

**THE EFFECT OF PARENTS' SOCIO-ECONOMIC STATUS ON GIRL CHILD
DROPOUT IN SELECTED PRIMARY SCHOOLS IN
TORORO DISTRICT**

BY

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REG.BU/UP/2022/1934**

**A RESEARCH DISSERTATION SUBMITTED TO THE FACULTY OF EDUCATION
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD
OF THE BACHELORS DEGREE OF ARTS IN
EDUCATION MANAGEMENT OF BUSITEMA
UNIVERSITY**

MAY, 2024

DECLARATION

I **Ochar Patrick** declare that this research project is my original work and that I have acknowledged all sources of information in this document and has never been submitted to any other Institution of Higher learning for the award of a Bachelors degree of Arts in Education.

Signature: 

Date: 3/9/2024

APPROVAL

This research project has been reviewed and approved by Busitema university research committee. It meets the standards and requirements for research at the university and has been deemed ethically and academically acceptable for submission to Busitema University.

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Date: 08/09/24

DEDICATION

This research is dedicated to me Ochar Patrick and my family for their patience, care and love they rendered unto me during my stay at the University. I thank you and pray that God bless you with good health and long-lasting life to reap the fruits of my education together.

ACKNOWLEDGMENT

Conducting a research is neither a one-day activity nor an ordinary simple task. Indeed, it requires commitment, inspiration, guidance, patience and above all determination and absolute trust in God, it is very hard to undertake such a study independently without the assistance and support from different people. For that reason, I find myself duly obliged to extend intimate thanks and acknowledge the support given to me by my beloved companions; Juliet Abbo and the family. Thank you and your contribution will always remain at heart.

At the outset, I thank God for guiding me throughout the process of this study and for granting me wisdom, strength and health and indeed to him everything is possible. Secondly, with utmost appreciation thank and acknowledge the professional and academic guidance received from my Supervisors, and the family for their objective endeavors towards shaping my mind for a clear research study and for giving me the best analytical skills towards the writing and completion of this study.

I find it also profound to acknowledge the assistance and appreciate the support received from my academic best friends and course mates who always gave me courage and academic comfort throughout this study especially Mr. Abuneeri Rocky Mugoda of St. Peters University Ndejje. Further, it is with no doubt that it is very hard to thank everybody who assisted me in one way or the other but without hesitation. Lastly I thank all respondents from the schools I engaged during data collection in Butaleja District.

LIST OF ACRONYMS

UDHR	Universal Declaration of Human Rights
MDGs	Millennium Development Goals
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
M.o.E.S	Ministry of Education and Sports
UN	United Nations
DHO	District Health Officer
UNICEF	United Nations Children's Fund
UBOS	Uganda Bureau of Statistics

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ABSTRACT

This study investigated the effect of parents' socio-economic status on girl child dropout in selected primary schools in Tororo District. This was conducted after realizing that there were many Girls in Tororo District that had dropped out of school yet they were supposed to be studying. The study was guided by three specific objectives that included; identifying the causes of high girl child dropout in primary schools in Tororo District, examining the effects of parents socio-economic status on high girl child dropout rate in primary schools in Tororo District and establishing how the school environment influences high girl child dropout rate in Primary Schools in Tororo District. A case study research design was adopted by this study. A mixed approach that included qualitative and quantitative approaches was employed. Using questionnaires and interview guide data collection tools, data was collected from 374 respondents that included female pupils, parents, teachers, head teacher and Municipal Education Officer. The collected data was later cross checked for completeness and analyzed with the aid of SPSS (Statistical Package for Social Sciences) computer package to develop frequencies, percentages and standard deviations. Later it was presented in form of tables for interpretation in Microsoft word. The first study objective about the causes of girl child dropout in primary schools in Tororo District found out that the major identified reason for girl child dropout was family issues such as poverty, beliefs as revealed by 46.6% respondents that were the majority. The second study objective about the effects of parents' socio-economic status on high girl child dropout rate in primary schools in Tororo District revealed that parents' socio- economic status was not related to high girl child dropout in primary schools. The third study objective about the how the school environment influenced high girl child dropout rate in Primary Schools found out that school environment influenced the academic performance of pupils. The study makes recommendations to the concerned stakeholders including the government of Uganda, parents and girl children in Tororo District for example; The government of the Republic of Uganda and other agencies like UNICEF are recommended to allocate girl voices in primaries and in the public so that they are catered for by providing all their required facilities including sanitary items so that they are not stigmatized and discouraged from attending schools.

CHAPTER ONE

INTRODUCTION

Introduction

Girl child drop out of schools in lower education continue to be a global concern that has been revealed by many agencies to be associated with their family background. In Sub-Saharan Africa, studies revealed that 70% of the girls that did not reach upper classes were influenced by culture and their parents' efficacy (UNICEF, 2015). This chapter clearly presents the background of the study variables, problem statement, objectives of the study, scope of the study, study significance, definition of key terms used as well as the conceptual framework that guided the study.

Background to the Study

World over, Education is considered to be a way of developing skills, habits and attitudes that are expected and where one becomes a good citizen with the intent to develop or alter cognition or affection (Thomas, 2013). Education is more than fostering, understanding and an appreciation of emotions and feelings. It is also concerned with how people can act with understanding and sensitivity to improve their lives and those of others (Smith and Smith, 2008). Iller is (2002) states that —education is a cognitive, emotional and social activity|. Education as a human right as declared in the United Nations perspectives should not merely be interpreted as opening opportunities in formal settings called schools but rather, it should focus and ensure that the human quality is to be enhanced. The right to education was first guaranteed by Article 26 of the Universal Declaration of Human Rights and was further supported by the Convention against Discrimination in Education 1960. The UDHR states, —Everyone has a right to education. In addition it says that it shall be free, at least in the elementary and fundamental stages|. Elementary education shall be compulsory. The UDHR also stipulates that —education should be directed towards the full development of the human personality and strengthen respect for human rights|. The right to education is a fundamental human right. Every individual, irrespective of race, gender, nationality, ethnic or social origin, religion or political preference age or disability is entitled to a frame elementary education (World Bank, 2006).

Worldwide, Millions of girls fail to enroll or to complete their primary education cycle (United Nations' International Children Emergency Fund (UNICEF, 2015a). This failure of girls to complete primary education is a key concern which has received international attention for the past two decades. International efforts have led to the implementation of Goal 2 – Achieve universal primary education and Goal 3 - Promote gender equality and empower women of the Millennium Development Goals (MDGs) United Nations (UN, 2015a), as well as, Goal 4 - Quality education and 5 - Gender equality - of the Education for all Goals United Nations Educational,ScientificandCulturalOrganization(UNESCO,2017a).Insub-SaharanAfrica ,Girls constituted the largest proportion of those who dropped out of schools. As part of this implementation, 189 countries, including Uganda, adopted the Universal Primary Education (UPE) policy, resulting in remarkable progress, particularly in primary school enrollment between 1997 and 2015. For example, worldwide, 40 million more children were enrolled in primary school between 2000 and 2015. However, a 2015 report by UNESCO found that 124million children (18%) of those when rolled at the primary school level, dropped out and another 130 million did not gain basic reading or mathematics skills. The report found that 63.6million children are still out of school (29.3million boys and 34.4million Girls), again indicating that more girls than boys are educationally disadvantaged than their male counterparts. The causes for these high numbers of children, especially girls, will be discussed later in this study.

Challenges to the completion of the basic education cycle are not confined to one region or one country. The number of children who leave primary school prematurely or continue to the last grade of the primary education cycle varies by region and country (UNICEF, 2015a). Whilesome countries have few or no dropouts at the primary school level, others have much higher rates. In some countries, more girls drop out than boys, and in others, it is the opposite. For example, in 2012, Japan and the Republic of Korea had 100% survival rates, with no dropouts. On the other hand, Ethiopia had a drop-out rate of 63% (66% boys and 60% of girls); Algeria 4%(5% boys and 2% girls); Tanzania 33% (38% boys and 29% girls) and Uganda 68% (68% boys and 685% girls) UNESCO, (2012).Notably, Uganda had some of the highest dropout rates in the world, the highest in East Africa and second only to Chad in sub-Saharan Africa (UNESCO,2012). According to various estimates, the dropout rate ranges between 60 and 70 percent, depending on the location of the school (MoES, 2014; MoES, 2016;Mwesigwa,2015;

UNESCO,2012; UNICEF, 2015b). This is a high rate and is unacceptable considering the education is a right that is essential for the social, economic and political development of a nation.

Moreover, achieving UPE means 100% enrollment and 100% completion rates of a quality basic cycle of education. However, it appears that a fully-achieved UPE is currently not possible considering that its achievement depends on rates of enrollment and completion, both of which currently appear to be a mirage worldwide, including in Uganda.

Considering the factors like lockdown that resulted from the emergency of covid-19 pandemic, reports by (Global G.L.O.W, 2020 report), revealed that the incidence of early-childhood marriage was on the rise as poverty caused by the pandemic has forced families to marry off their daughters to help relieve financial burdens. By the first lockdown, over 5000 school-going age girls had got pregnant in each district of the Bukedi sub-region of which Tororo is part. Other districts neighboring Tororo were also identified to have faced early girl-child marriages, an implication that they dropped out of schools. The issue of the high girl child dropout rate from primary school raises a problem of international concern. The UN (United Nations) Declaration of Human Rights (1948) proclaimed education as a human right and the UN millennium development goals which are now the Sustainable Development Goals include Universal Primary Education (UPE). Even when primary education has been made free for all the girl child continues to drop out. This and many other factors are the main reasons why the researcher seeks to examine the effect of parents' socio-economic status on girl child dropout in selected primary schools in Tororo District.

Uganda National Health Survey (2016/17 report) shows that, 12 % of school-going age children have never attended while 48.2% have dropped out of school largely due to the parents' socio-economic status including the parent's illiteracy, cultural social beliefs, cultural pregnancy attitude and poverty which looks at school needs as expensive related to parents' occupation, household size and proportion of economically active household members (Nakajjo and Isoke, 2018). Similarly, In Tororo district, reports from the District Inspector of Schools, (2020) and the District Health Officer (DHO) indicated that in the last two years, 12% of expectant mothers who visited health facilities in the district were teenagers. In addition, over 30% of girls in upper primary classes did not return after the pandemic. Some reported that their parents lacked scholastic materials, whereas majorities were pregnant and their parents pressurized them to get married. There was the agency of conducting a survey before the parents' socio-economic factors made

the dropout a global issue hence conducting this study.

Theoretical Framework

This study was guided by two theories that is Social Capital and Social Control Theory.

The Social Capital Theory

Social capital theory (SCT) was first defined by Bourdieu (1985) as—the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance or recognition. This theory was constructed based on Coleman's Social Capital theory in an attempt to clarify factors that may contribute to dropout among girls in secondary schools. The concept of Social Capital theory draws attention to the effects and consequences of human sociability and connectedness and their relations to the individual and social structure. It is defined as a way of understanding the effects of social environment, social connections, and social relations in the field of education (Coleman, 1987). Social Capital is clear by its functions and it has aspects of—social structure and they facilitate certain actions of individuals who are within the structure (Coleman, 1994). However, Coleman's explorations were to highlight the possibility that—different institutions and social structures were better suited to the cultivation of reciprocity, trust, and individual action than others. As argued by Coleman, —Social Capital is productive like other forms of capital and it makes possible the achievement of certain ends which in its absence could not be achieved. It is a complement to Human Capital and it stresses the idea that people who do better are somehow better connected, able, more intelligent, more attractive, more articulate, and more skilled. It is certainly argued that certain people are connected to certain others, trusting certain others, obligated to support certain others, and dependent on exchange with certain others. It is inherently in the structure of relations between actors and among actors. Generally, within the setting of education, dropout is a result of numerous relationships and interactions among key education stakeholders which include parent-child interactions, parent-school interactions, child-school interactions, and parent-parent interactions (Coleman, 1988).

Social Control Theory

Social control theory was developed by Travis Hirschi in 1969. The study was further built around Hirschi's Social Control Theory in an effort to explain why humans are inherently hedonistic and why this leads us to engage in the kinds of violent and self-centered ways that result in criminal activity. The idea behind Social Control Theory emphasizes the importance of

relationships with family, education, and other societal groups as a key strategy for reducing a person's tendency toward abnormal behavior (Hirschi, 1969). According to the Social Control Theory, aberrant behavior is feasible for any member of society, but it is only avoided by those who work to uphold familial and social ties. Crimes happen when these links are broken or poorly established. According to Hirschi (1969) he indicated that —deviant behavior (in educational matters) could be found in the bonds that people form to pro-social values, pro-social people and pro-social institutions. It is these bonds, Hirschi (1969) held, that end up controlling our behavior when we are tempted to be involved in deviant acts. Hirschi (1969) identified four (4) interrelated forms of bonds which are —attachment, commitment, involvement and beliefs which in their togetherness help in controlling deviant acts.

According to Hirschi (1969), the theory argues that parents and schools are extremely important, and that children who have strong attachments to them will, in turn, have higher levels of social control than children who have weaker or no attachments to them. Attachment is defined as the degree of psychological affection one has for pro-social people and institutions. Further, Hirschi (1969) described commitment as —people are less likely to misbehave when they know that they have something to lose. For youths, this could mean not wanting to look bad in front of friends, parents or teachers for having committed deviant behaviors. This may serve as a source of social control. Involvement, basing on old philosophy that —Idle hands are the devil's workshop, Hirschi's The opportunity costs connected to people's time management decisions are the subject of the third kind of social tie. It is thought that involvement means that if someone is spending their time participating in a pro-social activity, they are not participating in anti-social behaviors. In this sense, young people who are heavily involved in acceptable school-related activities—be they social, intellectual, or athletic—won't be undertaking delinquent acts at the same time. (Hirsch, 1969).

Belief refers to the degree one adheres to the values associated with behavior that conforms to the law; the assumption being that —the more important such values are to a person, the less likely he or she is to engage in deviant behavior (Hirschi, 1969). This study attempted to examine the effect of parents' socio-economic factors on girls' dropout in Tororo District, Tororo District. There by applying Social Capital Theory and Social Control Theory which state that —deviant behavior can be controlled if the social bonds are well established

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Drawing from the aforementioned theories, a girl child's decision to drop out of school is a result of the educational activities that the school offers as well as a function of household factors that are related to the school system, such as the family type, size, and poverty of the household, as well as early pregnancy and parental educational attainment. School dropout is a process since these factors are interconnected and do not function in isolation. The study's theories are applicable because they make it easier for schools and government agencies to take action, such as lowering tuition costs or allowing kids to attend school for free if parents' socioeconomic activities, such as having a large family or being illiterate, are identified.

Problem Statement

Notwithstanding the significant fluctuation in the percentage of girls enlisted in lower the primary classes (P.1–P.4), their dropout rate causes the number of girls to decline in higher grades (P.5–P.7). In Uganda, the dropout rate among girls is a major loss to both people and society. Through the implementation of UPE and the Ugandan government's commitment, including political leadership, the government has worked to increase girls' participation in Uganda. This has led to an increase in primary school enrollment from 3.1 million in 1996 to 7.6 million in 2003 and beyond. The gross enrollment rate for both boys and girls combined in basic education is 99%. With a student transition rate to secondary that keeps dropping to 23% in lower secondary. Taking the government commitment, donor funding, and self-help activity into consideration and despite the high dropout rate among girls in primary school in Tororo District, little had been done to analyze the impact of parents' socio-economic status on girl child dropout in Tororo. Studies carried out by Mikisa, (2019) indicate that for a variety of reasons, girls drop out of primary school early. Five groupings can be used to classify the general ones: (3) school environment (e.g., teacher competency, attitude toward girls' education, quality of teaching materials, availability of teachers, presence of a female teacher, and safety); (4) girls' own perceptions and behavior (e.g., early pregnancy, attitude toward gender); (5) cultural and religious norms; (6) family environment (e.g., household structure, attitude toward girls' education, parents' level of education, and household labor demands); (7) UPE management (e.g., inadequate and delayed funding, weak oversight of schools, and absence of procedures for enforcing policy); and, roles and perceptions of their skills. As a result, this study acted as a starting point to assess the effect of parents' socio-economic status on girl child dropout in selected primary schools in Tororo District.

Purpose of the Study

To assess the effect of parents' socio-economic status on girl child dropout in selected primary schools in Tororo District.

Objectives

The objectives of the study included

- i.** To identify the causes of high girl child dropout in primary schools in Tororo District.
- ii.** To examine the effects of parents' socio-economic status on high girl child dropout rate in primary schools in Tororo District.
- iii.** To establish how the school environment influences high girl child dropout rate in Primary Schools in Tororo District.

Research Questions

- (a) What are the causes of the high girl child dropout rate in primary schools of Tororo District?
- (b) What are the effects of parents' socio-economic status on high girl child dropout rate in Primary schools in Tororo District?
- (c) How does the school environment influence high girl child dropout rate in Primary Schools in Tororo District.

Scope of the Study

Geographical Scope

Geographically, the study was conducted in selected primary schools within Tororo District. Tororo District is located in Eastern Uganda. It borders with the Republic of Kenya to the East, Bugiri District to the West, Butaleja to the North and Busia to the South and Mbale to the North East.

The district headquarters is located in Tororo District next to Tororo Municipality on coordinate P5WR+M4P, Tororo, which is 214 km from Kampala City.

TimeScope

The study was conducted within the time scope of five years (2020-2024), it is within this period that the girl child dropout had increased not only in Tororo District but the entire Uganda (Tororo District Report, 2020). The period was long enough to generate the required information towards the study.

Content Scope

The study's focus was on the socioeconomic status of parents and the likelihood of girl child dropout in a subset of Tororo District elementary schools. In order to ascertain the school dropout rate for girls, factors related to parents' socioeconomic status included their level of education (literacy), the size of their family, cultural perspectives on childbearing, and their line of work. As a result, the study took into account female students in Tororo District upper primary schools (P5–P.7).

Significance of the Study

It was foreseen that several stakeholders would benefit from this study. First, it would help the government create policies that support gender equality and universal primary school education. It would be simpler for the government to implement suitable intervention programs to address the high rates of female child dropouts from primary school if the underlying causes of these dropouts were found and examined.

The Tororo District and the Tororo District in particular would benefit from the study's findings in designing and implementing policies for the monitoring and assessment of elementary school programs. It would offer information from which prompt action could be taken to create plans for keeping girls in school through the primary grades.

Other organizations, such as non-governmental organizations (NGOs), that support gender equality and the education of girls, would also benefit from this study. It would provide them with guidance as they carried out their initiatives to support the progress of girls.

When it comes to fighting the issue of kids dropping out of primary school, especially female dropouts, this study will be helpful to school administrators, primary school management committees, opinion leaders, and other interested parties at the school level. Lastly, the study would be helpful to readers in general as well as other researchers working on relevant projects.

Students may also find value in the study's conclusions since they will be able to recognize the causes of school dropout. Students can attempt to get over the obstacles by talking to their professors and other potential sources of support. The results of the study could also broaden our understanding of the impact of parents' socioeconomic.

1.8. Conceptual Framework

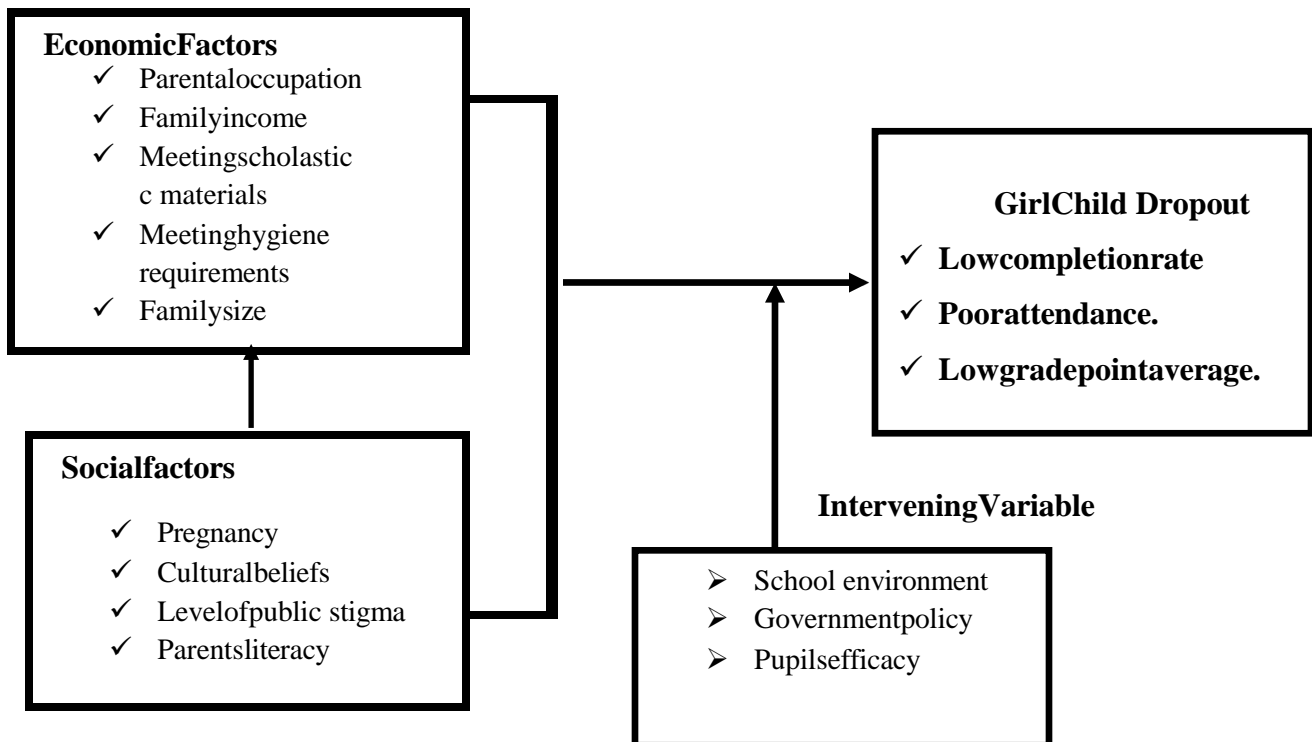
The study was guided by the conceptual framework on the effect of parents' socioeconomic status on girl child dropping out of schools in selected Primary Schools in Tororo District.

Independent Variable (IV)

Parents' Socio-economic Factors

Dependent Variable (DV)

Girl Child Dropout



Source: Researcher, 2021

The conceptual framework above states that the socioeconomic status of parents, which is made up of elements like parental occupation, family income, degree of investment, meeting the demands of hygiene and academic materials, cultural beliefs surrounding pregnancy, and degree of public stigmatization, has an effect on school dropout. These elements influence the school dropout rate among girls in Tororo District. When the circumstances are good, the child will continue their education; however, when they are unfavorable, they may lead to school dropout. For this reason, the impact of parental socioeconomic position is an independent variable, and the dropout rate among girls is a dependent variable. The school atmosphere, which is demonstrated by the availability of changing rooms, the control of stigmatization, healthy relationships, and proper hygiene, particularly for expectant parents are considered other factors contributing to girl child dropout in schools.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviewed findings related to this study and how the research problem fits into knowledge generated over ages which related to the study based on the effect of parents' socioeconomic status on girl child dropout. The chapter broadly entails the empirical findings by other scholars and is constructed following the study's specific objectives.

The Causes of High Girl Child Dropout Rate from Primary Schools.

A study entitled:—Barriers against the Girl Child (Atayi, 2008) identified age as a factor behind the girl child dropping out of school. They concluded that girls who are older than their school age are more likely to drop out of school to marry when they lack essentials like sanitary pads or when they are humiliated by teachers through corporal punishments, and they are more likely to be sexually harassed by both the old boys and the teachers in the school. In another study by UNICEF (2015b), it is pointed out that what is called self-efficacy (Bandura, 1993) determines to the largest extent whether a girl can be retained in school or not. To this, they add the girl's perception of gender roles. They conclude that the girls who believe that they have no right to education and that their role is to marry and raise a family are more likely to drop out of school than those who believe that they have a right to move forward with their studies.

In a UNICEF study (2011) it has been observed that children's retention in school is significantly influenced by the size of the household and the age of the student. It has been shown that children from large families are more prone than those from small or nuclear families to drop out of school. It was also mentioned that kids who start school later than their peers have a higher likelihood of dropping out. This finding affects the Tororo District, which is the location of the research. Although six years old is the ideal age to start school in Uganda, at which point the child should finish primary education at thirteen years old, it is not uncommon to find children as old as fifteen remaining in the middle primary school. Therefore, they are very likely to drop out before completing primary seven.

Most studies concerning children drop out of school reveal family, community and individual factors. More to that study by UNICEF (2015a), parental attitude was identified as a major factor against the girl child drop out from school. The perceived parental attitude towards girls' education affects their daughter's ability to proceed with education more so for the poor families

where due to limited finance choices had to be made between educating either the boy or the girl. In a similar line, the Uganda Bureau of Statistics (UBOS, 2001) and the Ministry of Education and Sports Report (MOES, 2015) cite the fact that children's decisions to continue their education or not are influenced by their perceptions of their parents' ability to provide for them. That despite receiving a free education, kids may still drop out of school if they are unable to afford other requirements like a uniform, books, food, transportation, and other supplies. Children from low-income homes are three times more likely than those from wealthy families to drop out of school, according to Nakajo and Isoke (2018). In a related work, Opolot (2000) includes among other causes of girl child drop from school in Northern Uganda, the fear of examinations.

In a study about the factors responsible for the girl child dropout from post primary institutions in rural areas of Uganda, identified; individual, economic, community and institutional factors. Among the economic factors, the family related factors such as poverty and lack of school fees and other school requirements were identified. Among the community factors, it was noted that the pull for employment, marriage, and social attitude and peer pressure militated against their intention of the girl child in school. It was further noted that the socio-cultural factors like early marriages, the tendency of educated girls to fail to get husbands, household work and refusing to accommodate pregnant girls in school were encouraging girls to drop out of school. As for the institutional factors, the school rules and regulations, the school brutality and lack of guidance and counseling were identified. These factors to a large extent, apply also to the girl child dropout in primary schools in Tororo District.

Tumwijekye conducted research that is extremely similar to this study (2007). It focuses on the reasons behind and effects of female dropout rates from elementary schools in the Tororo District's Nyakyera sub-county. It outlines the solutions for the girl kid in primary school and tries to disclose the steps taken to keep the girl child in primary school, making it extremely pertinent to this study. In the developing world, keeping girls in school has garnered a lot of attention. The studies that have been conducted in Uganda will be the main focus of my review. 9,000 students dropped out of school between 2010 and 2016, according to the UNEB website. More to the point, the largest percentage of these was from the district of Ankole and Bukedi sub-region with Tororo District include on the list. However, it does not spell out what percentage of those dropouts were girl children and why they dropped out.

The Effect of Parents' Socio-Economic Status on Girl Child Dropping Out of Schools

The issue of female students dropping out of school was raised by Ahimbisibwe (2004). He divides the contributing elements into three general categories: social, economic, and cultural. But his perspective is broad and doesn't applicable to any particular field. According to Bandura (1993), one of the main causes of school dropout among children is a lack of motivation. In this self-efficacy research, he found that a major contributing reason to children dropping out of school was a lack of motivation, both on the part of the parents and on their own. He observed that the likelihood of a child with both parents finishing primary education was thirteen times higher than that of an orphan.

The issue of female student dropouts is also mentioned in Uganda's National Strategy for Girls' Education (2005). It observes a connection between gender and school dropout rates. Comparably, a University study group on female children under the direction of Kasalina (2000) discovered the startling fact that 50% of the dropout rate was attributable to pregnancy and high poverty levels in their households. The Teacher Talk (2002), which only attributed 1.9% of dropout pregnancies, provided a stark contrast to this. Further investigation into the matter is still necessary. Kuluba in his 2001 study on the reasons why female students drop out of school, identified several variables, including lack of funds; harsh treatment from teachers; and even loss of privacy. However, the poverty levels (K Truphosa · 2008).

The Influence of School Environment on High Girl Child Dropout Rate in Primary Schools

Research by Brenner (1994) and Super and Harkens (1986) show that family environment is the primary factor behind children's school dropouts. It is emphasized that a child's socialization and learning behaviors are influenced by their familial environment. It is also emphasized that a child's ability to continue their education depends on the attitude of the parents and other caregivers toward learning. This partially explains the International Labour Organization's (ILO, 2016) results showing children's school dropout rates were significantly influenced by family labor. Household labor, according to the ILO, is when a youngster works more than twenty hours a week doing farm work, babysitting, or running.

In a related study, the retention of females in primary school in Busolwe Sub County, Butaleja District, is examined by Mikisa and Hadoto (2019). Primary school dropout is often attributed to

the family environment, particularly the girl child's participation in domestic chores, the absence of social necessities, and the views of the parents. Parental views and a lack of social prerequisites are to blame for the primary school dropout rate among girls. It is also mentioned that a girl's retention in primary school is influenced by her attitude toward learning and the school environment. Mpyangu (2014) asserts that there is a clear correlation between the school climate and the retention of female students. Tamusuza also came to the same conclusion.

The (UBOS, 2001) notes that classrooms, textbooks, latrines and water can affect the enrolment and retention of children in school. Similarly, (UNICEF, 2012) noted that 10.9% of Ugandans dropped out of school due to lack of educational infrastructure while the MOES (2015) mention the lack of text books and desks among the causes of children drop out from school. According to UNESCO (2009) retention in school of 90% or higher, requires a student teacher ratio not more than 26:1. In line with the school climate, Sekamwa (2012) noted that the negative attitude of teachers towards girl's education was responsible for girls drop out of school. Similarly, Njau and Wamahire (2019) noted that the retention of girls needs supportive teacher environment. To this environment, Segumba (2015) emphasizes safety at school. He notes that some girls drop out of school due to unsafe school environment which includes bullying, sexual harassment, abusive language and corporal punishment.

These several causes of school dropout are listed in a research by Mpyangu et al. (2014) titled "Out of school children study in Uganda." The elements are divided into environmental and "push" and "pull" categories. Numerous other studies, such as "Some hope of 6800 dropout of school," have been conducted on the issue of female kid school dropout (Monitor 30th, August, 2019). The numerous research on the topic demonstrate the interest in the issue of female child dropout, indicating how serious the problem still is, particularly in primary school. Given this significance, I would like to undertake research about the factors responsible for the girl child dropout of primary school in Tororo District, with Tororo District as a case study.

Research Gap

As reviewed in the literature, much of empirical findings were focused on the welfare of the girl child, school associated factors and harassment from other fellow learners. It has been revealed that the parents' socio-economic factors that ranged from the occupation and income of the parents, literacy level of the parent and community perception on pregnancy were also taking part in influencing girl child dropout of school. Further on the school side, factors such as the

existence of school kits (for periods disposal), toilet stances, distance to school, existence of senior women, good relationship with teachers, changing room existence and all other sanitation facilities availability were influential in dropout if they are not available. Related studies include Sekamwa (2012) noted that the negative attitude of teachers toward girl's education was responsible for girls drop out of school. Similarly, (Njau and Wamahire, 2019) noted that there tension of girls needs supportive teacher environment, Segumba (2015) emphasizes safety at school and Mpyangu(2014), noted that —there tension of the girl child at school strongly correlates to the school climate. As clearly observed, these findings were all on the school related environment and teachers but they did not look at the side of the parents social-economic factors so that they measure their relevance.

The literature analysis highlights that a significant portion of the empirical findings centered around issues related to school-related factors, peer harassment, and the welfare of girls. It has been discovered that the socioeconomic characteristics of the parents—including their occupation and income, their degree of literacy, and the attitudes of the community toward pregnancy—have an impact on the school dropout rates of girls. Additionally, from the perspective of the school, things like the availability of school kits (for the disposal of period waste), restroom locations, travel times, the presence of senior women, positive interactions with teachers, the presence of changing rooms, and the availability of all other sanitation facilities were significant factors in dropout rates, should they be absent (Sekamwa 2012).

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

This chapter covers the research design, target population, sampling procedure, research instruments, validity and reliability of the research instrument, data collection and analysis, procedures and data presentation, and quality assurance.

Research Design

A case study research design methodology was employed by the researcher. The design process included developing a comprehensive, multifaceted grasp of a challenging problem: high school dropout rates among girls. For this study, the case study design was chosen because it is affordable, converts views into facts, and is pertinent to the persons concerned. In the processes of sampling, data gathering, data quality assurance, and data analysis, both quantitative and qualitative methodologies were used. While qualitative data was utilized to gain a deeper understanding of the issue, quantitative data was chosen to make numerical predictions about the circumstances. When the quantitative approach was adopted, it became possible to quantify and apply it to describe existing situations or look into correlations. Amin (2005) claims that combining the two methods allowed for triangulation, which made it for their search to make well-informed findings and conclusions.

Study Population

The study population was grade two Government schools in Tororo District, Tororo District selected primary schools in the area which consisted of 7 Headteachers, 1970 girl pupils, 3642 parents and 102 teachers who were on Government payroll. The target population constituted all teachers and their head teachers, pupils and their parents in Government schools in Tororo District which totals to 5722. The motivation for this population was based on the fact that such respondents were anticipated to be having wide knowledge concerning the phenomena under investigation. Both men and women were considered in the study.

Sample Size Determination

The scholar will sample 7 primary schools in Tororo District, that are government aided, according to (Tororo District Local Government, 2021). The Municipality has got more than 102 primary teachers on Government Pay roll and in this case the researcher considered 7 head teachers, 08 teachers, 124 pupils and 234 parents, 07 Head teachers and 1 Municipality Education Officer constituted the sample size. They were targeted to represent the entire population of 5722. The sample distribution is as indicated in the below table.

Table 1: Sample Size

Category	Population (N)	Sample size (n)	Sampling Technique
Head Teachers	07	07	Purposive Sampling
Parents	3642	234	Simple Random
Teaching staff	102	08	Simple Random
Female Pupils	1970	124	Simple Random
Municipal Education Officer	01	01	Purposive Sampling
Total	5722	374	

Source: Krejcie and Morgan Table for Determining Sample Size, and modified by the Researcher, 2024

Sampling Techniques

Simple Random Sampling

Simple random sampling was used to select girl pupils from each school in upper classes. The selection of this technique depended on the argument that it gave equal chances of the respondents to be included in a sample. The numbers were written on slips of paper of which were mixed thoroughly in a bucket and the appropriate number was picked without looking (lottery); where eighteen (18) pupils were selected from each primary school. Also simple random sampling was used to select parents whereby, numbers were given to each parent and placed into a bucket and then 33 parents were selected from each school in the Municipality. Simple random sampling was used to select teachers whereby names of teachers were written on slip of paper and all teachers were given numbers according to the list of teachers in each school (sampling frame) and then teachers were selected from each school.

Purposive Sampling

Purposive sampling was used in this study to select Head teachers and the Municipal Education Officer. Purposive sampling involved approaching the study key informants because of the virtue of their roles and positions they hold in the girl child dropout education. The technique was appropriate for this study because it involved face-to-face contact between the interviewer and the interviewee hence first-hand and detailed information was generated from the respondents while saving time and probing for clarification (Creswell, 2014). Purposively, 7 Head teachers and 1 Municipal Education officer were selected. The Municipal Education Officer was part of the study being the custodian of policies and records that affect the girl pupils' dropout in primary schools.

Research Instruments

The research instruments included questionnaires, document analysis guides and interview guides.

Questionnaire

Using purposive sampling, the questionnaire was utilized to gather data from a subset of opinion leaders, educators, and middle and upper primary students. This was a result of the respondents' literacy, which allowed them to understand and reply to questionnaire questions. Furthermore, these responders had ample time to react to these inquiries. Teachers and students completed separate sets of the questionnaire. The responder provided personal information in the first section of the survey, which was general information, and research-related information in the second section, which was specific information. Both open-ended and closed-ended questions were asked. Respondents were given the opportunity to express their own opinions through open-ended questions. The surveys were distributed by the researcher to the respondents, who picked them up the next day.

Interview Guides

Interview guides were used to collect information from head teachers, municipal education officer and parents. This was because most of them were too busy to answer questions in the

Questionnaire while some parents did not know how to read and write English very well. The interviews gave in-depth information to the researchers the questions were leading.

Data Collection Procedures

The researcher obtained an introductory letter from the faculty of Education of Busitema University to introduce her to the School Administrators in Tororo District to allow her to conduct research in their areas of jurisdiction. The investigator agreed with school administrators when to distribute questionnaires to pupils and class teachers and when to conduct an interview with them about the intended purpose. The researcher returned to the schools on the agreed dates for data collection.

: Procedure for Data Analysis

According to (Polit and Hungler, 2017), data analysis means to organize, provide structure, and elicit meaning. The data collected was coded and tested for completeness and then analyzed using descriptive and inferential statistics using the statistical package of social scientist (SPSS) and presented using tables, charts, and graphs for easy interpretation. Descriptive statistical techniques (frequencies and percentages) were employed to analyze field data from questionnaires to assist in the interpretation of data.

: Quality Assurance

Pretesting may take place due to limited resources and time but the questionnaires were analyzed by the study supervisor fast before being used for data collection. The search assistants were trained to ensure that the data collected was with minimal errors. All data was collected and work was edited continuously at the end of every working day to ensure accuracy in recording. Also, the raw data was edited after being collected from the field and put in the computers.

Ethical Consideration

The researcher had to ensure the respondents' consent are taken and the principle of anonymity observed as this could give the respondents assurance that whatever they were to share with the researcher was confidential and for academic purpose only.

Study Limitations

Financial constraints; With the then situation of lockdown in the country, the researcher faced expenses for transport to travel to various parts of the Municipality; also writing and printing out questionnaires. However, this was solved by mobilizing funds from different sources in order to make the project successful.

Delay of respondents, some respondents did not return the questionnaires on time; some did not

understand questionnaires especially the pupils and parents, while others were likely to expect
Payments in order to respond to the questionnaires. The researchers solved this by explaining the consent form to
the respondents that there is no direct benefit from the study but the responses they gave may be
relied on by policymakers while implementing some program that may be beneficial to the general public. And
it was purely for academic purposes.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

The main conclusions about the study's goals, as outlined in Chapter One, are delivered in this chapter. A self-administered questionnaire served as the primary instrument for gathering quantitative data from students; interview guides and observation checklists assisted in the generation of qualitative data. The two elements that make up the analysis are section A, which contains information about the respondents' age, gender, and parents' academic standing, and section B, which contains study specifics.

Demographic Characteristics of Study Respondents

Because they reflect the degree of eligibility of the survey respondents, the demographics of the study participants were determined to be essential for the investigation. They included the children's age, the parents' educational background, and if the children had ever attended school. This is displayed in the following table:

Table 2: Demographic Characteristics of Respondents

Age

Table 1: Age of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
5-10 years	40	32.3	32.3	32.3
11-15 years	53	42.7	42.7	75.0
16 and above	31	25.0	25.0	100.0

Parents' or Guardians' Academic Level of Education

Table 2: parents/guardian's Education level

	Frequency	Percent	Valid Percent	Cumulative Percent
Primary	62	50.0	50.0	50.0
Secondary	33	26.6	26.6	76.6
College	15	12.1	12.1	88.7
University	14	11.3	11.3	100.0
Total	124	100.0	100.0	

Source: Field Data, 2022

According to the table the demographics of the study respondents indicates that the respondents interviewed had 11-15 years of age as reflected by 42.7% and primary level of education was the highest education level of their parents as reflected by 50% responses. Such demographics were thus enough to rely on to make the data conduction process.

Causes of High Girl Child Dropout in Primary Schools in Tororo District. Table 3: Causes of High Girl Child Dropout in Primary Schools in Tororo District

Repetition in Class

Table 3: repetition in Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	48	38.7	38.7	38.7
No	76	61.3	61.3	100.0
Total	124	100.0	100.0	

Whether awarded by teachers after performing well

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	83	66.9	66.9	66.9
No	41	33.1	33.1	100.0
Total	124	100.0	100.0	

Have you ever been absent in school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	78	62.9	62.9	62.9
No	46	37.1	37.1	100.0
Total	124	100.0	100.0	

Whether pupils are punished when they don't do the homework

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	112	90.3	91.1	91.1
No	11	8.9	8.9	100.0
Total	124	100.0		

Source: Field Data, 2022

According to the responses provided in the table above, 61.3% of respondents had ever repeated a class, 66.9% of students agreed that their teachers always gave them rewards for doing well in class, 62.9% of respondents had ever missed class, and 90.3% of respondents said that their teachers always punished them in class when they didn't complete their homework.

Table4:ReasonsforGirlChildDropout

ReasonsforGirlChildDropout				
	Frequency	Percent	Valid Percent	Cumulative Percent
Familyissues	109	46.6	46.6	46.6
Bullying	39	16.7	16.7	63.2
Sexual Harassment	57	24.4	24.4	87.6
Lackoffees	29	12.4	12.4	100.0
Total	234	100.0	100.0	

Source:FiledData,2022

The responses of respondents regarding the causes of girl child dropout are displayed in the table above. 46.6% of the respondents stated that family problems were the main factor influencing girls' school dropout rates. Furthermore, sexual harassment was cited by 24.4% of respondents as the cause of girl child dropout, bullying in schools was cited by 16.7% of respondents, and the lack of school fees was cited as a challenge by the remaining 12.4% of teachers. Generally speaking, a significant portion of girl child dropouts in Tororo District were caused by family concerns, such as parental pressures on girls to focus on activities at home.

The main causes of girl child school dropout in Tororo District were found to be family background, which is linked to parents' educational attainment, the family's culture, attitude, and perceptions of the families from which the ladies came. Other problems included sexual harassment, bullying in schools, and insufficient supplies of books, pencils, and pens, among other things.

Effects of Parents Socio-economic Status on High Girl Child Dropout Rate in Primary Schools in Tororo District

Girls were asked to indicate whether they felt they had enough reading materials, what kind of job they would like to do in the future, who paid for their reading and writing materials, and whether or not their parents provided sanitary pads in order to address the objective about the impact of parents' socioeconomic status on the high girl child dropout rate in primary schools in Tororo District. The table below presents the findings.

Table5:EffectsofParents’Socio-EconomicStatusonHighGirlChildDropoutRatein Primary Schools

WhetherStudentsEnoughReadingMaterials

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	114	91.9	91.9	91.9
No	10	8.1	8.1	100.0

WhatJob would youliketodoAfter Schooling?

	Frequency	Percent	Valid Percent	Cumulative Percent
Teacher	53	42.7	42.7	42.7
Doctor	32	25.8	25.8	68.5
Engineer	19	15.3	15.3	83.9
Pilot	1	.8	.8	84.7
NurseParents	18	14.5	14.5	99.2
Lawyer	1	.8	.8	100.0

WhoPays YourReading andWriting Materials?

	Frequency	Percent	Valid Percent	Cumulative Percent
Parents	110	88.7	88.7	88.7
Guardian male	1	.8	.8	89.5
Sponsor	13	10.5	10.5	100.0

WhetherParents ProvideYouwithSanitaryTowels

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	64	51.6	51.6	51.6
No	60	48.4	48.4	100.0
Total	124	100.0	100.0	

Source:FieldData,2022

In accordancewiththeabovedata,surveyparticipantswereaskedtoindicatehowparents'socio- economic situation affected the high percentage of female child dropout in primary schools in

Tororo district. When asked whether parents provided sanitary towels, whether pupils had the right reading materials, what kind of work they wanted to perform in the future, and which one pays for writing and reading materials. The results showed that while 8.1% of respondents disagreed, 91.9% of respondents felt that they received enough reading materials. The findings showed that 25.8% of respondents wanted to become engineers and 42.7% of respondents said they wanted to become teachers. After graduation, just 8% of respondents said they intended to practice law. Additionally, 88.7% of study participants indicated that their parents purchased their writing and reading materials, whereas 10.5% of respondents said they did not.

The comments from the students, a head teacher who was a significant informant also said this:

"Even with government assistance in the form of free education and reading and writing supplies for schools, parents' socioeconomic status still has an impact on the education of their girls. We've heard of several girls whose parents send them to work as casual laborers to earn money for necessities like books and uniforms for school. First Respondent.

Another school's head teacher stated:

When we ask the girls in this school who exhibit significant absenteeism, they candidly inform us that their parents give them household chores before they arrive at school, demonstrating the influence that parents' socioeconomic level has on girls' school dropout rates. They have to complete household chores and gather water first.

Basically, the socio-economic status of parents is viewed to influence girl children's school dropout. This is viewed in terms of a parent being illiterate and believing in the issue of giving opportunity cost to boys rather than girls.

How the School Environment Influences High Girl Child Dropout Rate in Primary Schools in Tororo District

Respondents were requested to indicate their opinions and responses on how the school environment influenced high girl child dropout rate in primary schools. Questions such as the region of pupils, type of family they came from and whether the girl had ever been approached by any boy for the relationship. This is presented in the table below.

Table 6: How the School Environment Influences High Girl Child Dropout Rate in Primary Schools in Tororo District

Religion

	Frequency	Percent	Valid Percent	CumulativePercent
Christian	114	91.9	91.9	91.9
Muslim	10	8.1	8.1	100.0

Type of Family

	Frequency	Percent	Valid Percent	CumulativePercent
Polygamy	34	27.4	27.4	27.4
Monogamy	76	61.3	61.3	88.7
Single	14	11.3	11.3	100.0

Whether Pupils were approached by Any Boy for a Relationship

	Frequency	Percent	Valid Percent	CumulativePercent
Yes	36	29.0	29.0	29.0
No	88	71.0	71.0	100.0
Total	124	100.0	100.0	

Source: Field Data, 2022

Based on the data shown in the above table, which shows how the school environment affects the high rate of female child dropout in Tororo District primary schools, nearly all respondents (91.9%) identified as Christians, with the remaining 8.1% identifying as Muslims. The families from which the majority of respondents (61.3%) came were monogamous, followed by polygamous families (27.5%) and single families (11.3%). Finally, 29% of respondents agreed that they had ever been asked for a relationship; whereas 71% of respondents disputed that they had never received an approach from anyone. This suggests that sexual harassment was not a common occurrence at schools within the Tororo District. Although it was noted that the government funded and churches established the schools in the Tororo District, religion also played a significant role in.

CHAPTER FIVE

SUMMARY AND DISCUSSION OF FIELD FINDINGS

This chapter covers the summary of the key findings derived from the study field about the effect of dropout on girl child retention in selected primary schools in Tororo District. The findings are then discussed while relating to the empirical findings that were already found by other scholars conducting related studies.

Summary of Research Findings

Students made up the majority of the study's participants. The empirical results show that all respondents—100% of whom were female—were between the ages of 11 and 15, with 75% of them being in this age range. Additionally, 50% of the respondents' parents had completed elementary school. These demographics provided a solid foundation upon which to advance the research process. In the first study objective, which examined the reasons behind high rates of child dropout in Tororo District primary schools, questions included whether students had ever repeated coursework, received rewards for their efforts, ever missed class, or faced discipline from teachers when they didn't perform as expected.

According to the survey, 61.3% of participants disapproved of what they had learned in class. Moreover, 66.9% of the participants concurred that they received rewards for their academic performance and that their teachers were their teachers. Furthermore, 62.9% of research participants acknowledged that they had previously engaged in absenteeism, and 90.3% of respondents said that teachers had consistently disciplined them in class for not completing their homework. Furthermore, survey participants revealed—as reported by 46.6% of the majority of respondents—that family concerns like poverty were the primary cause of girl child dropouts. Other factors that were found to be responsible were bullying (16.7%), sexual harassment (24.4%), and a lack of money (12.4%).

The second study goal examined the relationship between parents' socioeconomic status and the high rate of girl child dropouts in Tororo District primary schools. It asked questions about the students' reading and writing supplies, their favorite jobs to do after school, who pays for their supplies, and whether or not their parents provided sanitary towels for them.

The study's findings show that 91.9% of the participants agreed that they had access to enough reading materials, 42.7% said that they had aspirations of becoming teachers after completing their education, 88.7% said that their parents paid for their writing and reading materials, and 51.6% said that they received sanitary towels from their parents.

Students were asked to indicate their religion, the sort of household they hailed from, and whether or not they had ever been solicited by men for a relationship as part of the third objective of the study about how the school environment affected the high girl child dropout rate in primary schools. The results showed that 71% of the girls surveyed said they had ever been approached by a boy or man for falling in love, and that 91.9% of respondents, or the majority, identified as Christians such as Protestants and Roman Catholics. Additionally, 61.3% of respondents, or the majority, were born into monogamous families.

Discussion of Findings

Regarding According to the first study objective, which examined the reasons behind the high rate of child dropout in Tororo District primary schools, 61.3% of study participants disagreed that they had never repeated in class; additionally, 66.9% of participants agreed that teachers had taught them and rewarded them whenever they performed well on exams; 62.9% of participants agreed that they had ever missed class; and 90.3% of participants agreed that teachers had disciplined them in class when they failed to complete their homework. Despite the Municipality's high female dropout rate, every reaction was positive.

According to UNICEF's 2015 findings, a girl's ability to stay in school is mostly determined by her level of self-efficacy, as defined by Bandura (1993). They also include the girl's view of gender roles in this. They conclude that girls are more likely to dropout of school than those who think they have a right to continue their education if they feel that their duty is to marry and raise a family and that they have no right to an education.

Furthermore, according to the majority of respondents (46.6%), family problems like poverty were the main cause of girl child dropouts. Other factors that were found to be responsible were bullying (16.7%), sexual harassment (24.4%), and a lack of money (12.4%). According to a UNICEF study from 2011; family size and student age have a big impact on how long kids stay in school. It has been shown that children from large families are more prone than those from small or nuclear families to drop out of school. It was also mentioned that kids who start school later than their peers have a higher likelihood of dropping out. This result has implications for Tororo.

In response to the second study objective, which examined the relationship between parents' socioeconomic status and the high rate of girl child dropouts in Tororo District primary schools, 91.9% of study participants said they had access to enough reading materials, 42.7% said they had aspirations of becoming teachers after completing their education, 88.7% said their parents paid for their reading and writing materials, and 51.6% said their parents gave them sanitary towels.

This is connected to research by Bandura (1993), who found that one of the main causes of school dropout in children is a lack of motivation. In this self-efficacy research, he found that a major contributing reason to children dropping out of school was a lack of motivation, both on the part of the parents and on their own. He observed that the likelihood of a child with both parents finishing primary education was thirteen times higher than that of an orphan. The girl youngsters in Tororo District did not want to go back to school despite having access to everything.

Students were asked to provide information on their religion, family background, and whether or not they had ever been approached by a boy or man for a relationship as part of the third study goal, which examined how the school environment affected the high rate of girl child dropout in primary schools. 91.9% of respondents, or the majority, identified as Christians, including Protestants and Roman Catholics; 61.3% of respondents, or the majority, said they were born into monogamous homes; and 71% of the girls surveyed said they had ever been approached by a boy or man for a relationship. The several causes of school dropout are listed in a research by Mpyangu et al. titled "Out of school children study in Uganda" (2014).

The elements are divided into environmental and "push" and "pull" categories. Numerous other studies, such as "Some hope of 6800 dropout of school," have been conducted on the issue of female child school dropout (Monitor 30 August, 2019). In keeping with the school environment, Sekamwa (2012) observed that teachers' disapproval of females' education was the cause of girls' school dropout rates. Similarly, (Njau and Wamahire, 2019) pointed out that a supportive teaching atmosphere is necessary for girls to be retained. Segumba (2015) places a strong emphasis on school safety in this context. He points out that some females leave school early as a result of the hostile climate there, which includes physical punishment, sexual harassment, abusive language, and bullying.

CHAPTER SIX

CONCLUSIONS, RECOMMENDATIONS AND FURTHER STUDY

This chapter covers the conclusion that were reached on after the discussion of empirical findings while linking them with the literature already put by the scholars that researched similar studies, then, recommendations for the concerned stakeholders are presented.

Conclusion

The first study's goal was to determine the causes of high rates of child dropout in Tororo District primary schools. It found that the main causes of girl child dropout were family concerns, such as poverty and the notion that boys should have a better education than girls. Respondents' examples of never repeating in class, getting rewards from teachers for good work, and never missing class all confirmed the result. These are good, however they were able to leave school due to family problems.

The second goal, which examined how parents' socioeconomic level affected the high percentage of female students dropping out of primary schools in Tororo District, came to the conclusion that there was no correlation between parents' socioeconomic status and high female student dropout rates. The result is predicated on the observation that girls had aspirations of career positions in the future and that parents prayed for the financial aspect of providing enough reading materials and sanitary products. This suggests that the high kid dropout rate in the Municipality of Tororo District was not influenced by the parents' socioeconomic position.

The school environment had an impact on student's academic performance, according to the third study goal, which examined how the high girl child dropout rate in primary schools was affected by the school environment. The finding was predicated on the idea that the fact that most of the schools in the Tororo District were established by churches had an impact on the environments that young girls could access. Furthermore, because the milieu did not support girls' academic pursuits, sexual harassment encouraged girls to drop out of school.

Recommendations according to conclusions

Based on the research findings and conclusions, the study provides the following recommendations to the relevant parties, such as the Ugandan government, school administrators, parents, and girls in school:

It is advised that the Ugandan government, along with other organizations such as UNICEF, set aside a space for girl voices in elementary schools and public spaces. This will ensure that girls have access to all the facilities they need, including sanitary products, and that they are not stigmatized or dissuaded from attending school. When required, it is also advised that the government impose its will on children's education by detaining dropouts and their parents and filing charges against them. This will frighten other females who want to quit school.

It is advised that parents reject cultural stereotypes, particularly the one that says boys should receive special education. Every youngster matters and needs education in order to have a brighter future. Additionally, it is advised that girls constantly speak up, especially when boys are harassing them, as this is ruining their lives. It is advised that they report to their parents, particularly moms and senior ladies in the school. They will be able to learn and succeed as a result, as well as be safe and protected.

To encourage girls to excel and finish the primary school cycle, the school should make sure they have access to a school kit, a changing room, water facilities, decent sanitation, security, and a good student-to-peer ratio.

Areas for Further Research

1. Factors affecting academic achievement and teenage pregnancy in Tororo District
2. The impact of child abuse on primary school dropout rates in the Tororo District

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Appendix 4: Questionnaire for Teachers

Dear Sir/Madam,

I am _____, a student at Busitema University pursuing a Bachelor of Arts in Education Management. I am conducting scholarly research on the impact of parents' socioeconomic position on girl child dropout rates in a subset of Tororo District's primary schools.

The purpose of this survey is to gather information on several aspects related to the high percentage of female child dropouts in primary schools. Since we will be giving as much information as we can, please answer the questions honestly and to the best of your knowledge.

Please refrain from writing your name on surveys. Check the box next to the response that best describes you. All provided information will be handled with the utmost confidentiality and used exclusively for this study's objectives.

SECTION A: Bio-data of respondents

Name of School.....

1) What is your gender

A. Male

B. Female

2) What is your age?

A. 20-30 years

D. 31-40 years

B. 41-45 years

E. 46-50 years

C. 51-55 years

F. 56 and above

3) Marital status of the respondent A. A.

A. Single

B. Married

Others specify.....

4) What is your academic level of education?

A. College

B. Diploma

C .Graduate D. Postgraduate

5) Yearsofexperience?

A. 1-5 B. 5-10

C. 11- D. 21andabove

SECTIONB:

6) Do you motivate pupils in class?

A. Yes B.No

7) Have you ever experienced drop out of girls in your class

A. Yes

B. No

8) If Yes. What were the reasons?

(i).....

(ii).....

(iii).....

(iv).....

9) Has the Administration been supportive in enhancing education of girl child in education?

A. Yes

B. No

10) If yes mention the ways

(i).....

(ii).....

(iii).....

9) Do you have a guiding and counseling committee in school?

A. Yes B.No

10) Is there a feeding program for the pupils in your School?

A. Yes

B.No

If No,howdoyouensurethat atleast pupilshave amealat School?

.....

11) Doallthe girlsbenefit fromtheSchoolfeedingprogramme?

A. Yes

B.No

SECTIONC:SOCIO-ECONOMIC

12) Dotheparents providenough readingandwritingmaterialsto pupils?

A. Yes

B.No

If No, how do you solve the problem?

(i).....

(ii).....

(iii).....

(iv).....

13) Arethereanyorphansinyourclass?

A. Yes

B.No

SECTIOND:SOCIAL CULTURALQUESTIONS

14) Do you haveanyclassmeetingwith thefollowing?

(a) Girl'sin yourclass?

A. Yes

B.No

Ifyes,howoften?.....

.....

(b) Parents

A. Yes

B. No

Ifyes,howoften?.....

.....

15) Have you handled any case of pregnancy in your class?

A. Yes B.No

16) Do you have all the background information of every girl in your class?

A. Yes B.No

17) Do you agree that girl-boy friendship exist in your class?

A. Strongly agree B. Disagree

C. Strongly Disagree D. Not sure

18) Now in your own opinion what could be the major causes of girls dropping out of school?

- (i).....
- (ii).....
- (iii).....
- (iv).....

Thanks

Appendix 5: Questionnaire for Parents

Dear Sir/Madam,

I am _____, a student at Busitema University pursuing a Bachelor of Arts in Education Management. I am conducting scholarly research on the impact of parents' socioeconomic position on girl child dropout rates in a subset of Tororo District's primary schools.

The purpose of this survey is to gather information on several aspects related to the high percentage of female child dropouts in primary schools. Since we will be giving as much information as we can, please answer the questions honestly and to the best of your knowledge.

Please refrain from writing your name on surveys. Check the box next to the response that best describes you. All provided information will be handled with the utmost confidentiality and used exclusively for this study's objectives.

SECTION A: Bio-data of Respondents

1) What is your gender?

A. Male

B. Female

2) What is your age?

A. 20-30 years

B. 31-40 years

C. 41-45 years

D. 46-50 years

E. 51-55 years

F. 56 and above

Others specify.....

3) Marital status of the respondent

A. Single

B. Married

4) What is your academic level of education?

A. primary

B. Secondary

C. Institution

D. University

B: CAUSES OF GIRL CHILD DROPOUT

5) Do you motivate pupils in your home?

A. Yes

B. No

6) Have you ever experienced dropout of girls from School?

A. Yes

B. No

7) If yes, what were the reasons?

(i).....

(ii).....

(iii).....

8) Has the Administration been supportive in enhancing education of girl child in education?

A. Yes

B. No

9) If yes, mention the ways

(i).....

(ii).....

(iii).....

10) As a parent what do you think should be done to curb the problem of girl child pupil dropout of school?

.....

.....

11) How do you deal with the issue of early marriage?

.....

SECTION C: SOCIO-ECONOMIC

12) Do the parents provide enough reading and writing materials to pupils?

A. Yes

B. No

If No, how do you solve the problem?

(i).....

(ii).....

(iii).....

13) Are there any orphans in your household?

A. Yes

B.No

SECTION D: SOCIAL CULTURAL QUESTIONS

14) Do you have any household meeting with the following?

(a) Girl's in your homestead?

A. Yes

B.No

If yes, how often?.....

.....

(b) Boys in your homestead?

A. Yes

B.No

If yes, how often?.....

.....

15) What do you think is the main reason why most girls in Tororo District dropout of School?

.....

16) Have you handled any case of pregnancy in your Class?

A. Yes

B. No

17) Do you have all the background information of every girl in your class? A. Yes

B. No

18) Do you agree that girl-boy friendship exist in your village?

A. Strongly agree

B. Disagree

C. Strongly Disagree

D. Not sure

19) Now in your own opinion what could be the major causes of girls dropping out of School?

(i).....

(ii).....

(iii).....

Thanks

Appendix 6: Questionnaire for Pupils

Dear Sir/Madam,

I am _____, a student at Busitema University pursuing a Bachelor of Arts in Education Management. I am conducting scholarly research on the impact of parents' socioeconomic position on girl child dropout rates in a subset of Tororo District's primary schools.

The purpose of this survey is to gather information on several aspects related to the high percentage of female child dropouts in primary schools. Since we will be giving as much information as we can, please answer the questions honestly and to the best of your knowledge.

Please refrain from writing your name on surveys. Check the box next to the response that best describes you. All provided information will be handled with the utmost confidentiality and used exclusively for this study's objectives.

SECTION A: Biographical data of respondents

Name of School (optional).....

1) What is your age?

- A. 5-10 years
- B. 11-15 years
- C. 16 and above

2) What is your parent's or guardian's academic level of education?

- A. Primary
- B. Secondary
- C. College
- D. University

SECTION B: SCHOOLBASED QUESTIONS

3) Have you ever repeated class?

- A. Yes
- B. No

4) Are you awarded by teachers when you perform well in examination?

- A. Yes
- B. No

5) Have you ever been absent in school?

A. Yes B.No

6) Are you punished by teachers in class when you don't do the homework?

A. Yes B.No

8. Do you have the following at school (please tick in the provided boxes)

Resource	Yes	No
Girls School kit		
Changing room		
Water facilities		
Good sanitation		
Separate washrooms		
Presence of senior woman		

SECTION C: PARENTS' SOCIAL-ECONOMIC STATUS

9) Do your parents provide you enough reading and writing materials?

A. Yes B.No

10) What job would you like to do after schooling?

A. Teacher B. Doctor

C. Engineer C. Pilot Parents

E. Nurse Parents

Others (specify).....

11. What is your parent's occupation?

A. Civil servant

B. Community farmer

C. entrepreneur

Others (specify please)_____

12) Who pays your reading and writing materials?

A. Parents B. Guardian Male

C. Sponsor

13) Do your parents provide you with sanitary towels?

A. Yes B.No

If No, what do you use?.....

SECTION D: SOCIAL CULTURAL QUESTIONS

14) What is your religion?

A. Christian B. Muslim

Others (*specify*).....

15) What type of family do you come from?

A. Polygamy B. Monogamy

C. Single

16) Have you been approached by any boy for a relationship?

A. Yes B.No

Thanks

Appendix7:SampleSizeDetermination Table

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380

Source: KrejcieandMorgan (1970)

