

**THE CAUSES OF HIGH GIRL DROPOUT IN PRIMARY SCHOOL,
EDUCATION IN KAMUGE SUB-COUNTY,
PALLISA DISTRICT**

**BY;
ACHIPA ANNET CHRISTINE,
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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF SCIENCE AND
EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE A WARD OF BACHELOR'S DEGREE IN PRIMARY EDUCATION
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DECLARATION

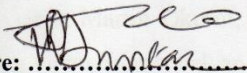
I, Achipa Annet Christine hereby declare to the best of my knowledge, this research proposal is mine and I do present it to Busitema University for a ward of Bachelors degree.

Signature: Achippa Date: 24th / 8 / 2024

Achipa Annet Christine
(Researcher)

APPROVAL

This research proposal will be submitted for approval by the student's University supervisor.

Signature:  Date: 24 / 8 / 2024

Mr. Wanda Duncan.

(Supervisor)

DEDICATION

This research report is dedicated to my beloved my beloved husband Mr. Obbo Patrick Innocent, children Ochan Martin Okurut, Okia Xavier Baptist, Nyawere Devine Faith, Nyawere Grace Magdalene, Obbo Emmanuel, and Ochwo Anthony Kaweesi.

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ABBREVIATIONS

NNADV	Nevada Network Against Domestic Violence
PADV	Protection against Domestic Violence
UNDFW	United Nations Development Fund for Women
UNICEF	United Nations International Children’s Emergency Fund
USA	United States of America
WHO	World Health Organization

ABSTRACT

This study established the influence of domestic violence on pupils' academic performance in government schools in Kamuge Town Council Pallisa District. It was guided by the following research objectives; to establish the prevalence of domestic violence in Buyinja Sub-County in Pallisa District, to investigate the effects of domestic violence on pupils' academic performance in government primary schools in Kamuge Town Council in Pallisa District, and to assess ways of curbing domestic violence in families in Kamuge Town Council in Pallisa District. The study adopted quantitative approach hence applied descriptive design. The research study targeted a population of 93 in 6 government primary schools in the sub county. These schools have a total population of 87 teachers and 6 head teachers. Both questionnaires and interview guides were used to collect data. Data was analyzed using tables, frequencies and percentage. The study findings show that domestic violence is common hence negatively the academic performance of pupils in the sub-county. The study suggested possible remedies to domestic violence such as sensitization family peace, women empowerments etc. The study recommends that communities are required to formulate by-laws aiming to totally avoid domestic violence in families, for example elect special persons concerned with matters on domestic violence who will continuous issue such matters at both local council and courts of law for here-in.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter introduces and explains the background of the problem statements of the problem, purpose of the study, research objectives and research questions, scope of the study and significance of the study.

1.1 Background of the study

According to the oxford advanced dictionary, a girl is a female child. The constitution of Uganda 1995, defines a child as a human being below the age of 18 years regarded to be still very young, innocent. Education on the other hand is a process by which an individual acquires knowledge, skills, values and attitudes. It is therefore, a fundamental human right that everybody must acquire regardless of age, sex, race, religion. Social economic status and other factors

In African Traditional society, parents provided indigenous education to their children, children were equipped with knowledge, skills, values and attitudes which were related to their social needs. It was practical than theoretical and they were no dropouts in both boys and girls completed their respective courses.

It's important to note that in 1870's formal education was introduced to Africa by the Western World this is the education which involves children attending school under formal conditions like hiring formal trained teachers, involves reading, writing, certification and writing examinations.

Among levels of formal education is primary education. This is the provision of basic education to young children in which they acquire basic skills, knowledge, values and attitudes in the education, both girls and boys are to benefit from it.

1.2. Statement of the Problem

For any family to progress, unity is a key aspect. Members in a family living in harmony work together to realize and achieve the needs of every member. It's a point of dismay that most families in Kamuge are characterized by frequent domestic violence leading to poor school attendance by respective pupils, orphanage, divorce, broken families and even creating child

headed families. This has affected the performance of pupils because of absenteeism, psychological torture that creates unsettled minds towards studies and yet every learner is required to be regularly at school to benefit from content delivered other than creating gaps due to irregularity. School management committees, programs on television and radios have advocated for peace in homes and collective care towards child education but it seems little has been grasped. Pupils have continued to be absent with excuse of family relationship issues leading to low academic performance. This has compelled the researcher to establish influence of domestic violence on pupils' academic performance in government schools in Kamuge Town Council, Pallisa District.

1.3 General objectives (Purpose of the study):

The researcher aims to document the causes of high girl child school drop out, effects of the vice and how to remediate the causes.

1.4 Specific objectives

The researcher aims at;

- Conducting a comprehensive assessment to identify the root causes of girl child dropout in Pallisa District, Kamuge Town Council.
- Creating awareness campaigns to challenge harmful cultural norms and practices that hinder girl's education such as; early marriages, and gender inequalities.
- Establishing support systems for girls including mentorship programs, counseling services and community networks to encourage them to stay in school.
- Collaborating with local communities, schools and government agencies to implement policies and programs that promote girl's education and address the causes of high dropout rates.

1.5 Research questions:

The researcher anticipates finding out whether;

- There are adequate resources and facilities for the girls in primary schools of Kamuge Town Council?
- There is guidance and counseling for girls in schools of Kamuge Town Council?
- Parents and the community involved in the education of the girls in Kamuge Town Council?

1.6 Scope of the study.

The scope of the researcher's study will encompass various aspects such as social – economic factors, cultural norms, access to education facilities, teacher-students relationship and parental involvement in the education of their children among others.

1.6.1 Geographical

The study will focus specifically on Pallisa District and within Kamuge Town Council which will ensure relevance and accuracy in the findings.

1.6.2 Content Scope

This will include a comprehensive analysis of both quantitative and qualitative data related to girl child dropouts, it will also include stake holders, case studies and interviews with stakeholders like; teachers, head teachers among others.

1.6.3 Time scope:

February 2024 – April 2024 research proposal

April 2024 – May 2024 collection of data may.

1.7 Significance of the study:

Here, the researcher hopes that this study will:-

- Create awareness among school going age to stay in school until they complete the primary school course.
- Provide teaches with information which will ensure that all children, especially girls complete the primary school cycle. They will be in position to guide and counsel girls, use effective methods of teaching and be creative and innovative in issues pertaining the education of the girl child.
- Give parents advice on the importance of educating the girl child and create awareness in them that the need to support their children in school by providing mid-day meals, scholastic materials and personal effects to their children. They will also cherish the values of working hand in hand with the teachers to ensure high retention among their daughters in school.
- Provide data to the community about the need to respect children's rights like a right to education, shelter, feeding, equality and self-expression among others. They will be sensitized about the dangers of child abuse like defilement, early marriages, rape and help

school administrators to design programs in schools which will favor girl child education. They will be in position to create friendly learning environment and provide teachers with resources and facilities that will enable them handle the girl children in school effectively.

- To show inspectorate areas of weakness and strength and consequently monitor and inspect schools with a vision.
- Help curriculum designers and planners come up with the approaches that would facilitate girl child retention in school.
- And the government enacts and amends laws that will protect the girl children. Government will be in position to work hand in hand with stake holders to ensure that girls too benefit from education like their counterparts the boys.

1.8 Justification of the study

- By understanding the causes of high girl child dropout, it will help me to implement targeted interventions to address this problem.
- It will help me to improve on educational needs of the girl children in Kamuge Town Council.
- It will help me to design appropriate communication skills.
- It will help the researcher to check on suitable methods of teaching.

1.9 Conceptual Framework.

- The study will be drawn upon;
- Existing theories and models related to education.
- Child rights and social development to provide a solid foundation for analysis.
- Gender equality.

1.12. List of abbreviations

“O” level	Ordinary level
PTC	Primary Teachers Collage
UPE	Universal Primary Education
CCT	Center Coordinating Tutors
Aids	Acquired Immune Deficiency Syndrome
P/S	Primary School
NGO’S	Non – government Organizations
UNATU	Uganda National Teachers Union
UWESO	Uganda Women’s Effort to Save Orphans

1.9 Limitations of the Study

The following are the limitations of the study;

- Lack of time this is because the researcher has limited time to critically analyze and dig in depth the historical causes of high girl child dropout in Kamuge Town council.
- Limited resources like finance to facilitate transport purchase of scholastic materials, data, phone charging, typing among other.
- Lack of access to data this is due to lack of exposure to data and negative attitudes of people towards giving data about the causes of high girl child drop out.
- Cultural sensitivities where parents think girls are for wealth.

CHAPTER TWO

LITERATURE REVIEW

Khidu M (2004) on the report of the successes and challenges of Universal Primary Education. Pointed out the challenge of large numbers as a result of UPE. It is asserted that those large numbers have applications for the resource availability and budget allocation among the sub sectors. I concur with them in that once the children are many in classrooms, there will be high cases of dropout since they will be overcrowded and have un healthy competition for the available resources and facilities. Girls are more likely to dropout in higher numbers than boys. This is because, they are demanding than boys.

Ministry of Education and Sports (2002) revealed that resources and facilities play a very important role in every section of school life. Good resources help reinforce the basic knowledge and skills that the learners need for daily living. They also make activities more practical and enjoyable for everyone. The researcher can also concern with this view in those resources and facilities create effectiveness in the school system including the education of the girl child at primary level. The teachers and school administrators, therefore, need to be creative in an attempt to secure and procure materials which are necessary for teaching in the classroom and for guidance and counseling among girls in school.

Focusing on child learning needs in paramount in the primary education. William K(1996) asserts that in order for effective learning to take place, the learner needs to be provided with conducive learning environment. This includes a well-constructed classrooms, a set of text books, exercise books, writing tools and relevant learning / teaching aids and guidance equipments. Dr. Sheila Paryn Walimu points out the reasons why girls dropout of schools. The major factors he identified included lack of appropriate facilities and places, limited prospects in the labor market, lack of security both inside and outside school, family poverty, school girls pregnancy policies are not effective, negative social practices and attitudes. Irrelevant and rigid school curriculum, competing demands on their time and gender unfriendly classroom culture. In the researcher's observation, most of those factors are common in this area of study.

Education is a fundamental right to every child. It's the role of every government to ensure that every child goes through the formal education using the available resources in the report by late professor Senteza Kajubi (1987), it pointed out that the recognizing basic education is a must for

every citizen, the goal should be achieved. Universal Primary Education is in as near future as possible. Only when every school without completing the full cycle of Primary Education.

Decording to Kajubi (1987), education is an investment and therefore the burdens should be shared by both the government and the parents. He said government has a responsibility to provide scholastic materials, furniture, buildings and paying teachers. In cost sharing arrangements, the parents should be responsible for meeting half of the total cost of instructional materials in primary schools such as books, tool and implements among others. To concur with Kajubi's report, the researcher wants to say that education of children in any given country lies in the hands of many.

It is the duty of every stake holder to see that he / she plays his /her role especially in the provision of facilities to their respective schools. Once a school has adequate facilities, causes of dropouts will be reduced or eradicated.

Marope PTM (1995) Observed that despite the efforts and success thus for made, women in sub-saharan Africa still register significantly low education attainments than that of men. Three factors were identified as below:-

First, lack of enrolment of girls and alternatively women.

Secondly, girls perform less in terminal school examinations than boys.

Thirdly, low material education attainment, the researcher may concur with the third factor low material education attainment especially in rural settings indeed some girls dropout of school after continuous lack of educational materials.

Hamet M A et al (2009) says many children across the country become infected every year and without treatment they die as a result of AIDS. They continue to suffer the consequences because of lack of resources for adequate testing, access to antiretroviral drugs, stigma and discrimination and absence of psychological distress, anxiety depression and anger. They are stigmatized by society, isolated and denied access to education. To concur with that, he researcher has observed that girls are more prone to risks of contracting HIV / AIDS than the boys. This is because they can be defiled, raped and lack adequate life skills.

Joy ck (2002) realized that schools in Uganda were not well equipped to provide general education, it was estimated that in 1990 Only 15% of the required text books were available in the average school. Other observations included girls faces more institutional barriers than boys. On resources, he communities were appealed to contribute the construction of schools through financial // in kind contributions. Joy also realized that large disparities in the educational attainment of male and females are associated with lower levels of GNP and that effective, equitable and all inclusive educational programs should be put into consideration in sub Saharan Africa.

2.2 Guidance and counseling services are effectively conducted in schools.

Interest in the field of education, if children lack interest in learning, the intended goals, aims and objectives of teaching will not be achieved. Therefore teachers should always be well equipped with knowledge and skills in developing interest among learners. this view of the researcher concurs with that of Farrant (1985), principles and practice of education which asserts that the training of teachers should be full of sufficient knowledge and skills of what they teach in order to promote pupil's interest in the subject he/she teaches in relation to girls education interest I learning will keep girls in school until they complete school.

Ministry of Education and Sports (2004) points out of the ratio of girls to boys in primary schools has improved from 55:45 in 1986 to 52:45 in 2000 to 51: 49 in 2003. However, equality still needs to be achieved. Also worrying is that girls perform

Worse than boys and are less likely to make the transition to post primary education and training institutions the researcher also wants to add that lack of encouragement by teachers and parents to the girls to work hard is common, parents for example, wait for these girls to reach puberty stage and then begin telling them to get married. Teachers also embarrass girls who perform poorly, instead of counseling and guiding them to work hard. All these accelerate the rate of dropout among girls.

Ministry of education and sports (1995), points that, Uganda has no law recognizing guidance and counseling services. Many educational planners, policy makers and headers of institutions are not trained in guidance and counseling methods. Due to lack of training, guidance and counseling services are neglected in relation to this view, the researcher has it that a school that

neglects guidance and counseling is likely to experience high rate of dropout among girl children.

Harmful gender relations expose girl-children to high risks of not completing the primary school cycle. This is in line with ministry of education and sports PIASCY (2004) which asserts that negative gender relations like early sex, wanted or not wanted, endanger girls greatly. This has failed girls from completing the primary school course and they have high chances of contracting HIV/AIDS

Failing examinations has always discouraged girls from continuing school education. Uganda National Teachers Union (UNATO) (2009) pointed out that 463,631 candidates who sat for Primary Leaving Examination in (2008) a total of 39,306 completely failed. The Uganda Certificate of Education results indicated an intriguing report that over 45% of the girls failed despite the enormous government interventions

William K (1996) realized out that there should be a well trained, effective and competent teacher who can provide guidance and counseling in addition to class work. This view is highly supported by the researcher for it aims at ensuring high retention rate among primary school girls so that they can at least complete primary seven.

Joy (2002) realized that the inadequacy of career guidance and counseling systems in developing countries affect girls education. Girls are more ill prepared than girls, who already have better chances than girls of entering higher education. Joy observed Uganda education system to be lacking enough female role models to motivate girls and which is not the case of the boys. Lack of enough female teachers to provide role models and mentor, is a barrier to girls education as they have been found to increase girls' roles of persistence in schools.

2.3 Community involvement in the education of girl children

Ministry of Education and sports (1995) asserts that for quite some time, education of girls has been sacrificed for boys. Usually, if a choice must be made between paying school fees for boys or girls, it is most likely that the only available funds will be used in educating the boys than girls. Even when parents are not poor, there are cases where girls' education has been kept above minimum that the investigator has also observed this for so long in Kamuge sub-county.

Indeed many factors have always affected girls' education. For example, cultural benefits like bride wealth, looking after siblings at home and helping with house work. Ignorance and illiteracy of the parents especially mothers and lack of exposure to the outside world in respect to the girl's education and long distances from school also affects girl's education.

Action Aid Uganda (2009) noted that that although the number of pupils reaching Primary Seven has been slightly increasing, still about 70% of pupils, who start primary one together do not survive up to primary seven since the inception of Universal Primary Education. Among other reasons for dropout are abandoning schools, lack of interest, pregnancy, early responsibilities, dismissal and sickness. The researcher anticipates those to be among the causes of low completion of girls in primary school education in Kamuge sub-county because these factors have been of a national concern.

Uganda National Teachers Union (UNATU) 2009 pointed out that teachers performance is influenced by other stake holders such as the central government, the local government, the parents and the entire community there is need to mobilize all other factors in the sector and hold them accountable for learning outcomes as well it is unfair to hold teachers solely accountable when learners attend only 30% of the learning times in school due to domestic demands at home and usually have one meal a day.

Additionally, teachers should not be blamed for failing to successfully implement policies they have not had input into and not given sufficient support to implement. The researcher is also optimistic to prove this.

UNATU (2010) has undertaken deliberate actions that contribute to the provision of quality public education in all an equitable system. Some of the factors include advocating and lobbying for effective policy frameworks, adequate resource mobilization, security, and sustainable meaningful citizen participation in practical and effective ways of addressing social development issues such as gender based violence and HIV/AIDS among others

Violence in homes and community always affects girls from attending school. This is because there are many social problems that violence can cause.

Geoffrey (2010) points out the young talk that violence is common in our homes and community. It leads to death, injury, unhappy families, shame, fear, school dropout, poverty, disability and spread of HIV/AIDS diseases.

Defilement has forced many girls in Uganda to drop out of school before reaching primary seven to sit for Primary Leaving Education. Girl 14(2010) in the young talk article says that she is missing school because she had sex with a boy and she was taken to police by her parents.

Cultural beliefs in our communities directly affect the education of the girl child. Early marriages tend to be the touchless issues. Girls have lured into early marriages before they complete the primary school cycle. Similarly, girls and boys get involved in early sex and early marriages lead to early pregnancies hence, dropping out of school. Obanya S (2010) advises teachers to spend much time with pupil's preparing them for future responsibilities. Pupils should be told about the dangers of early sex, marriages and pregnancy and give them right information about sex.

There are many ways community can get involved in schools. Anywar . O. says a school can gain resources from the community and the community can also learn from the school the community can also help in guidance and counseling for example; constructing a guidance and counseling room and providing lunch to their children. Since girls are prone to many risks, they can benefit the more.

Ital et al (2007) revealed that the main factors of dropouts among girls from schools in rural areas were reluctance of parents and participation in domestic activities. The parents educational statuses were poor and they did not give us much importance to the education of the girls as they did not have their sons. They believe their sons will support them in their old age. This revelation concurs with what the researcher has been observing in Kamuge sub-county.

If parent's perception of the value of education is very low, then dropout of pupils from schools becomes high in rural area like Kamuge Sub-county where the major source of income is agriculture, parents may have difficulties, imagining the lives of their children will not be different from their children and therefore, parent's perception is an important factor in determining whether or not their children will attend school. A research conducted by Thammasat University (2000) shows that mother's level of education is a significant factor in determining whether or not the children will go to school. Another study has shown that

educated women help their children's with home work and also support their children's ambition move.

Colleen (1969) collected data concerning the educational experience of each child's parent to test hypothesis that the degree of parental education can be an important indicator of the educability of their children.

Christiana E.E. et. Al (1996) in this research conducted an interview to find the people's views about the education of boys and girls. In poor large families, he found out that most participants said they would rather educate the boys for family continuity, headship of household and property in heritage since the girls will marry a way this is a traditional concept which is inculcated in people's minds and it has affected girls' education for so long in Kamuge Sub-county.

Teenage sexuality tends to affect girls education negatively. Beyona E.I.M (1996) points that early sexual intercourse and teenage pregnancy have been attributed to un appropriate parenting, cultural factor, peer group pressure, lack of knowledge and effects of myths and beliefs, break down in moral standards and economic constrains. He adds that high dropout rate among girls is accelerated by those factors the investigator therefore contends in going to prove in the field.

Religion is a very important institution in the field of education; it helps in training morals and promotion of ethical standards. It promotes equality and love. E. leen K. (1995) states that although enrolment of girls at primary level generally equaled to that of boys, the girls dropout rate was higher and led to their under representation in secondary and tertiary institutions. He added that, religious schools were reluctant to address gender differences. This was due to lack of data to go by.

2.4 Gap in Literature.

By identifying the gaps in the literature in this topic will;

- Help to ensure that the study contributes to new insights and knowledge to the field by reviewing the existing research on causes of high girl child dropouts in similar contexts.
- Help to examine any limitations or biases present and propose new research questions, hypotheses to address the gaps.

- Help to investigate and document the causes of high girl child dropouts in Pallisa District, Kamuge Town Council. Help to inform potential policy decisions, program development, and advocacy efforts aiming at promoting girl's education and empowering them to reach their full potential.

CHAPTER THREE

METHODOLOGY

3.0 Chapter three presents the research design (plan) the researcher will;

Use the sampling procedure the researcher will follow, the sample from which data will be collected, the instruments to be used to collect data, the procedure that will be followed and the methods of data analysis, the review of the chapter will be given at the end.

3.1 Research design

The researcher will use both qualitative and quantitative approaches in order to generate data. These designs are selected because opinions and attitudes of the respondents in relation to the causes of high girl child dropout in primary schools education will be collected, presented and analyzed in a descriptive manner.

Different categories of respondents will be involved in the study to obtain information at different levels using a variety of instruments. The respondents will include primary schools.

The qualitative approach will generate empirical data mainly from open ended questionnaires, interviews and observations. Quantitative approaches on the other hand will be used mainly to generate data categorized and presented in tables.

3.2 Sampling procedures.

Kamuge sub-county in Pallisa district is selected by virtue of its geographical proximity. Three schools from the sub-county are selected randomly. The area is selected because it is easily accessible and familiar to the researcher. Indeed this made it quite simple and significant to conduct the study.

3.3 Sample population

This study will be carried out in Kamuge sub-county in Pallisa district. The target participants will include head teachers, teachers and female pupils (girls) of the sampled schools. Three schools are selected at random and are coded with letters A, B, C respectively. Below are those schools:-

S/No.	Name of the School	Code
1.	Kamuge Station Primary School	A
2.	Kalapata Primary School	B
3.	Kamuge Primary School	C

The head teachers and the teachers of the above mentioned schools will be selected as respondents because they directly handle the girl children in schools.

3.4 Research instrument

Four types of instruments will be used in this study, namely, questionnaires, interviews, observation and documentary analysis.

3.4.1 – question makers

3.4.2 – interview guide

3.4.3 – observation tools

3.4.4 – document analysis

3.5 Procedure of data collection

This study started from the time the researcher received the message from the Busitema University the department of research. The message had the information that the researcher should write topic of research which the researcher did and submitted for approval the topic was approved and returned to the researcher by the research coordinator. The co-coordinator allocated the researcher the research supervisor that is Mr. Wanda Duncan the researcher then communicated and arranged with the supervisor to meet, in the meeting, we draw a program to follow during the research process.

The researcher put down the strategies for writing the research proposal, the proposal will be developed and submitted to the supervisor by Mr. Wanda Duncan. The researcher made adjustments following the pieces of advice from the supervisor. A fair copy of the proposal will be written for approval.

The investigator will go to sampled schools to collect data. She will address the respondents and distribute the questionnaires. The questionnaires will be collected from the respondents and the researcher will thank them and move away. The data will be organized and analyzed as planned. The analyzed data will be interpreted and the final report will be ready for submission to the research department.

3.6 Data analysis

Two principle methods will be used, qualitative and quantitative respectively on the basis of the research questions and objective. The data will be coded along Identified themes and topics representing categories into which various pieces of data will be classified. Code

3.7 Reliability of research instruments

The instruments will be pilot tested in three schools within Kamuge Town Council to a certain their ability to solist the relevant responses to support the study. They will further give to the university research departments in research methodology, besides the supervisor, for expert advice before the researcher administers to the respondents, this activity will help to ensure validity and consistence of the instruments.

3.8 Validity of the research instruments.

The researcher will ensure quality control tools are evaluated to ensure their relevancy.

Validity will be established through using a content validity index (CVI).

$$CVI = \frac{QR / VR}{K}$$

Where QR = Quite Relevant

VR = Very Relevant

K = Total number of items in the questionnaire

The justification for establishing the validity of the instruments is to ascertain whether the instrument will provide response the researcher anticipates from the respondents or not. This method is important because it will help to safeguard values for reliability and control against infiltration.

3.9 Ethical considerations.

The researcher will as much as possible observe respect for respondents rights with maximum confidentiality i.e. not being quoted by name for fear of being victimized. Throughout the interviews, questionnaire administration and observation processes the researcher will avoid asking the names of the respondents. It is hoped that the above considerations will be enlisted with confidence of the respondents and crate the necessary report to set the ball rolling in favor of this study.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

4.0 Introductions

This chapter gives results of the study. It represents data collected and analyzed and interprets findings accordingly. The study sought to establish the causes of high girl drop out and in primary school education in Kamuge Town Council in Pallisa district. To achieve this purpose, three research questions were used as a basis for data collection. Respondent's background information is presented in order to provide an insight about the child in primary schools.

The researcher answered the following research questions;

1. Are there adequate resources and facilities for the comfort of the girl child?
2. What is the level of guidance and counseling in primary schools?
3. To what extent is the community involved in the education of a girl child?

Demographic factors

Table 1: Distribution of respondents by sex

Sex	Head teachers		Teachers		Girls	
	No.	%	No.	%	No.	%
Male	00	00	09	36	00	00
Female	05	100	16	64	50	100
total	05	100	25	100	50	100

No. = Total number of respondents expected

n = total number of respondents to a particular item

Table 2: Respondent's marital status

Marital Status	Head Teachers		Teachers		Girls	
	No.=05	%	No.=20	%	No.=25	%
Single	00	00	00	00	25	100
married	05	100	25	100	00	00
Widowed/divorced	00	00	00	00	00	00
Total	05	100	25	100	25	100

No. = Total number of respondents expected

n = total number of respondents to a particular item

The above table shows that the head teachers and teachers are married.

Table 3: Respondent's classes

Class	No.=50	%
P.1	00	00
P.2	00	00
P.3	00	00
P.4	05	10
P.5	10	20
P.6	15	30
P.7	20	40
Total	50	100

No. = Total number of respondents expected

n = total number of respondents to a particular item

Table 3 Shows the classes in which the girl child responds study from table 1, high school dropout among girls began from primary for 10% of the girls respondents were selected from P.4. from P.5, 20%, from P.6,30% and from P.7, 40% respectively

Table 4: Head teachers' and teachers' highest level of education

Highest level	Head teachers		Teachers	
	n=30		n=25	
	n	%	n	%
Primary seven	00	00	00	00
U.C.E "O" Level	00	00	00	00
U.A.C.E "A" Level	00	00	00	00
Grade III	00	00	17	68
Grade V (D.P ED)	00	00	07	28
Graduate (BED)	03	100	01	04
Masters (MED)	00	00	00	00
Others	00	00	00	00
Total	03	100	25	100

No. = Total number of respondents expected

n = total number of respondents to a particular item

Table 4 above shows the head teacher’s highest level of education. This table indicates that Grade III teachers form the majority of the teaching staff in the primary schools. All the Head teachers hold degrees in education. Grade III respondents were 08, Diploma holders were 28% and Degree holders were 100% of the Head teachers.

4.1 Research question one

Are there adequate resources and facilities for the comfort of the girl child in school?

Answers to this question can be obtained from views in the Head teachers’ teachers’ and girls’ responses in table 5

Table 5: Head teachers’ views on resources and facilities for the girl children

Item	Responses	A		B		C	
		n	%	n	%	n	%
Does the school have enough resources and facilities for the girl children?	Yes	00	00	00	00	00	00
	No	01	100	01	100	01	100
	Total	01	100	01	100	01	100

Table 5 reflects head teachers’ views on resources and facilities for the girl children in schools. In item (1), all the teachers consented that the resources and facilities for the girl children are not enough. This has taken 100% on the causes of inadequate resources and facilities for the girl children in school.

The Head teachers of the three schools, A, B & C pointed out poverty, ignorance, inadequate support from the parents and insufficient aids by the government, negative response from the parents to girl’s needs.

Among the facilities the schools lacked include adequate latrines & urinals, resource books, sanitary pads, counseling rooms, basins, soap, changing & washing rooms and boreholes for water.

The following suggestions were given by the Head teachers as solutions to the inadequate resources and facilities for the girls.

- They advocated for sensitizing parents about the value of educating the girl children.
- They suggested government to build more latrines and classrooms, counseling rooms and drilling boreholes in every school.
- More support should be lobbied from government and non-government organizations

Table 6: Teachers' view on resources and facilities for the girl children

Item	Responses	A		B		C		Total
		N	%	N	%	N	%	
Guidance room	Satisfactory	02	20	02	20	02	20	100%
	Fair	06	60	01	10	02	20	
	Unsatisfactory	02	20	07	70	06	60	
Facilities for senior woman teacher	Satisfactory	03	30	02	20	04	40	100%
	Fair	04	40	01	10	03	30	
	Unsatisfactory	03	30	07	70	03	30	
Girls' urinals, latrines facilities	Satisfactory	03	30	03	40	01	10	100%
	Fair	02	20	03	30	06	60	
	Unsatisfactory	05	50	04	40	03	30	
Adequate female teachers in school	Satisfactory	01	10	02	20	03	30	100%
	Fair	01	10	04	40	02	20	
	Unsatisfactory	08	80	04	40	05	50	
Enough furniture in classrooms	Satisfactory	02	20	03	30	02	20	100%
	Fair	02	20	02	20	03	30	
	Unsatisfactory	06	60	05	50	05	50	
Scholastic materials provided for girls	Satisfactory	04	40	04	40	04	40	100%
	Fair	06	60	04	40	03	30	
	Unsatisfactory	01	10	02	20	03	30	
Enough play materials	Satisfactory	02	20	03	30	02	20	100%
	Fair	03	30	03	30	06	60	
	Unsatisfactory	05	50	04	40	02	20	
Personal effects like shoes, dresses, jelly	Satisfactory	02	20	06	60	03	30	100%
	Fair	06	60	04	40	04	40	
	Unsatisfactory	02	20	05	50	03	30	
Transport facilities to school	Satisfactory	04	40	05	50	02	20	100%
	Fair	03	30	03	30	06	60	
	Unsatisfactory	01	10	02	20	02	20	
Sanitary materials like soap, jerry cans, water facilities	Satisfactory	02	20	04	40	03	30	100%
	Fair	05	50	05	50	04	40	
	Unsatisfactory	03	30	01	10	03	30	

A, B, C are the school codes for the schools selected

N = Total number of respondents expected

n = Total number of respondents to a particular item.

Table 6 shows the teachers' views on resources and facilities for the girl children in primary schools.

Item 1; 00% of the respondents were satisfied with the guidance and counseling rooms. 12% said that their guidance and counseling rooms are fair and 88% were unsatisfied with their rooms. This shows that most of the sampled schools lack guidance and counseling rooms and those which are not adequately facilitated.

Item 2; about the facilitation of senior woman teachers, 40% of the respondents said that they are satisfied with the senior woman teachers' facilitation. 52% revealed that senior woman teachers are unsatisfactorily facilitated. The results therefore indicate that the senior women teachers who are charged with responsibility of guidance and counseling the girl children are not adequately facilitated.

Item 3; about girls' urinals and latrines, 16% of the respondents were satisfied with them. 36% said that they were fair, and 48% revealed that they unsatisfied. This implies that most of the latrines and urinals are not reaching the standard of that meets the girls' demands.

Item 4; about adequate female teachers in the schools, it was revealed that 24% of the respondents are satisfied with the number of female teachers they have. 28% revealed that the total number of female teachers they have is fair and 48% are unsatisfied with the total number of female teachers they have in their schools. This item generally reveals that most schools have inadequate female teachers who would serve as role models to the girls and help them where need be.

Item 5, about enough furniture in the classrooms, 24% of the respondents are satisfied with the adequacy of the furniture they have. 52% say it is fair and 24% are unsatisfied with the available furniture. The results therefore indicate that there is average distribution of furniture among pupils in every school.

Item 6; about scholastic materials provided to girls. It was revealed that 12% of the respondents are contented with the scholastic materials provided to girls by the parents. 56% revealed that there is fair provision of scholastic materials provided to girls and 32% revealed unsatisfactory provision of scholastic materials to girls. This therefore means that at least some girls are sent to school without books, pen, pencils, uniforms, e.t.c

Item 7; about enough play materials. It was revealed that 04% of the respondents are satisfied with the adequacy of the play materials provided to girls in schools. 32-% say that there is fair provision of play materials to girls and 64% revealed that there is unsatisfactory provision of play materials to girls in the school. This item shows that the girls are not generally provided with adequate play materials while at school. These materials could include balls, skipping ropes, jerseys, among others

Item 8; about personal effects like dresses, shoes, jelly, It's revealed that 12% of the respondents are contented with the personal effects girls are provided with. 52% said that the girls are fully provided with adequate personal effects and 36% are not satisfied with the personal effects girls are given. This shows that at least some girls lack basic personal effects like dressing, knickers % shoes among others.

Item 9; About sanitary materials like soap, basin, jerry cans, water facilities. 12% of the respondents scored satisfied, 44% scored fair and 44% scored unsatisfactory. This analysis therefore shows that most schools sampled are unable to provide Sanitary materials like soap, basins, jerry cans, and water facilities to their girls and this creates negative impact on the girl children.

Table 7: Girls views on resources and facilities for the girl child

S/No	Aspects	Response	A		B		C	
			N=10		N=10		N=10	
			n	%	n	%	n	%
01	There is guidance & counseling room	Yes	04	40	00	00	00	00
		No	06	60	10	100	10	100
		Total	10	100	10	100	10	100
02	Your school has enough sitting furniture	Yes	04	40	00	00	08	80
		No	06	60	10	100	02	20
		Total	10	100	10	100	10	100
03	There are separate urinals for girls	Yes	10	100	08	80	03	30
		No	00	00	02	20	07	70
		Total	10	100	10	100	10	100
04	Female teachers are many in school	Yes	04	40	03	30	00	00
		No	06	60	07	70	10	100
		Total	10	100	10	100	10	100
05	Play materials are enough for girls	Yes	03	30	04	40	02	20
		No	07	70	06	60	08	80
		Total	10	100	10	100	10	100
06	Girls have easy transport to school	Yes	00	00	00	00	08	80
		No	10	100	10	100	02	20
		Total	10	100	10	100	10	100
07	All girls are provided with enough scholastic materials	Yes	05	50	07	70	03	30
		No	05	50	03	30	07	70
		Total	10	100	10	100	10	100
08	The department of senior woman teacher provides girls with sanitary pads	Yes	03	30	02	20	03	30
		No	07	70	08	80	07	70
		Total	10	100	10	100	10	100

A, B, C are the school codes for the schools sampled respectively

N = Total number of respondents to a particular item.

Table 7 shows views of primary school girls on facilities available to them.

Aspect 1, about guidance and counseling rooms indicates that 40% of the respondents have guidance and counseling rooms. It is therefore an indicator of poor guidance and counseling services rendered to the girl children.

Aspect 2, about the adequacy of furniture revealed that 66% of the respondents have adequate furniture in their schools and 44% always have to struggle for the available seats, hence causing unrest among the affected children.

Aspect 3, About the separation of urinals and latrines for the girls in schools that 100% of the respondents said that the girls' urinals and latrines are separate from those of the boys, and this indicates an improvement. The only challenge is about inadequacy and maintenance

Aspect 4, about the adequacy of female teachers shows that 80% of the respondents revealed a serious lack of enough female teachers in their schools. 20% of the respondents revealed that they have adequate female teachers. This is really a serious matter because female teachers would play a pivotal role in the retention of girl children in schools.

Aspect 5, about play materials for girls, reveals 26% of the respondents agreeing that they have enough play materials for the girls reveal that 26% of the respondents agreeing that they have enough play materials for the girls, 74% of the respondents indicate that play materials for the girls in schools are not adequate. It is important to note that play is a basic need for children and therefore there is need to avail them with enough play materials and this motivates them to stay in school.

Aspect 6, about girls having easy transport means to school, shows that 04% of the respondents accepted that, girls have easy transport means to and from school, 96% of the respondents revealed that transport means is difficult to most girls especially those coming from long distances. This is indeed a very big challenge because it de-motivates girls from attending school daily and persisting in school until they complete primary seven.

Aspect 7 about adequate provision of scholastic materials like books, pens, pencils, among others indicate that 60% of the respondents agreed that girls are provided with adequate materials and 40% of the respondents reveal that some girls always have problems with materials to use in school. These results therefore reveal that some girls will always have learning problems in

school due to lack of scholastic materials. This lures them to out of school or seek assistance from boys/men who will lure them into early sex or marriage.

Aspect 8; About the department of senior woman teacher providing sanitary pads to girls. Under menstruation periods shows that 22% of the respondents only acknowledged that girls are provided with sanitary pads by the senior woman teachers and 70% said that they do not receive any sanitary pads for the senior woman teachers. The question to education stake holders and especially education planner is that “what then happens to girls who may fall victims of the circumstance, under menstruation periods while at school?”

Aspect 9; whether girls benefit from first aid box. Most head teachers and teachers have claimed that the funds they receive are inadequate. This is why they are failing to avail to the children the first aid facilities.

Aspect 10, about girls having enough space in the classrooms, revealed that at least 54% of the respondents have adequate space in the classrooms, 46% have inadequate space in the classrooms. This is due to large numbers which have caused overcrowding.

4.2 Research question two

What is the level of guidance and counseling for girls in primary schools?

To answer this question, views from the head teachers, teachers and girls in primary schools on the level of guidance and counseling services were obtained. This was done on assumption that the head teachers and teachers directly interact with these girls in school. The girls were also directly affected. So, they were expected to know the factors that affect them.

Table 9: Head teachers' views on guidance and counseling

S/N	Item	Response	A N=01		B N=01		C N=01	
			N	%	N	%	N	%
01	An established G/C room	Yes	00	00	01	100	00	00
		No	01	100	01	100	01	100
		Total	01	100	00	00	01	100
02	Whether G/C is helpful to girls	Yes	01	100	01	100	01	100
		No	00	00	00	00	00	00
		Total	01	100	01	100	01	100
03	Reasons why G/C is helpful	Guides the girl child in the future career	To know the girls' needs to advice parents	To develop life skills	Helps retain girls in school	Helps girls cope with different environments		
04	Challenges in girl child	Girls fear to approach teachers and parents	Unhealthy love by teachers and sugar daddies	Lack of team work and cooperation	Some girls do not take the advice	Some girls are not open to the SWTs		
05	How to improve G/C in school s	Register G/C in school	Having special room. Regular meeting with girls	More training for teachers	Teachers should counsel girls effectively	Constructing counseling training SWTs on G/C		

A, B, C are codes of the schools sampled.

N = Total number of respondents expected

n = total number of respondents to a particular item.

Table 9 indicates the head teachers' views on guidance and counseling in schools.

In item 1, about an established guidance and counseling room, 40% of the respondents said they had guidance and counseling rooms. 60% of the respondents said that they did not have guidance and counseling rooms. 100% of the respondents said that guidance and counseling is helpful to girls this data was yielded from item 2 in table 9

The major reasons the respondents gave for girl child guidance and counseling include;

- It helps the girls in getting the future careers.
- Helps in identifying the girls' needs.
- Helps in developing life skills among girls.
- It's a tool used in retaining girls in schools.
- Helps the girls to cope with different environments, for example through induction programs.

The respondents identified mainly the following problems;

- Some girls fear to approach teachers for assistance.
- Girls are lured into early sex and marriages.
- Lack of team work and cooperation.
- Some girls don't follow pieces of advice given to them

In order to improve guidance and counseling, the respondents gave the suggestions like regular guidance & counseling sessions and having special rooms for guidance and counseling skills.

Table 10: Teachers' views on guidance and counseling in primary schools:

S/N	Item	Response	A		B		C	
			N	%	N	%	N	%
01	Girls are adequately guided and counseled	Yes	02	40	02	40	01	20
		No	03	60	03	60	04	80
		Total	05	100	05	100	05	100
02	Having regular meetings with adolescent girls	Yes	01	20	03	60	02	40
		No	04	80	02	40	03	60
		Total	05	100	05	100	05	100
03	Girls have well developed life skills	Yes	00	00	00	00	01	20
		No	05	100	05	100	04	80
		Total	05	100	05	100	05	100
04	Teachers get incentives for guidance and counseling girls	Yes	00	00	00	00	00	00
		No	05	100	05	100	05	100
		Total	05	100	05	100	05	100
05	Peer group influence contribute to girl child dropout	Yes	05	100	05	100	05	100
		No	00	00	00	00	00	00
		Total	05	100	05	100	05	100
06	All teachers are bothered to guide and counsel girls	Yes	03	60	01	20	02	40
		No	02	40	04	80	03	60
		Total	05	100	05	100	05	100
07	Girls have full knowledge about child growth and development	Yes	02	40	02	40	03	60
		No	03	60	03	60	02	40
		Total	05	100	05	100	05	100
08	Poor performance scares girls away from school	Yes	05	100	05	100	05	100
		No	00	00	00	00	00	00
		Total	05	100	05	100	05	100
09	The school has active clubs	Yes	05	100	05	100	05	100
		No	00	00	00	00	00	00
		Total	05	100	05	100	05	100
10	Parents come to guide girls in school freely	Yes	00	00	01	20	01	20
		No	05	100	04	80	04	80
		Total	05	100	05	100	05	100

N = Total number of respondents expected

n = total number of respondents to a particular item.

A, B, C are the codes given to schools sampled

Table 10 above shows teachers' views about guidance and counseling in primary schools.

Item 1 about the girls being adequately guided and counseled has revealed that 40% of the respondents agreed that their girls are adequately guided and counseled, 60% of the respondents contented that their girls are not adequately guided and counseled.

Item 2 about having regular meetings with adolescent girls, 44% of the respondents agreed that regular meetings are held with girls and 56% asserted that meetings are irregular.

Item 3 about girls having well developed life skills, 12% of the respondents only agreed that their girls have well developed life skills and 88% said that girls have less developed life skills.

Item 4 reveal that 100% of the schools sampled don't give incentives to teachers as an appreciation for guiding and counseling the children.

Item 5 show that, peer group influence highly contributes to girl child dropout from school. 100% of the respondents consented this according to table 10.

Item 6 in table 10 reveal that 56% of the respondents which indicated that all teachers bother to guide and counsel the girl children. 44% of the respondents said that at least some teachers don't mind to guide and counsel the children. This is one of the careless attitudes that needs a concern

In item 7, 44% of the respondents revealed that girls have full knowledge about child growth and development. 56% consented that, girls have little or no knowledge about child growth and development.

In item 8, it sites that a good number of girls drop out of school due to poor performance in academics. This is reflected by 100% of the respondents in item 8.

16% of the respondents in item 9 said that they have active clubs in their schools and 84% reflected dormant or no clubs in their schools. This negatively impacts on girl child since they interact little in school.

Only 40% of the respondents revealed that parents come to school to guide and counsel their children. 60% of the respondents said that most parents don't come to school to guide and counsel their girls.

Table 11: Girls' view on guidance and counseling for girls in primary schools:

S/ N	Item	Response	A N=10		B N=10		C N=10	
			n	%	n	%	N	%
01	Girls are free to address their problems to the teachers	Yes	03	30	04	40	03	30
		No	07	70	06	60	07	70
		Total	10	100	10	100	10	100
02	Teachers keep secrets about the problems girls tell them.	Yes	02	20	02	20	02	02
		No	08	80	08	80	08	08
		Total	10	100	10	100	10	100
03	Guidance and counseling meetings are held regularly	Yes	04	40	07	70	05	50
		No	06	60	03	30	05	50
		Total	10	100	10	100	10	100
04	All teachers mind to guide and counsel girls.	Yes	06	60	02	20	05	50
		No	04	40	08	80	05	50
		Total	10	100	10	100	10	100
05	Parents come to schools to share with teachers about the problems affecting girls	Yes	05	50	06	60	08	80
		No	05	50	04	40	02	20
		Total	10	100	10	100	10	100
06	Teachers visit girls at their homes to share with parents about girls' issues	Yes	06	60	03	30	06	60
		No	04	40	07	70	04	40
		Total	10	100	10	100	10	100
07	Administration gives gifts to girls who behave and perform well	Yes	07	70	05	50	00	00
		No	03	30	05	50	10	100
		Total	10	100	10	100	10	100
08	Fellow girls mislead others to love boys or men	Yes	01	10	02	20	03	30
		No	09	90	08	80	07	70
		Total	10	100	10	100	10	100
09	Girls are happy with all the punishments their teachers and parents give them	Yes	06	60	06	60	06	60
		No	04	40	04	40	04	40
		Total	10	100	10	100	10	100
10	Girls have guidance and counseling clubs	Yes	05	50	04	40	09	90
		No	05	50	06	60	01	10
		Total	10	100	10	100	10	100

N = Total number of respondents expected

n = total number of respondents to a particular item.

A, B, C are the codes given to schools sampled

Table 11 reflects the girls' views on guidance and counseling in primary schools.

In item 1, 44% of the respondents agreed that they are free to address their problems to the teachers, 56% consented that the girls are not free to address their problems to the teachers and this is at a greater percentage.

In item 2, 60% of the respondents said that teachers try to keep secrets about the problems girls tell them and 40% said that teachers don't keep their secrets. They don't observe confidentiality.

44% of the respondents asserted that, guidance and counseling meetings are conducted in their schools and 56% revealed that, guidance and counseling meetings are really conducted. This is revealed in item 3.

52% of the respondents revealed that, all the teachers mind to guide and counsel the girls, 48% said that, some teachers are no mindful to guide and counsel the girls.

In item 5, 20% of the respondents revealed that, parents come to school to guide and counsel girls and 80% revealed that, parents don't come to school to guide and counsel the girls

About teachers visiting girls at their homes to share issues with parents affecting the girls, 12% of the respondents accepted that, teachers do so and 88% said that, teachers don't do so. Item 6 in table 11 reflects this;

24% of the respondents accepted that, the school administrations give incentives to girls who perform and behave well. 76% revealed that, no incentives are given to those girls. This in turn demotivates them

In item 8, 86% of the respondents asserted that, fellow girls mislead them into loving boys or men. This is because of the gifts they get from boys or men. 14% only disagreed that fellow girls don't lure them into love affairs with boys or men.

In item 9, 24% of the respondents revealed that, girls are happy with all the punishments their parents and teachers give them. 76% on other hand are not happy with those punishments. This means that, punishments greatly contributes to high dropouts among girls from schools.

In item 10, 100% of the respondents revealed that, they do not have guidance and counseling clubs in their schools. This is an oversight which schools need to correct.

4.3 Research question three

To what extent is the community involved in the education of the girl child?

To answer the question, views from the head teachers, teachers and girls in primary schools were obtained.

Table 12: Head teachers' views on community involvement on the girl child education:

Item	Response	A		B		C	
		n	%	n	%	n	%
1 (a) All parents attend meeting	Yes	00	00	00	00	00	00
	No	01	100	01	100	01	100
	Total	01	100	01	100	01	100
(b) Challenges faced as parents fail to attend meetings		Failure to implement what others discuss Failure to facilitate girls		Failure to facilitate girls		Non-compliance	
2 (a) being connected with the way parents facilitate their girls		n	%	n	%	n	%
	Yes	00	00	00	00	00	00
	No	01	100	01	100	01	100
	Total	01	100	01	100	01	100
(b) loophole areas		Personal effects		Improper facilitation on sanitary pads and knickers		No lunch, inadequate stationary	
3 (a) The community gives full support to the school		n	%	n	%	n	%
	Yes	00	00	00	00	00	00
	No	01	100	01	100	01	100
	Total	01	100	01	100	01	100
(b) The support needed from the community		Building more structures, feeding children, supply scholastic materials		Providing equal opportunities to both girls and boys to access education		Provide lunch to girls at school	
4 (a) Culture affects girls' education		n	%	n	%	n	%
	Yes	01	100	01	100	01	100
	No	01	100	01	100	01	100
	Total	01	100	01	100	01	100
(b) Cultural habits that have affected girls over the years		Early marriages, Funeral, baby sitting, child labor		Early marriages		Child labor, early marriages	

N = Total number of respondents expected

n = total number of respondents to a particular item.

A, B, C are the codes given to schools sampled

Table 12 reflects the views of head teachers on community involvement on girl child education.

In item 1(a) in table 12 reflects 100% of the respondents who said that, not all parents attend parents' meetings organized by the respective schools. This means that at least some parents remain out of information about the school programs.

In item 1(b), the head teachers sited the challenges they face as a result of parents' failure to attend meetings. They include failure to facilitate the girls, inadequate implementation of what was discussed on communication barriers.

100% of the respondents are not contented with the way parents facilitate their daughters. This leaves a lot to be desired. Table 12 also reveals the loophole areas which need immediate attention. They included lack of land, inadequate stationery, inadequate personal effects and no pads among others.

20% of the respondents revealed that the community gives full support to the schools and 80% redetected the views. The respondents in item 3(b) outline the areas that need support from the community. They were building more structures; feeding children, supply more scholastic materials, parents to provide opportunities to both boys and girls and building more latrines and urinals

100% of the respondents consented that culture affects the girls' education. The major cultural habits sited in item 4(b) included early marriages, long funerals, baby seating and child labor

Table 13: teachers' views on community involvement on girl child education

Aspect	Response	A		B		C	
		n	%	n	%	n	%
Community leaders regularly sensitize the parents	Yes	01	20	00	00	02	40
	No	04	80	05	100	03	60
	Total	05	100	05	100	05	100
Contentment with the support the community and parents give	Yes	00	00	00	00	01	20
	No	05	100	05	100	04	80
	Total	05	100	05	100	05	100
Community parents' attitude towards early marriage and pregnancies	Negative	They give support because they want bride price		They encourage early marriages		Partially negative	
Piece of advice given to the community about their girls	Taking girls to school	Develop positive attitude towards girls' education		Provision of necessities needed at school		Sensitize the children, giving moral support	
Education status of mothers	Very low	School dropouts mostly		Low education status		Primary dropouts	
Impact of the mothers' education status	Most girls have dropped out of school	High marriages High dropout rate		Most girls have dropped out of school		Negative impact	
Things needed by the parents or community to provide	Provision of effect, scholastic materials	Providing girls with enough necessities		Sanitary pads, knickers, soap, jelly, shoes and pens		Feeding girls Provision of scholastic materials and sanitary pads	
Evils community parents commit to girls	defilement	Failure to guide and counsel their girls		Sexual harassment, child neglect		No sensitization, exposure to bars, discos and films	

In table 13, 28% of the respondents revealed that community leaders regularly sensitize the masses about the need to educate girls. 72% said that the community leaders don't regularly sensitize the public about educating girls.

12% of the respondents are contented with the support parents give to their girls while in schools. 88% were not contented with the parents' support for girls

In table 13 still, the community attitude towards girls' education is revealed. The community is divided into two, those with positive attitude and those with negative attitude towards girls' education. Parents have been advised to support their daughters accordingly. Most of the girls' parents are of low education. They dropped out of school and got married. Due to this, there is little encouragement for girls to go to school. Defilement, exposure to bad social places, sexual harassment are examples of social evils mentioned.

Table 14: Girls' views on community involvement in girls' education:

Item	Response	A N=10		B N=10		C N=10	
		n	%	n	%	n	%
Parent provide girls with lunch at school	Yes	03	30	02	20	06	60
	No	07	70	08	80	04	40
	Total	10	100	10	100	10	100
Community leaders talk to girls' parents about the value of education	Yes	06	60	06	60	02	20
	No	04	40	04	40	08	80
	Total	10	100	10	100	10	100
Most of the girls' parents are educated	Yes	05	50	03	30	06	60
	No	05	50	07	70	04	40
	Total	10	100	10	100	10	100
All the girls' parents attend meetings at school	Yes	02	20	06	60	03	30
	No	08	80	04	40	07	70
	Total	10	100	10	100	10	100
People in the community don't ask girls for sex	Yes	03	30	02	20	09	90
	No	07	70	08	80	01	10
	Total	10	100	10	100	10	100
Girls get married and pregnant early	Yes	06	60	03	30	02	20
	No	04	40	07	70	08	80
	Total	10	100	10	100	10	100
Ex-pregnant girls go back to school	Yes	09	90	05	50	05	50
	No	01	10	05	50	05	50
	Total	10	100	10	100	10	100
Most defilers are arrested and taken to court	Yes	02	20	06	60	03	30
	No	08	80	04	40	07	70
	Total	10	100	10	100	10	100
Some girls are kept at home as baby sitters and helping at home	Yes	02	20	09	90	05	50
	No	08	80	01	10	05	50
	Total	10	100	10	100	10	100
Parents favor boys than girls	Yes	09	90	02	20	06	60
	No	01	10	08	80	04	40
	Total	10	100	10	100	10	100

N = total number of respondents expected.

n = total number of respondents in a particular item.

A, B, C are the codes given to schools sampled.

In table 14, 30% of the respondents revealed that, parents provide lunch to their girl children. 70% said that, parents hardly provide lunch to their girls while in school. 70% of the respondents contented that, community leaders talk to the girls' parents about the importance of educating the girl child. 30% said that, community leaders don't talk to their parents. According to these results, it clearly indicates that community leaders have tried their level best to sensitize parents. 100% of the respondents acknowledged that, most of the girls' mother's are not educated. This is a serious problem which needs to be addressed. 24% of the girls selected said that all the girls' parents attend school meetings. 70% of the respondents said that not all parents attend school meetings.

72% of the respondents acknowledged that, people in the community disturb girls, asking them for sex. Only 28% refused the allegation. 76% responded that girls get married and pregnant early. 24% of the respondents didn't agree on the statement.

4.0 Review:

Arising from presentations and interpretations in this chapter, therefore, the major findings of the study are as follows;

- The respondents revealed that, their schools lack adequate facilities and resources that are helpful for the retention of the girl child in school.
- The majority of the respondents acknowledged that, guidance and counseling is not effectively managed in school. This is mainly due to lack of resources like funds.
- Community involvement in girl child education is a very big challenge in terms of inadequate provision of lunch at school, scholastic materials and cultural ties like high demand for bride price which accelerates early marriage and favor boys at the expensive of girls' education

The findings conclusively, therefore, revealed that, there is high rate of girl child dropout from primary schools. Observable dropouts begin from primary four and worsens in primary six and seven respectively. The next chapter discusses the findings, draws conclusions and makes recommendations from the study.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview:

In this chapter, the results are discussed according to the three research questions that were passed to guide the study. Besides this, conclusions and recommendations are drawn from these findings.

5.1 Discussion:

Research question one

Are there adequate resources and facilities for the comfort of the girl child in schools?

The researcher in this question was interested in finding whether there is adequate resources and facilities for the comfort of the girl child in schools.

The researcher reveals that, larger numbers of girls are admitted in primary one every year and somehow manage to complete the lower primary classes with a constant number but as they reach primary four, they begin dropping slowly. By the time they reach primary six and seven, the number reduces below a half of the number admitted in primary one. The evidence to this is in table 4 in chapter 4

The head teachers consented that the resources and facilities for the girl children in primary schools are inadequate. They said that inadequate resources and facilities is due to poverty in the community, ignorance of the parents, inadequate support from the parents, insufficient funding by government and negative response of parents to girls' needs. The teachers and girls also agreed with the head teachers that, there is serious lack of resources and facilities in schools for girls. All the three parties, girls, teachers and head teachers revealed that schools lack soap, basins, guidance and counseling rooms, sanitary pads, changing and washing rooms, water sources, Jerry cans, furniture, brushes and shoes among others. Absence or inadequacy of these resources and facilities has affected the retention of girls in schools. This finding match with what William K said. He asserts that, in order for effective learning to take place, the learner needs to be provided with a conducive learning environment. This includes constructed classrooms, a set of text books, exercise books, counting tools, furniture and relevant learning and teaching aids and guidance and counseling equipments. Dr. **Sheila P.W (1994)** points out the reasons why girls dropout of schools. They include the lack of appropriate facilities and

places, limited prospects in the labor market, lack of security both inside and outside the school, family poverty and competing demands on girls' time.

Teachers and girls revealed that the respected school administrators don't facilitate the senior woman teacher (SWT) and who are directly charged with responsibility of guidance and counseling the girl children in schools. SWTs lack guidance and counseling rooms and sanitary pads for the benefits of the girl children. Girls who are under menstruation periods find hard life in schools. There is evidence that some girls have dropped out of school due to being uncomfortable at school during menstruation periods. This concurs with what **Khidu M (2004)** said about the challenges of UPE. He contended that large numbers have implications for the resource availability and budget allocation among the sub sectors. The researcher's view is that the school administrations are failing to facilitate the senior woman teachers due to inadequate funding, so, they put other priorities into consideration like stationery in order to make the whole school operate.

The teachers' and girls' respondents revealed that in most of their schools, girls and boys use latrines and urinals separately. However, the major challenge the girls revealed is inadequacy of latrines stances and urinals and lack of equipments of cleaning them like soap, brushes, scrubbers, gumboots among others. The researcher also observed this challenge in all the schools sampled. **Joy CK (2002)** observed that girls face more imitational barriers than the boys. She cited that inadequate rooms like classrooms, latrine stances, affect girls the more. She appealed to the communities to contribute to the construction of the schools through financial or in kind contributions. In the researcher's view, it's really the duty and responsibility of all stake holders in the child's learning to ensure that necessary facilities like latrines, urinals and classrooms among others are available. This is the only way girls can be made comfortable in schools.

On the issue of human resource, this study has proved that there are very few female teachers in schools. Some schools have only one female teacher on the staff according to the teacher respondents, girls' respondents and the researcher's analysis of the schools records. Schools with fairly reasonable number of female teachers experience a lower dropout rate and schools with fewer or no female teachers project a higher dropout rate. It is so because female teachers help in guiding and counseling the girl children and can handle issues which are too hard for male to handle like management of menstruation periods. Female teachers are also required to act as the

role models for the girls to emulate and be encouraged to work hard in schools and be like those teachers in future. Joy CK (2002) revealed that the inadequacy of careers, guidance and counseling systems in developing countries affect girls' education. Girls are more ill prepared than the boys who already have better chances of entering higher education. She observed Uganda's education system to be lacking enough female role models to motivate girls and women aspire to enter higher education, which is not the case with the boys. Lack of enough female teachers to act as role models and mentors is a barrier to girls' education as they have found to increase girls' rates of persistence in schools. Scholastic and play materials are not adequately provided to girls. Teachers in this study revealed that some girls come to school without enough writing tools like books, pens, pencils, and other personal effects like uniforms and shoes. Teachers also said that play materials are not adequately provided by schools. Girls also confirmed this. Absences of all these materials keep girls idle in schools. Once they are harassed by teachers due to lack of scholastic materials, they decide to leave school. Most girls also complain of personal effects which they are not sufficiently given. These include things like knickers, shoes, jelly, dresses, and shirts, among others. Transport of girls to and from schools is difficult. Girls who move for long distances don't have easy means of transport like bicycles. A greater percentage of both teachers and girls consented this. During my interaction with both teachers and girls, the research found out that, despite the many schools government has established, some children still move to school far away from their homes, claiming to be looking for schools with fair standards and those of their religious affiliations. This has put girls to risks like defilement, kidnapping, truancy late coming and reaching school when tired. In school, they also lack furniture. This has made the girls uncomfortable when in classes and more so when they are in their menstruation periods. Boys also disturb them in the process of struggling for the desks. Consequently, they become frustrated and tend to lose interest in studies. According to girls, they said that due to their numbers in classrooms, space in some classrooms is not enough. This has caused overcrowding.

Generally according to question one of this study, whether schools have adequate resources and facilities for girls in schools, there is no clear proof that schools sampled have adequate resources and facilities for girls. The resources and facilities are mainly physical, material, financial and human. Improper coordination of all these has led to serious dropout among girls from schools.

Researches question two:

What is the level of guidance and counseling of girls in primary schools?

The researcher in this question was interested in finding out the level of guidance and counseling in primary schools.

The research findings revealed that most of the schools do not have guidance and counseling rooms. This was consented by all respondents; the head teachers, teachers and girls. The researcher also confirmed this by touring the respective schools.

Ministry of Education and Sports (1995) points out that. Uganda has no law reorganizing guidance and counseling services. Many education planners, policy makers and heads of institutions are not trained in guidance and counseling methods. Due to lack of training, guidance and counseling are neglected. It is against this background that the researcher can now say lack of guidance and counseling rooms in schools is due to what the ministry of Education and Sports observed. So, there is need for an urgent intervention.

However, the respondents pointed out the challenges that refrain them from conducting effective guidance and counseling. They said that;

- Some girls fear to approach teachers for assistance.
- Girls are seduced into sex and early marriages by the community.
- There is lack of team work and cooperation among teachers and parents.
- Girls don't follow pieces of advice given to them.
- Ministry of Education and Sports, PIACSY (2004) asserts that negative gender relations like early sex and marriages endanger girls greatly

These have failed girls from completing the primary school course and have high chances of contracting HIV/AIDS.

There is clear evidence that guidance and counseling is not regularly conducted in most schools. This was consented by teachers and girls who were sampled. The researcher also confirmed this using the documentary analysis. Guidance and counseling records were not seen in schools. Evidence of meetings with the girls was fertile. Girls revealed that they fear to present their

problems to teachers because teachers are harsh and they fear their problems to be exposed to other children since confidentiality is not assured.

There is also complete lack of active clubs in schools and yet these clubs would be helping girls to express themselves and develop skills. Examples of these clubs ignored include debating clubs, subject clubs, games and sports clubs and other groupings. Absence of these clubs has made the children interact little.

From teachers and girls responses, there is clear evidence that some teachers are not bothered to guide and counsel these girls. Therefore, some girls live with their problems without any help. These teachers who try to do so, end up being over loaded and over worked. Similarly, most parents don't come to school to help in guidance and counseling their children. Some fear schools due to their low level of education, so, they have inferiority complex. Teachers on the other hand don't take the initiative to pay courtesy visit to their girls' homes to discuss pertaining to the girls' education. These poor relationships have impacted on girls negatively. This is consistent with the ministry of Education and Sports report (1995) that, guidance and counseling services are neglected and therefore children are prone to face many challenges.

The research findings also revealed that some girls dropout of school education due to poor performance. Teachers highly consented this. Once these girls perform poorly in examinations or tests, they feel embarrassed and consequently lose interest in learning. Ministry of Education and Sports (2004) points out that the ratio of boys to girls in primary schools has improved from 55:48 in 1986 to 52:48 in 2000 to 51:49 in 2003

However, it was said equity still needs to be achieved. Also worrying is that girls perform worse than boys and are less likely to make the transition to post primary education and training institutes. Farrant (2985) asserts that the training of teachers should be full of sufficient knowledge and skills of what they teach in order to promote pupils' interests in the subjects they teach.

Findings from girls and teachers reveal that peer group influence accelerate the rate of girl child dropout from schools. Girls mislead one another to love boys or men. Consequently, this has resulted into early marriages, early sex, and unwanted pregnancies. This is in line with the ministry of Education and Sports report (2004) that, harmful cycle. Negative gender relations

like early sex, wanted or unwanted pregnancies endanger girls greatly. The ministry adds that this has failed girls from completing the primary school course and have high chances of contracting HIV/AIDS.

In summery, the major obstacles to girls' education under guidance and counseling according to this study are;

- Lack of guidance and counseling facilities in schools
- Lack of motivated and dedicated staff to guide and counsel the girls
- Poor relationships between parents and teachers
- Negative peer group influence among the girls
- Low levels of life skills developed in girls.

Once the above areas are addressed, girls will lead to a comfortable life in schools.

Research question three

Is the community actively involved in the education of the girl child?

This question specifically sought to establish whether the community is actively involved in the education of the girl child. To answer this question, the head teachers, teachers and the girls' views were sought.

In table 20 about the head teachers' views on the community involvement in education, they revealed that some parents don't attend parents' meetings when convened. This keeps them out of information about school programs. Consequently, they become non compliant and rebellious to the programs. Children end up not being facilitated well in terms of stationery, uniforms, sanitary pads, among others.

The parents' participation in schools' activities becomes low. For example, in helping to country materials and funds to build structures like classrooms, latrine, urinals, kitchens and guidance and counseling rooms. The parents and the community therefore are important stakeholders in schools, so they need to be actively involved in schools affairs and activities. This replicates what Anywar "O" (2996) said. It was said that a school can gain resources from the community and the community can help in guidance and counseling and in constructing school structures. In line with Anywar's views, the head teachers outlined the areas they need support from the parents and the community. They included helping in building more classrooms, latrine, urinals, in order to

supplement government's effort. They need parents to help to feed children at school, provide enough stationery, personal effects like uniforms, jelly, underwears, soap, among others. Girls and boys should be given equal opportunities to access school education and be facilitated equally. This also concurs with the citation of Christina E.E et Al (1997) that most poor families had it that they would rather educate the boys for family headship of households and property inheritance since the girls will marry and go away.

The head teachers and teachers consented that cultural beliefs affect girls' education in this sub county. The major cultural habits they cited included early marriages, long funeral days, baby sitting, and child labor and inferiority complex of women and girls in the society. These have created negative impactd in girls' education. This is against Obanya S (2010) said. He advices teachers to spend much time with pupils preparing them to be responsible people. He said that pupils should be told about the dangers of early sex, marriages and pregnancies and to give them right information about sex. Action Aid Uganda (2009) noted that although the number of pupils reaching P.7 has been slightly increasing, still about 70% of the pupils who sat P.1 together, don't survive up to P.7 since the inception of UPE. Among other reasons for school dropout include abandoning schools, lack of interest, pregnancy, early responsibility, dismissal and sickness.

The findings also revealed that, community leaders have played their role to sensitize the masses about the value of educating girl children. However, the challenge still remains to the particular parents who have not embraced the call. Some deliberately keep their girls at home without sending them to school. Even some of those sent to school are not adequately facilitated. Some parents have taken in for granted to send only boys to school, leaving girls at home. This match with the ministry of Education and Sports (1998) contents. It asserts for quite some time, education of the girls has been sacrificed for that of the boys. Usually if the choice must be between paying school fees for girls or boys, it's most likely that the funds available will be used on educating the boys rather than the girls. Even when parents are not poor, there are cases when girls' education has been kept to a bare minimum.

Most parents have negative attitude towards girls' education because of their low levels of education. According to the respondents, most of the girls' parents, especially mothers are lower primary dropouts. Due to this, there is little encouragement and support for girls to go to school.

This confirms with what Kotwal et Al (2007) revealed. It revealed that, the main factors for dropouts among the girls from schools in rural areas were the reluctance of parents and participation in domestic activities. The parents' education statuses were poor and they didn't give us much importance to the education of the girls as they did to their sons.

The research findings also revealed that, social injustices also accelerate the rate of girl child dropout from schools. Defilement for example is on the lead and corporal punishments they are given by their parents and teachers. This makes them learn with fear. Men and boys in the community disturb these girls, asking them for sex and this has crippled their education. This was according to the girls who responded. This confirms with what girl 14 (2010) in the young article said. She said that she misses school because she had sex with a boy and she was taken to police by the parents. Geoffrey (2010) points out in the young talk that, violence is common in our homes and community. It has led to death, injury, unhappy families, shame, fear, school dropout, poverty, disability and spread of HIV/AIDS (Sexually Transmitted Diseases)

Generally the question of community involvement in girl child education has yielded positive and negative effects. The most positive results from this question is the involvement of community leaders in girl child education. They have endeavored to sensitize the masses to cherish the value of educating the girl child. However, the biggest challenge is on the side of the individual parents. Some have not yet implemented what they have been sensitized to do.

Cultural ties are still the major obstacle to girls' education and the researchers' appeal is that the enlightened stake holders should not give up continuing sensitizing the illiterate parents to embrace educating girls.

5.2 Conclusion

The study established the causes of low completion of girls in primary school education in Kamuge Town Council in Pallisa District. From the findings, the following can be made;

1. The resource and facilities for the girl children are really inadequate. There is complete lack of guidance and counseling rooms in schools, latrines and urinals and stances are not enough to cater for the girl children, girls are not well facilitated with personal effects like uniforms, jelly, underwear, soap, sanitary pads, shoes, among others. Some girls are sent to school by the parents without enough stationery like books, pens, pencils. Some schools have few or no materials for

girls to use at school like basins, soap, Jerry cans, latrine and urinal brushes for cleaning and there are few play materials. Absence or inadequacy of all these have tended to affect girls negatively.

2. Guidance and counseling is ineffectively conducted in primary schools. All schools sampled do not have guidance and counseling rooms. As a result, privacy and confidentiality are not observed as required. Most teachers had no signs of guiding and counseling girls. Absence of guidance and counseling records clearly proves this. Meetings with girls are irregularly conducted and therefore girls are not sensitized properly about the challenges they go through and how to overcome them.

3. Female teachers are very few in schools, hence lacking female role models in schools and the society at large. Poor performance among girls is also a challenge. The findings have proved that some girls leave school due to poor performance in examinations and tests. Poor relationship between girls and teachers has made girls to fear to address their problems to teachers. Therefore, guidance and counseling loopholes need to be corrected in order to help the girls stay in school until they complete primary seven.

4. Low community participation in educating children has greatly affected girls in schools. The findings have proved that parents have not helped their children well to provide them with enough scholastic materials like books, pens, pencils, uniforms, among others. The most serious outcry is failure to provide mid-day meals to their girls at school. Girls starve at school and consequently are forced to beg money from boys, men or even from teachers. This has lured them into early sex, pregnancies and marriages. Most girls are not encouraged by their parents to go to school. This is because of the parents' low levels of education and cultural beliefs which cherish bride price and this has forced girls into early marriages. There is evidence of poor relationship between teachers and parents. Parents rarely visit their children in schools to share problems affecting them. Similarly, teachers have ignored to visit children in their homes and this could help them know the conditions in which those children live.

5. During the oral interviews and interaction with the respondents, the researcher discovered the problem of low funding in schools. This has made schools to be in a sub standard way. Providing necessities to girls at school has then become a challenge. All resources and facilities the schools lack need adequate funding in order to procure them.

5.3 Recommendations:

Following the discussions of the findings and conclusions of the study, the researcher made the following recommendations on how to retain the girl children in schools;

1. The government through the ministry of Education and Sports should increase the funds sent to schools in order to help them (schools) procure adequate resources and facilities necessary for the comfort of girl children in schools, for example, building guidance and counseling rooms, enough latrines and urinals, buying sanitary pads, play materials, soap, basins, first aid kit and drugs among others.
2. Using inspectorate department; the ministry of Education and Sports should intensify the supervision and monitoring of guidance and counseling services in schools. Teachers should be trained and retrained on guidance and counseling skills for effective guidance and counseling programs in schools. Incentives should be given to teachers who excel in guidance and counseling. This will motivate them.
3. Parents and community should be adequately sensitized about the challenges affecting girl children in schools in order to device means together with the teachers on how to overcome these challenges. They should also be sensitized about the importance of educating girls and help them to embrace those values.
4. The government should intensify adult literacy programs to help most of the illiterate and ignorant parents to acquire skills, knowledge and values which help them cherish school education and develop positive attitude towards educating children especially girls.
5. Continuous assessment should be done effectively; This will reduce examination pressures which have consequently led to high levels of dropouts among children. Continuous assessment emphasizes assessing and evaluating all domains because very few individuals are gifted in all domains.
6. The urgent need is on the welfare of children in schools. Parents should be allowed by the government to contribute money for their children's lunch in schools. This will improve on the physical well being and learning conditions of children in schools.

Areas for research

This study was not exhaustive. The researcher therefore makes the following suggestions for further research;

1. A study on the role of school administration in the provision of resources and facilities to schools.
2. Challenges faced by primary schools in acquiring school facilities.
3. An investigation on teachers' motivation on guidance and counseling.
4. The impact of mid-day meals in the learning of children in primary schools.
5. The cause of low parents' participation in primary school affairs.

Review:

In chapter 5, the discussion of the results, conclusions from the discussions were made and recommendations have been put across.

The main issues that were discussed were;

The inadequacy or absence of resources and facilities for the effective handling of girls in primary schools. The facilities lacking or which were insufficient ranged from material, physical and human resources. Physical meant inadequate latrines, urinals and guidance and counseling rooms. Material meant sanitary pads, play materials, scholastic materials, furniture, soap, basins among others. Human resources meant very few female teachers, unskilled or less skilled teachers in guidance and counseling. The conclusion was really that, many girls have dropped out of school due to those Factors. For the correction of the above loopholes, the researcher made the following recommendations like a need for the government to increase on funds for primary schools to use for acquiring resources and facilities, training and retraining teachers on guidance and counseling skills and there is need to sensitize and educate the parents and the community about the benefits of educating girls in the community.

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BUSITEMA UNIVERSITY

APENDIX I: INTERVIEW SCHEDULE FOR HEAD TEACHERS OF PRIMARY SCHOOLS

Dear respondents,

I am a student of Busitema University who is carrying out research study on the causes of high girl child dropout from in primary education in Kamuge Town Council in Pallisa District. The information you provided will be used for academic purpose only and treated with confidentiality. I am therefore requesting you to assist in providing information required on this questionnaire.

SECTION A

- 1. Name of the school
.....
- 2. Foundation body
.....
- 3. Sex
.....
- 4. Marital status
.....
- 5. Highest level of qualification
.....
- 6. Teaching experience (in years)
.....
- 7. Years of service in this school
.....

SECTION B

VIEWS ON RESOURCES AND FACILITIES FOR THE GIRL CHILD

1. (a) Does the school have enough facilities for the girl children?

.....
.....

(b) If not, what do you think is the cause of the inadequate facilities for girl children?

.....
.....

2. (a) What major facilities and resources does the school lack for the girl children?

.....
.....

(b) Suggest the possible ways the school can acquire those resources and facilities?

.....
.....

SECTION C

VIEWS ON COMMUNITY INVOLVEMENT IN GIRL CHILD EDUCATION

1. (a) Do all parents attend parents' meetings?

.....
.....

(b) If no, what challenges have you faced as a result of parents' failure to attend meetings in relation to girls' education?

.....
.....

2. (a) Are you contented with the way parents facilitate their children in schools?

.....
.....

(b) If not, outline the loopholes

.....
.....

.....
.....

3. (a) Does the community give full support to the school?

.....
.....

(b) What would you wish the community to do in support of girl child education in your school?

.....
.....

4. (a) Does culture affect girl child education?

.....
.....

(b) Outline the cultural habits that have affected the girls over the years

.....
.....

BUSITEMA UNIVERSITY

APPENDIX II: QUESTIONNAIRE FOR TEACHERS OF PRIMARY SCHOOLS:

Dear respondents,

I am a student of Busitema University who is carrying out research study on the causes of high girl child dropout from in primary education in Kamuge Town Council in Pallisa District. The information you provided will be used for academic purpose only and treated with confidentiality. I am therefore requesting you to assist in providing information required on this questionnaire.

SECTION A

1. Name of the school
2. Foundation body
3. Name of the head teacher (optional)
4. Sex
5. Marital status
6. Highest level of qualification
7. Teaching experience (in years)
8. Years of service in this school

VIEWS ON RESOURCES AND FACILITIES FOR GIRLS IN SCHOOLS:

Use the key provided to answer questions (1-10) on the resources and facilities for girls in school. Tick what is appropriate for you.

- 1. Satisfactory 2. Fair 3. Unsatisfactory**

S/ N	Aspect	Rating		
		Satisfactory	Fair	Unsatisfactory
01	Guidance and counseling room			
02	Facilitation of senior woman teacher.			
03	Girls' urinals and latrine facilities			

04	Adequate female teachers in the school.			
05	Enough furniture in the classrooms			
06	Scholastic materials provided to girls			
07	Enough play materials			
08	Personal effects like dresses, shoes, jelly			
09	Transport facilities to school			
10	Soap basin, jerry cans and water facilities			

VIEWS ON COMMUNITY INVOLVEMENT IN GIRLS' PRIMARY EDUCATION:

Please provide information about community involvement in girls' primary education.

1. What is the community's/parents' attitude towards early marriages and early pregnancies among their girls?

.....

2. Do community leaders regularly sensitize parents about the importance of educating girl children?

.....

3. What pieces of advice can you give to parents/community about their girls?

.....

4. Comment on the education status of the mothers you are dealing with.

.....
.....

5. What impact has the status of mothers created in the girl child education?

.....
.....

6. List down the crucial things/issues you want the parents to provide in order to keep their daughters in school.

.....
.....

7. Are you contented with the support the community and parents give to their girls?

.....
.....

8. Outline the evils the community, parents and the school commit to the girl children.

.....
.....

SECTION D

VIEWS ON GUIDANCE AND COUNSELING SERVICES OF GIRLS

1. Are girls adequately guided and counseled in your school?

.....
.....

2. Do you have regular meetings with the adolescent girls?

.....
.....

3. Are girls' life skills developed?

.....
.....

4. Do you get incentives for providing guidance and counseling to girls?

.....
.....

5. Does peer group influence contribute to girl child dropout?

.....
.....

6. Are all teachers bothered to guide the girl child?

.....
.....

7. Do your school girls have full knowledge about growth and development?

.....
.....

8. Does poor performance scare girls from school?

.....
.....

9. Are there active clubs in your school?

.....
.....

10. Do the parents freely come to school to help in guidance and counseling their girls?

.....
.....

BUSITEMA UNIVERSITY

APENDIX III: QUESTIONNAIRE FOR GIRLS OF PRIMARY SCHOOLS:

Dear respondents,

I am a student of Busitema University who is carrying out research study on the causes of high girl child dropout from in primary education in Kamuge Town Council in Pallisa District. The information you provided will be used for academic purpose only and treated with confidentiality. I am therefore requesting you to assist in providing information required on this questionnaire.

SECTION A

BACKGROUND INFORMATION

1. Name (optional):

.....

2. Age:

.....

3. Religion:

.....

4. Class:

.....

5. School:

.....

SECTION B**VIEWS ON RESOURCES AND FACILITIES FOR THE GIRL CHILD:**

Please put a tick on the appropriate rating in the table below to give your assessment of resources and facilities for your school.

S/N	ASPECT	YES	NO
01	There is guidance and counseling room		
02	Your classes have enough sitting furniture		
03	There are separate urinals and latrines for girls		
04	Female teachers are many in the school		
05	Play materials are enough for girls		
06	Girls have easy transport means to school especially those from long distances		
07	All girls are provided with enough books, pens, pencils, sets and uniforms		
08	The department of the senior woman teacher provides girls with sanitary pads		
09	Girls benefit from first aid box		
10	Girls have enough space in the classrooms		

VIEWS ON THE COMMUNITY INVOLVEMENT IN GIRLS' EDUCATION:

S/N	ASPECT	YES	NO
01	Parents provide girls with lunch at school		
02	Community leaders talk to girls' parents about the importance of education		
03	Most of the girls' mothers are educated		
04	All girls' parents attend meetings at school		
05	People in the community don't ask girls for sex		
06	Girls get married and pregnant early		
07	Most defilers are arrested and taken to court		
08	Some girls are kept at home as baby sitters and help with work at home		
09	Parent favor boys more than girls		

VIEWS ON GUIDANCE AND COUNSELING FOR GIRLS:

S/N	ASPECT	YES	NO
01	Girls are free to talk to their teachers about their problems		
02	Teachers keep secret about the problems girls tell them		
03	Guidance and counseling for girls		
04	All teachers mind to guide and counsel girls		
05	Parents come to school to share with the teachers about the problems affecting girls		
06	School administration gives gifts to girls who behave and perform well		
07	Fellow girls mislead others to love boys and men		
08	Girls are happy with the punishments their teachers and parents give them		
09	Girls have guidance and counseling rooms		

Thank you very much for your cooperation

BUSITEMA UNIVERSITY

APENDIX IV: OBSERVATION GUIDE FOR THE RESEARCHER:

SECTION A

SANITATION:

AREA	COMMENT
Latrines and urinals	
Compound	
Water sources	
Classrooms	
Personal hygiene	

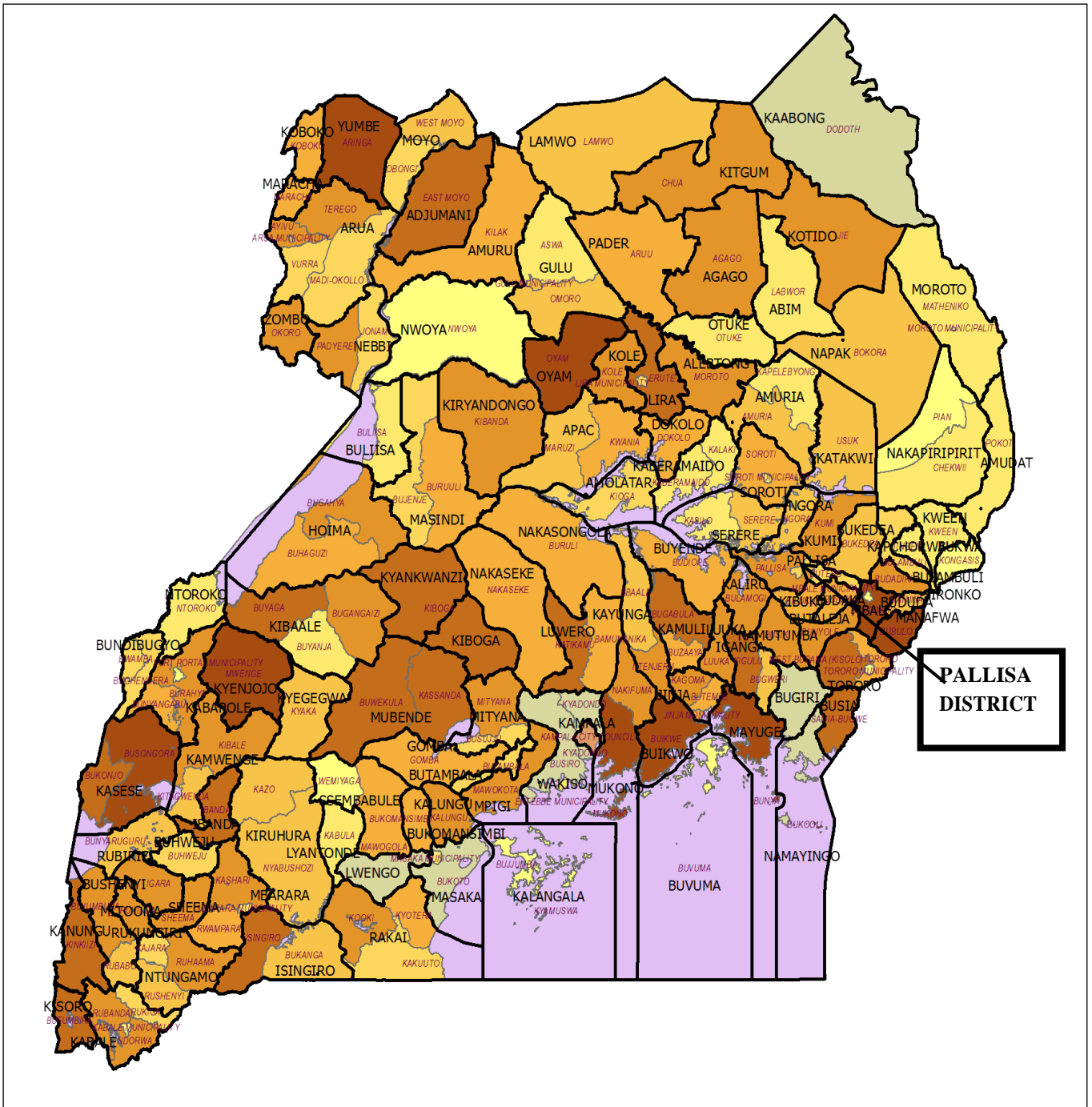
SECTION B: FACILITIES AND ACTIVITIES

AREA	COMMENT
Guidance and counseling room	
Guidance and counseling records	
Play grounds	
Play equipments	
Registers	
Examination records	
Attendance board	

APENDIX V: BUDGET

S/No.	Item	Quantity	Unit Price	Cost Price	Total amount
1.	Pens	4	500/=	2.000/=	2.000/=
2.	Ream of ruled papers	1	20.000/=	20.000/=	20.000/=
3.	Photocopying		10.000/=	10.000/=	10.000/=
4.	Typing		20.000/=	20.000/=	20.000/=
5.	Transport		50.000/=	50.000/=	50.000/=
6.	Binding		500/=	5.000/=	5.000/=

APPENDIX VI: A MAP OF UGANDA SHOWING PALLISA DISTRICT



APPENDIX VII: LETTER OF RECOMMENDATION FOR DATA COLLECTION



P.O.Box 236, Tororo
Gen: +256-454448842
Dir: +256-454448864
Mob: +256-78299874
Fax: +256-454436517
Email: ar@acadreg.busitema.ac.ug
Website: www.busitema.ac.ug

FACULTY OF SCIENCE AND EDUCATION
DEPARTMENT OF EDUCATION

06th May, 2024

TO WHOM IT MAY CONCERN

BACHELOR OF EDUCATION, PRIMARY

MR/Ms..... Achipa Annet Christine is a student
of Bachelor of Education, Primary of Busitema University, Faculty of Science and Education,
Nagongera Campus. His/her Registration Number is..... BU/UP/2022/Q256.....

The purpose of this letter is to formally request you to allow him/her to access any information in
your organization which is relevant to his/her research.

His/her research topic is..... Causes of high girl child dropout in Pallisa district,
.....
..... Kamuge Town Council
.....
.....

Yours Sincerely,

Dr. Kaweesi Musinguzi
Ag Head of Department, Education



Permission granted.

Permission granted

21/8/2024



Permission granted

