respondents said that poor academic performance was one of the school - based factors why pupils do not complete primary education; while a few respondents identified gender prejudice among teachers.

The findings are in line with what Ezati (2011) observed that poor academic performance of the girls compared to boys is usually a result of various factors. Girls encounter learning problems because of low expectations teachers have regarding their intellectual abilities and this exacerbated by girl's low valuation of their own abilities.

It's also in line with Rumberger (2004), who observed that one of the learner-related factors that have been associated with early school leaving to be academic achievement (sometimes referred to as academic ability), adding that whether measured by exam success, grade points average, test scores or literacy and numeracy skills level, early academic achievement in elementary and secondary schools is predictive to early school leaving.

In table 4 of chapter four, most respondents said that corporal punishment, over age of learners, poor involvement of parents in education, peer influence and indiscipline of learners were also school-based factors contributing to the dropout of children in primary schools in Buyinja Sub County.

The findings are in line with SPARC (2008), who responded that 35000 pupils dropped out from school each year due to corporal punishment. It's also in concurrence with Rumberger (2004), who suggested that being past the typical age in a grade significantly increases the hazard of leaving school early.

5.3 Conclusion

According to the study findings, it can be summed that;

school dropouts are prevalent in Buyinja Sub County, with girl's child most affected in the years between 2021 and 2023.

Early marriage for bride price is leading among cultural factors leading pupils especially, girl children to drop out of school.

The cost of scholastic materials, low socioeconomic status and poverty were leading among socio-economic factors influencing school dropouts in Buyinja Sub County.

Poor academic performance is the leading among school-based factors why pupils do not complete primary education.

5.4 Recommendations

According to the findings and conclusions, the researcher recommends that:

The District Inspectorate should ensure better management and supervision of primary schools to ensure discipline, better performance hence a conducive learning environment that promotes retention of learners.

Local government authorities through the CCTs should sensitize teachers, pupils and parents on the rights of the girl child and her equality to boy child hence address gender discrimination to reduce dropouts.

Local leaders and school administrators should sensitize and discourage parents from having their children married early in a bid to reduce on early school dropouts in the Sub County.

The general laxity and laziness of parents and pupils should be addressed through community education initiatives. Otherwise, the area will continue lagging behind other regions of the District and the Country at large where people are focused and self-directed and hard working.

5.5 Area for further Research

The researcher suggests that further research should be conducted on the effects of peer influence on school dropouts in primary schools.

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APPENDIX

QUESTIONNAIRE FOR HEADTEACHERS

Dear sir/Madam,

I am a BEP student of Busitema University, carrying out an academic research on causes of school dropouts among girls in Buyinja sub-county, Namayingo District. Kindly fill the questionnaire giving sincere information on the various issues raised in the questionnaire. Your information will be handled with confidentiality.

Thank you

1. Name of school:.....

2. Nature of the school: UPE Private

3. Grade of school: I III

4. Sex: Male female

5. Qualification: Academic:.....
Professional:.....

6. Time you have spent in this school:.....

7. Do you have cases of children dropping out of school?

Yes No

8. If yes, between girls and boys who drop out the more?

Yes No

9. Please avail records to back up this information?

.....

10. In your opinion, do cultural factors influencing school drop outs in Buyinja sub-county?

Yes No

11. If yes, what cultural factors influence school drop outs in Buyinja sub-county?

.....
.....

12. How do cultural factors influence school drop outs in Buyinja sub-county?

.....
.....
.....

13. In your opinion, are there socio-economic factors influencing school drop outs in Buyinja Sub-county?

Yes No

14. If yes, what socio-economic factors above influence school dropouts in Buyinja Sub-county?

.....
.....

15. How do socio-economic factors above influence school drop outs in Buyinja Sub-county?

.....
.....

16. Does nature and location of school impact on school dropouts?

Yes No

17. Explain the answer above.

.....
.....
.....

18. What other school-based factors lead to pupils' dropouts in Buyinja Sub-county?

.....
.....
.....
.....

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

Dear sir/Madam,

I am a BEP student of Busitema University, carrying out an academic research on causes of school dropouts among girls in Buyinja sub-county, Namayingo District. Kindly fill the questionnaire giving sincere information on the various issues raised in the questionnaire. Your information will be handled with confidentiality.

Thank you!

1. Name of school:.....

2. Nature of the school: UPE Private

3. Grade of school: I

4. Sex: Male Female

5. Qualification: Academic:.....
Professional:.....

6. Time you have spent in this school:.....

7. Do you have cases of children dropping out of school?

Yes No

8. If yes, between girls and boys who drop out the more?

Yes No

9. Please can you avail records to back up this information?.....

10. In your opinion, do cultural factors influencing school drop outs in Buyinja sub- county?

Yes No

11.If yes, what cultural factors influence school drop outs in Buyinja sub-county?

.....
.....

12. How do cultural factors influence school drop outs in Buyinja sub-county?

.....
.....

13. In your opinion, are there socio-economic factors influencing school drop outs in Buyinja Sub-county?

Yes No

14. If yes, what socio-economic factors above influence school dropouts in Buyinja Sub-county?

.....
.....
.....

15. How do socio-economic factors above influence school drop outs in Buyinja Sub-county?

.....
.....

16. Does nature and location of school impact on school dropouts?

Yes No

17.Explain the answer above.

.....
.....
.....

18. What other school-based factors lead to pupils' dropouts in Buyinja Sub-county?

.....
.....

APPENDIX C

INTERVIEW GUIDE FOR PARENTS

1. Do you have children of school-going age?
.....
2. If yes, are they in school?
.....
3. Which class (es) are they?
.....
4. Do they attend school regularly?
.....
5. Give reasons for the above answer?
.....
6. What cultural factors lead to school drop outs?
.....
7. What socio-economic factors lead to school drop outs?
.....
8. What school factors lead to school dropouts?
.....
9. How can children be retained in school?
.....

APPENDIX D

ESTIMATE BUDGET

ITEM	ESTIMATE
Stationary	70,000/=
Statistical consultancy	160,000/=
Refreshments/incentives for respondents	100,000/=
Transport	160,000/=
Library and Internet services	120,000/=
Typing, printing and photocopy	100,000/=
Report production/binding	80,000/=
Miscellaneous	100,000/=
TOTAL	860,000/=