

**CAUSES OF SCHOOL DROPOUTS AMONG GIRLS IN PRIMARY SCHOOLS
IN KASAWO SUB-COUNTY, MUKONO DISTRICT.**

BY

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION AND
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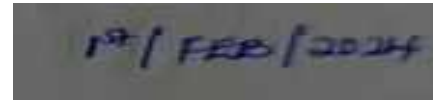
DECLARATION

I, Namuswe Prossy declare that this research project titled “causes of school dropouts among girls in primary schools in Kasawo sub county, Mukono District” is my original work. It has never been presented in part or as a whole to any University or institution for any academic award. All persons, researchers and authors whose work was reviewed and used in the process of its development have been duly acknowledged and are henceforth referenced in the respective sections.

Signature

A rectangular box containing a handwritten signature in blue ink. The signature appears to be 'Namuswe Prossy' written in a cursive style. Below the signature is a horizontal dashed line.

Date

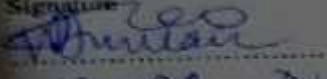
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NAMUSWE PROSSY

APPROVAL

This research report has been submitted for examination with my approval as the University Supervisor.

Signature

Signature

WANDA DUNCAN

Date

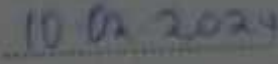

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Abstract

The effects of girls' school dropout rate on the academic performance of learners and, education in general, is the concern of the 21st century. The purpose of the study was to establish the relationship between the effects of the girls' school dropout rate and the academic performance of learners in primary schools in Kasawo town council. The objectives were to find out the effects of girls' school dropout rate in primary schools in Kasawo Town Council, Mukono District; to find out the status of academic performance of learners in primary schools in Kasawo Town Council, Mukono District; to

assess the relationship between the effects of girls' school dropout rate and the academic performance of learners in primary schools in Kasawo Town Council, in Mukono District. The study used a cross sectional survey research design, employing both qualitative, quantitative and, focused group discussion approaches. The study population of 10 teachers and 70 learners in government-aided schools participated in the study. A structured questionnaire and interviews were the instruments for collecting data. A content validity index [CVI] was computed. For reliability, a test to retest method was used and a Cronbach Alpha was computed and used after pretesting and after the whole data is collected.

Conclusively, increased girls' school dropout rate affected pupils due to rarely attending school. Consequently, this affected pupils' learning schedules and consistency in class. This resulted into poor academic performance of learners due to lack of the constant guidance by the teachers. There was a highly positive significant relationship between girl child school dropout rate and the academic performance of learners at the one percent level two tailed. These results implied that as school closure due to girls' school dropout rate contributed 69.4% to the status of the academic performance of learners and the remaining 30.6% was caused by other factors.

It was recommended that as school administrators observed the guide learners and sensitize them about the disadvantages of school dropout, it would adopt other means like online class so that pupils could attend school regularly, create discussion groups through WhatsApp, Zoom to increase on the contact time with other learners and encourage them not to dropout. Political authorities at the village, Sub County, district and nation enacted laws to streamline the system and protect girls from common causes of dropout. The school administration and stakeholders should provide extra classes, incentives and bursaries and also provide extra support to those pupils that could not count using mental head effectively, divide effectively in math to improve the status of academic performance. Society should be sensitized about protection of girls in school.

CHAPTER ONE: INTRODUCTION

This chapter will comprise of the background of the study, problem of the study, purpose of the study, objectives of the study, research questions, significance of the study and scope of the study which will be broken down into time, geographical and content scope, and the conceptual framework.

1.1. Background to the Study.

The background to the study was categorized into historical, conceptual, contextual and theoretical background.

1.1.1. Historical background.

Around the world, 129 million girls are out of school, including 32 million primary school-aged, 30 million lower secondary school-aged, and 67 million upper secondary school aged. The countries affected by civil conflicts; girls are more than twice more likely to be out of school than girls living in non-affected countries. The average female literacy rate throughout the world is 79.9%, while for men it is 89.2%. India lingers behind at 62.3% for women as compared to 80% for men (UNICEF, 2021)

According to a World Health Organization report (2021), the overall status dropout rate decreased from 8.3% in 2010 to 5.1% in 2019. During this year the status dropout rate declined for 16 to 24 years old overall (16.7 to 7.7%), American Indian natives from (15.4 to 9.6 %), Blacks (10.3 to 5.6%), Whites (5.3 to 4.1%) and Asian (2.8 to 1.8%).

Many girls in India are married at a young age and drop out of school after they complete their primary education due to societal pressures or early pregnancies. Child labor and lack of feminine hygiene products keep girls from coming to school, and contribute to the literacy rates and continuous lack of education. As girls remain uneducated, it is more difficult to enter the workforce, and consequently women find themselves in difficult financial situations (Mahalanabis S, 2021).

More than 49 million girls are out of primary and secondary school in Saharan Africa, with 31 a million of them out of secondary education, under-mining their rights and limiting their

opportunities. In addition, 40 % of girls marry before age 18, and African countries account for 15 to 20 countries with the highest rate of child marriage globally (Marco & Hella, 2017)

According to Majd et al (2021), In Kenya, global citizen estimates that more than 152, 000 teenage girls became pregnant between March and May 2020 due to economic hardships in countries nationwide lockdown.

Education is not only a human right but also one of the millennium development goals which helps to lay a foundation for a bright future for the young with good employment, socio-economic status and health in general. In Uganda, a low developing country, 57% of youths (15-24 years) have not attained primary level education yet 28% do not complete secondary level education. Only 10% of the youths complete primary education and 2% complete secondary level education with higher rates of drop out at primary education level being higher (94%) in rural areas compared to 77% in the urban areas (Banura M, 2019).

According to Kim J& Jun M (2022), a school dropout is defined as any individual aged 6-19 years who had not completed and yet was attending primary or secondary school.

The incidence of school pupil drop out was not known during Missionaries time. This was because the Education curriculum in primary schools was made in such a way that every one's ability and interest were catered for. Scholastic materials like textbooks, pens and pencils were supplied by the government. Schools and parents could only buy uniform for the children (Kim J & Jun M, 2022)

Primary education was a pride for student, parents and society at large because a pupil at school was admired by all. Education was the only route for socio- economic mobility and this discouraged any form of school dropout. It was the educated one who was admired because he was the society's helper, hope and instrument. After the independence in 1962 when Uganda government took over education in the country, things began to change. Every child was required to pay school fees and even schools fees began to hike. By 1974, Uganda had 3154 primary schools with a total enrolment of 792 000 student taught by 26,000 teachers, which gave a teacher-pupil ratio of 1:30. This was a remarkable increase; however, the problem of lack of employment could have been the start of school dropout. Practical subjects and vocational courses had been dropped after 1960's which increased on the number of drop out. Pupils started

seeing no future in education after primary seven. They went to school to learn reading, writing and arithmetic in lower primary after which they dropped to join the world of work (Kim J & Jun M, 2022).

1.1.2. Conceptual background.

The study will be about girl child behavior and its contribution towards school dropouts.

Expressiveness, attitude and devotion will be considered as sub variables under girl child behavior and school size, school location and school rules and regulations will be considered as sub variables under school dropouts.

1.1.3. Theoretical background.

The study will be carried out on behavior of girl child and school dropouts.

Behavior of a girl child and school dropouts as the major variables of the study will be best explained with the help of a theory.

Theory plays a vital role in research by providing explanation, understanding and meaningfulness to research. Theory helps to predict facts and to identify unexplored areas of research. A theory is a rational type of abstract thinking about a phenomenon or the result of such thinking. Research without a theory is less emphatic to establish the relationship between the variables. The rate of school dropouts among girls in primary schools is highly determined by their behavior.

1.1.4. Contextual background.

The study will be about girl-child behavior and school dropouts in kasawo sub county, Mukono District. Kasawo Sub County is comprised of Kasana parish, Kitovu parish, Kabimbwa parish and Kikandwa parish. The villages in the sub county include Kakyira village, Kitwe village, Kayini village and Kimeratunga village.

1.2. Statement of the Problem.

Girls in primary schools are encouraged to continue with their studies given the fact that girl child education leads to girls' or women empowerment. However, the rest of school dropout by girls is very high in Africa, Uganda and most especially in Kasawo sub county, Mukono District. This has led to a great deal of society challenges including increased early marriages, unwanted pregnancies, unemployment, economic stagnation, malnutrition, maternal mortality rates and infant mortality rates. The government through media, NGOs and all school programs has

embarked on equipping them with more skills and knowledge that help them to qualify for better jobs, which decreases societal gender stereotypes and they have been warned against bad habits that may discourage them from completing their studies such as sexual immorality and bad groups and they have also been sensitized about the dangers of dropping out of school at the early age such as increased poverty levels, crime rates and suffering in marriage among others. Despite warning primary school going girls about the dangers of dropping out of school, many girls in primary schools in Kasawo sub county, Mukono District have been seen dropping out of school and if nothing is done to stop these increased school dropouts, it may result into increased unemployment, economic stagnation and infant mortality rates. It is upon this background therefore that the researcher seeks to investigate the causes of school dropouts among girls in primary schools in Kasawo sub county, Mukono District.

1.3. Purpose of the Study.

The purpose of the study was to investigate the causes of school dropouts among girls in primary schools in Kasawo Sub County, Mukono District.

1.4. Objectives of the Study.

The study was guided by the following specific objectives

- i). To investigate the causes of school dropouts among girls in primary schools in Kasawo Sub county, Mukono District.
- ii). To explain the effects of school dropouts among girls in primary schools in Kasawo Sub county, Mukono District.
- iii). To explain the strategies to curb the rate of school dropouts among girls in primary schools in Kasawo Sub County, Mukono District.

1.5. Research Questions.

The study will be guided by the following research questions:

- i). What are the causes of school dropouts among girls in primary schools in Kasawo Sub County, Mukono District?
- ii). What are the problems emerging from increased school dropouts among girls in primary schools in Kasawo Sub County, Mukono District.

iii). What are the strategies to reduce the rate of school dropouts among girls in primary schools in Kasawo Sub County, Mukono District?

1.6. Scope of the Study.

The scope of the study was analyzed in three dimensions for instance content scope, geographical scope and time scope.

1.6.1. Content scope.

The proposed content scope was contribution of girl-child behavior towards school dropouts, with girl-child behavior as the independent variable and school dropouts as the dependent variable. Expressiveness, Attitude and Devotion was considered as sub-variable under the behavior of girls while School size, school rules and regulations. The intervening variables will be parental care, role models, culture and drug abuse.

1.6.2. Geographical scope.

The proposed study area will be Kasawo Sub-County, Mukono district.

Kasawo Sub County is comprised of four villages and four parishes. The primary schools in the area are Kasana primary school, Kitovu primary school, Kabimbwa primary school and Kikandwa primary school and their locations were considered as sub-variables under school dropouts.

1.6.3 Time scope.

The study was carried out in Kasawo sub county, Mukono District.

The proposed study was conducted within a period of five months from October 2023 to February 2024 to effectively gather information that effectively meets the study objectives. This included proposal development, development of tools of data collection, the time for data collection, analysis, interpretation and preparation of the final report. The month October and November were for proposal development and approval, December was for data collection, January and February for interpretation, analysis and preparation of the final report.

1.7. Significance of the study.

The study was aimed to increase on the existing literature on girl-child behavior and school dropouts, in Kasawo Sub-county, Mukono District, where little research has been done, hence creating more knowledge and information to future researchers and academicians.

The findings of the study would be used to benchmark to Mukono district because it provided the district officials with crucial data about the contributions of girl-child behavior towards school dropouts and the need to reduce or stop school dropouts in the district.

The study was to help future researchers to form part of their reference material in the same or related research field.

The findings of the study helped the researcher to fully understand the underlying concepts of field research very well including; data collection, information compiling and gathering, and analysis skills.

The findings of the study helped the community of Kasawo Sub County to gain the knowledge of dangers of girl child dropping out of school.

The finding of study helped the learners to understand the importance of continuing with education.

The findings of the study helped the school administrators of primary schools in Kasawo Sub county to come up with the strategies to reduce or stop girl child drop out of school.

As a result of his study, parents gained the understanding of how important an educated child is to the community and country at large.

The study enabled the researcher to obtain Bachelor's degree in Education, primary of Busitema University.

1.8. Justification of the study.

The study sought to disseminate crucial information concerning the mitigation measures that can be used to curb the rate of school dropouts among primary school girls in Kasawo Sub County in Mukono district is going to be unveiled by the study; and revelation of the importance of educating a girl child.

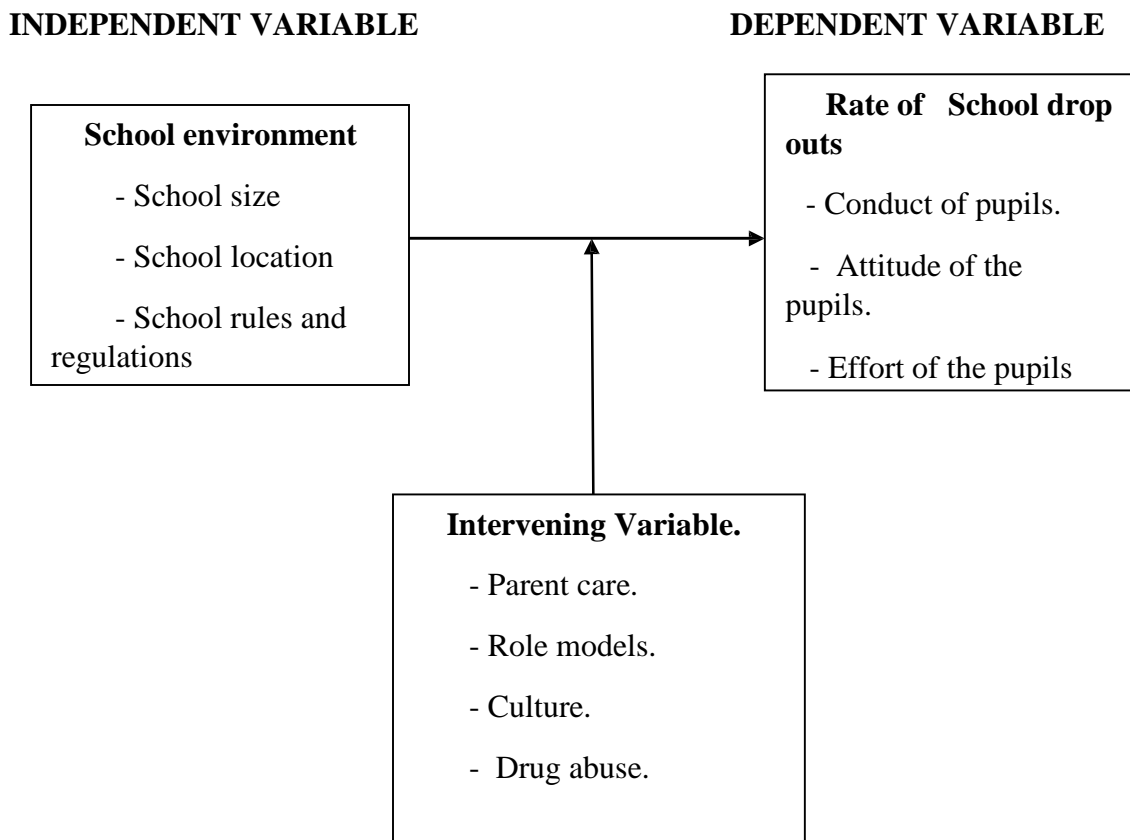
1.9. Limitations of the study.

Some of the respondents were not willing to take part in the study. However, the researcher explained to them the purpose of the study being for academic purpose and not for business; after which some of the respondents participated.

The researcher experienced some delays from the respondents in filling the questionnaires and there also existed weather instabilities due to heavy downpour which was unexpected at this time of year in December.

The researcher also experienced a challenge of finances to meet stationery, transport to the field and meals while in the field. However, the researcher sought financial support from friends and relatives.

1.10. The conceptual framework on girl-child behavior and school dropouts.



CHAPTER TWO: LITERATURE REVIEW

2.0. Introduction.

This chapter presented literature that was relevant to the study giving reference to the study objectives, sub-divided into three sections. The first section was related literature on the causes of school dropouts, followed by the subsection which reviewed literature on the problems caused by the school dropouts and the last sub section was about literature on the strategies to reduce the rate of school dropouts.

2.1. Theoretical review.

The major variables of the study was girl-child behavior and school dropouts, with girl- child behavior as the independent variable and school dropouts as the dependent variable. These variables were best be explained and understood by referring to a theory. This study was guided by the Academics mediation theory. The Academic mediation theory examines the mediation effect of poor academic achievements on other factors such as deviant affiliation, personal deviance, family socialization and structural strains associated with school dropouts. According to the theory, poor academic performance of a pupil makes her develop negative attitude towards schooling and therefore may develop other thoughts of early marriage, looking for casual jobs for a living among others, and therefore there is need to mediate the poor academic performance of pupils so as to stop school dropouts. The Mediation theory was developed by at Rennes, France in 1960 by Professor Jean Gagnepian

2.2. Causes of school dropouts.

According to Cook Jenna (2020), in his article of Educational Disparities among Girls in India”, through education, individuals are enabled to acquire knowledge and skills that help them in all facets of their lives. Education empowers people to develop their capabilities in order to not only better their own lives, but also the lives of those around them. The educational opportunities that people have access to fluctuate based on many factors. In India, a range of disparities, such as economic or cultural factors, make access to education for girls difficult to acquire (Cook Jenna, 2020).

Child marriage is one of the main reasons girls in India are more likely to have inadequate access to education. In the year 2016, India had the highest number of child brides in the world with 223 million child brides, 102 million of which were married before the age of 15. In comparison,

only 4% of males in India were married by the age of 18. The Indian government first started regulating child marriage in 1929 when they incorporated the Child Marriage Restraint Act. This act discouraged marriage for girls under the age of 14 and boys under 18, but because it did not enact punishments, it failed to significantly decrease the number of underage marriages (Cook Jenna, 2020).

According to Koka AA (2019), due to cultural traditions, patriarchal values, and poverty, families often prioritize the marriage of their daughters over their education. Marriage is seen as a more urgent priority, causing many girls to be married off before they are able to finish their education. The term *Paraya dhan* is often used to describe girls in India; the term refers to the view in society that girls are a liability. *Paraya* means “not one’s own,” while *dhan* translates to property and wealth, reflecting the cultural belief that girls are meant to be transferred from the ownership of their father to that of their husband when they marry. Wives often need to drop out of school as the majority of the domestic responsibilities fall to them. Although they have the option of continuing with their education after marriage, this is a rare occurrence due to early pregnancies, strict gender roles, poverty, and the need for someone at home to do the domestic labor.

Koka AA (2019) further asserts that Mismanagement of menstrual hygiene is often a factor that prevents girls from attending school. Due to both poverty and a lack of accessibility; some girls struggle to obtain adequate supplies needed during their period. Additionally, many girls lack the knowledge of what happens during their menstruation cycle, how to maintain health, and why they have a monthly period. Not only that, but due to the high chance of menstrual blood staining or leaking through their clothing, girls often report staying home in order to avoid embarrassment. Every year, more than 23 million girls in India drop out of school due to the lack of necessary products and hygiene education. In a study of girls’ school attendance in rural India, one out of five girls said that they missed school during their period. In addition, 45% of the girls that did attend school reported problems concentrating due to their period, and 36% said that they were scared of staining, smell, or losing the cloth or pad in school. Over 80% of the surveyed girls were using cloths and did not have access to sanitary pads or tampons.

Child labor plays a major role in why girls are inadequately educated .Child labor deprives them of opportunities for success, and harms their emotional, social, or physical development.

Specifically, child labor interferes with a child's ability to enroll and fully participate in school. There are usually two kinds of child labor: labor that involves children in specific businesses for financial gain and domestic child labor which employs the child at home. India has one of the highest numbers of child laborers in the world, with 10.1 million child laborers reported in India (Kumar p et al, 2023).

According to Kumar P et al (2023), while more boys than girls generally work in vocations outside the home requiring learned skills, most girls perform domestic labor, though it is not often seen as work. Domestic labor is widely accepted and legally permitted even when girls are paid low wages and work long hours. If they are not employed elsewhere, they often work long hours at home attending to younger siblings while parents are working. Families often feel they must turn to their daughters to make ends meet.

According to Kim J & Jun M (2022), when Universal Primary Education was introduced in Uganda in 1997, among the challenges it faced was large numbers' and lack of parents/guardians support. Despite these problems, there were many more others such as inadequate school facilities and teachers' illness (absenteeism). Some teachers were unmotivated while others were negligent, pay did not seem to be a key factor but the researchers study revealed that teachers most wanted textbooks and other teaching materials.

Management and administration of a school are the basis of good discipline. Such routine things as morning cleaning, school assembly, class activities, Sunday services, parades, break time, games and sports, punctuality, uniform, teachers' smartness, meals and restraining from habits of drug abuse such as smoking and drinking are crucial in containing school organization as well as management. Therefore, there is need to reduce managerial loopholes that result into indiscipline of student ending up in dropping out of school (Kim J & Jun M, 2022).

According to Nabugoomu J (2019), Child-headship of families due to orphan-hood and broken marriages where the older children take on the responsibility of caring for their younger siblings is also perceived as a factor to dropping out of school. In addition, media influences at local shows or social media platforms in form of movies and music some of which are pornographic and/or sexually oriented entice and keep children away from school. Moreover, drug abuse of opium and marijuana keep learners mentally unstable and inadequate monitoring of students by

community members are also cited as contributing to the high rate of dropping out of school in rural Uganda.

It is perceived that some learners in rural Uganda drop out of school due to poor performance, class repetition, high age for a given class, and poor attitude towards education preferring to be employed at a young age. Other learners fail to cope with knowledge disseminated at school and are termed as ‘slow learners’ by study participants. For others, stakeholders think of them as being disrespectful to their parents and refusing to continue with school. (Nabgoomu J, 2019)

It is perceived that poor payment of teachers demotivate them such that they give inadequate moral support to help children stay in school. In addition, poverty among parents also fails them to financially support their children such that students are kept home when sent home by school authorities to bring given school requirements. This also increases the rate of drop outs from school (Nabugoomu J, 2019).

Child labor and a temptation for daily money paid from cheap employment for example at sugarcane farms, and a mentality that the government should fully provide free education including meals and scholastic materials are also perceived as economic factors associated with dropping out of school (Nabugoomu J, 2019).

According to Banura M (2019), Curricula have a significant impact on students’ performances and school attendance. For example, an inaccessible or unfriendly curriculum predisposes students to high rates of high school dropout. The curriculum affects students learning in many ways. An unfavorable curriculum leads to poor academic performance, grade retention, or unnecessary punishments for example low expectations and bullying. Students who drop out of high school find the curriculum less connected to their learning needs. Usually, these students do not see education as interesting, valuable, and worth their investment and/or sacrifice, especially when taking high-stakes tests. In addition, the high stakes testing policies that mandate grade repetition and high school exit exams are the tipping points for students who struggle academically. These extra demands push these students out of school

Moreover, some well-established schools push out students deemed weak or having behavioral issues. Conversely, the schools with high national rankings in performance attract many students. This happened because families often look for schools that enhanced their children’s learning and possibilities of passing examinations and transitioning to better colleges or careers. While improvements in school performance led to improved success for many students, the pressure for

schools to maintain high scores and the best position in the region often works against struggling learners. Schools experiencing pressure to improve their overall performance or accountability score usually pursue this increase at the cost of other student outcomes, including the dropout rate (Banura M, 2019).

In conclusion school drop outs should be eliminated because education is not only a human right but also one of the millennium development goals which help to lay a foundation for a bright future for the young with good employment, socio-economic status and health in general.

2.3. Problems emerging from increased school dropouts.

Dropout continues to be a concern for all youth because the education and related skills required to compete in today's global economy have made high school completion necessary for many forms of success in adulthood. On this score, the Organization for Economic Cooperation and Development (OECD) reported an international comparison of 29 nations concerning the percent of students who graduated in 2012 within the amount of time normally allocated for completing secondary school. Overall, 72% of students completed secondary school on time (Kokemuller N, 2018).

In America, school dropouts make up nearly half the heads of households on welfare. High school dropouts are likely to live in poverty and have their families in poverty. This is because of limited opportunities and their vulnerabilities to harmful environments in adulthood. Limited opportunities for advancement mean that high school dropouts experience poverty-related issues such as "higher levels of alcohol consumption, poorer mental and physical health, and increased likelihood of committing criminal acts and of becoming dependent on welfare and government programs than people with higher educational attainment (U.S. Bureau of Labor, 2021).

One way in which people are affected by their decision to drop out of high school is a greater chance of being unemployed. The unemployment rate for young high school dropouts was roughly 54 percent in 2017, according to a report from the Bureau of Labor Statistics. The Bureau also reported in March, 2018 that that the unemployment rate for those who merely completed high school was significantly lower than those that didn't complete high school. Students graduating high school had an unemployment rate of 4.6 percent while the rate for high school dropouts was at 6.5 percent (U.S. Bureau of Labor, 2021).

Incarceration in some sort of correctional facility, such as a jail or juvenile detention center, is also a more likely scenario for high school dropouts. According to the U.S. Program for the Study of International Assessment for Adult Competencies (PIAAC) Survey of Incarcerated Adults, 30 percent of imprisoned adults had dropped out of high school. More specifically, male African American high school dropouts are incarcerated at a nearly 70 percent higher rate than high school graduates.

The consequences of school dropout place a heavy toll on societies. For example, in the U.S., the economic costs are about \$250,000 per dropout as a result of lower tax contributions, greater reliance on government programs including welfare, and higher criminal activity. Thus, in aggregate, the 2.6 million status dropouts identified in 2012 could cost the U.S. about \$650 million during the lifetimes. School dropouts can also adversely affect local communities. For instance, dropouts show lower civic and political participation and areas with high concentrations of dropouts can experience community-level impacts such as declining tax revenues (Van L. 2022)

According to Van L (2022), antisocial behaviors also predict academic problems and school dropout. For instance, school dropouts tend to have higher rates of misbehavior, aggression, and suspensions than do students who graduate from high school. They are also more likely to smoke tobacco and marijuana and use other illicit drugs. Teen parenthood is a powerful predictor of dropout and only 50% of teen mothers earn a high school diploma by age 20. In some cases, youth may need or desire to assume adult behaviors and responsibilities (e.g., full-time employment, parenthood). However, as a group, dropouts are not yet socially or cognitively mature and the earlier youth assume these adult roles, the more problems they are likely to experience during their lifespan

[2.4. Strategies to reduce school dropouts.](#)

Since 1986, the National Dropout Prevention Center/Network (NDPC/N) has conducted and analyzed research; sponsored workshops and national conferences; and collaborated with researchers, policymakers, and practitioners to further the mission of reducing America's dropout rate by meeting the needs of youth in at-risk situations, including students with disabilities. There are different reasons for dropping out of school, and therefore the strategies differ (Wilson SJ, 2011).

According to Wilson S J (2011), active learning and student engagement strategies engage and involve students in meaningful ways as partners in their own learning. These strategies include student voice and choice; effective feedback, peer assessment, and goal setting; cooperative learning; thinking critically, creatively, and reflectively; and micro-teaching, discussion, and two-way communication. To be most effective, teachers must provide students with tools and strategies to organize themselves and any new material; techniques to use while reading, writing, and doing math; and systematic steps to follow when working through a task or reflecting upon their own learning.

Many schools provide after-school, before-school, and/or summer academic/enhancement/enrichment opportunities for example tutoring, credit recovery, acceleration, homework support that provide students with opportunities for assistance and recovery as well as high-interest options for discovery and learning. These opportunities often decrease information loss and can inspire interest in arenas otherwise inaccessible. Such experiences are especially important for at-risk students because out-of-school “gap time” is filled with constructive and engaging activities and/or needed academic support (Wilson S J, 2011).

Alternative Schooling. Alternative schooling options and delivery model options for example alternative times and environments, blended learning, virtual learning, competency-based credit opportunities, these provide extra alternative avenues to credit earning and graduation, with programs paying special attention to the student’s individual and social needs, career goals, and academic requirements for obtaining a high school diploma and transitioning successfully to life beyond graduation (Wilson S J, 2011).

Service-Learning. Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be powerful vehicle for effective school reform at all grade levels (Wilson S J, 2011).

According to Bena C et al (2021), a systemic approach and process for ongoing and continuous improvement through a shared and widely communicated vision and focus, tightly focused goals and objectives, Selection of targeted research-based strategies and interventions, ongoing monitoring and feedback, and data-based decision making help to prevent high school dropouts.

Systemic renewal requires the alignment of school policies, procedures, practices, and organizational structures and continuous monitoring of effectiveness.

Research consistently finds that family engagement has a direct, positive effect on youth's achievement and is one of the most accurate predictors of student's success in school. Critical elements of this type of collaboration rely on effective, ongoing, and multi-dimensional, two-way communication as well as ongoing needs assessments and responsive family supports and interventions (Bena C et al, 2021).

According to Rincon G & Sandra B (2023), instructional Technology can effectively support teaching and learning while engaging students in meaningful, current, and authentic efforts, dressing multiple intelligences, and adapting to students learning styles. Educational technology can effectively be used in individualized instruction and can not only help prepare students for the workforce, but can empower students who struggle with self-esteem. Effective use of technologies depends upon the timely response to an application of the rapidly expanding choices and matches to identified student need.

Furthermore, Rincon G & Sandra B (2023) stress that providing a child additional enrichment can enhance brain development. The most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of school through the primary grades.

Safe, orderly, nurturing, inclusive, and inviting learning environments help students realize potential as individuals and as engaged members of society. All students need to be safe, physically and emotionally, to be expected to achieve, to be recognized and celebrated equitably for accomplishments; and to feel genuinely welcomed and supported. A safe and orderly learning environment provides both physical and emotional security as well as daily experiences, at all grade levels that enhance positive social attitudes and effective interpersonal skills. A comprehensive discipline plan and violence prevention plan should include conflict resolution strategies and should deal with potential violence as well as crisis management. A safe, nurturing, and responsive learning environment supports all students, teachers, cultures, and subgroups; honors and supports diversity and social justice; treats students equitably; and recognizes the need for feedback, innovation, and second chances (Tahmasebi S, 2023).

Tahmasebi S (2023) also argues that adults who work with youth at risk of dropping out need to be provided ongoing professional learning opportunities, support, and feedback. The professional

learning should align with the agreed upon vision and focus for the school/agency, the agreed upon instructional framework of high leverage research-based practices and strategies, and the identified needs of the population served. The professional learning opportunities provided should be frequently monitored to determine the fidelity of implementation and need for additional support and feedback.

Many schools provide after-school, before-school, and/or summer academic/enhancement/enrichment opportunities (for example, tutoring, credit recovery, acceleration, homework support, extra) that provide students with opportunities for assistance and recovery as well as high-interest options for discovery and learning.

These opportunities often decrease information loss and can inspire interest in arenas otherwise inaccessible. Such experiences are especially important for at-risk students because out-of-school “gap time” is filled with constructive and engaging activities and/or needed academic support.

Make a positive school climate and positive relationships high priorities in the school and in the classroom. Students need to feel attached to school as a supportive community that recognizes their individuality and that cares about and promotes their success (Tahmasebi S, 2023).

In conclusion, there is no one magical, quick fix solution to the dropout problem. The problem is complex and requires a complex array of solutions. Dropouts have dissimilar characteristics and Therefore, need different kinds of programs which respond to their individual circumstances and needs. Programs, to be effective, need to provide one-on-one intensive attention to at-risk students, who often must be convinced that they are competent and can be successful in school.

The curriculum should include basic educational skills, social skills, and experiential education.

In addition, the interrelated causes and multiple problems associated with dropping out call for Comprehensive communitywide, multi-service approaches and multi-component programs Children at-risk need to be identified at a young age (as early as preschool) so that early sustained intervention can be applied. Success in the elementary grades diminishes the possibility of later dropping out in high school. The key to reducing the dropout rate is helping youth to overcome their sense of disconnectedness. It is imperative not to isolate or alienate any Students from the school. Not all factors related to dropout reduction are school controllable, and solutions to the complex problem of dropouts cannot be achieved by the schools alone. It is a national problem which must be addressed by the whole society. It requires resources that go beyond the school, and solutions require a team approach; the combined efforts of students,

parents, teachers, administrators, community-based organizations, and business, as well as the federal, state, and local governments

CHAPTER THREE: RESEARCH METHODOLOGY

3.0. Introduction.

This chapter will comprise of the research design, area of the study, study population, sample size, sample selection, sources of data, data collection instruments, procedure of data collection, data quality control, data processing and analysis, ethical consideration, and study constraints

3.1. Research Design.

The design of the study was descriptive research design. The choice of the design is to enable the researcher to provide an accurate description of the subject under study. The approach of the study will be purely qualitative. The choice of quantitative approach is to enable the researcher gain deeper understanding of topic under study.

3.2. Study Population.

Population of the study was 80 respondents who included school going girls, teachers, women and men in the labor force and political positions, the girls who dropped out of school and parents at home.

3.3. Sample Size Determination.

The sample size was 66 respondents and this was determined using the Morgan and Krejcie formula of sample size determination.

According to Krejcie and Morgan (1970), in their study about sample size determination, Business research methods, sample size is determined based on the following formula;

$$S = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}$$

Where; S = required sample size.

X² = the table value of chi-square for 1 degree of freedom at the desired confidence level (0.05 = 3.841).

N = the population size.

P = the population proportion (assumed to be 0.50) since this would provide the maximum sample size.

d = the degree of accuracy expressed as proportion (0.05).

3.4. Sampling Techniques.

A convenience sampling technique was used to select the sample. A convenience sample is a type of non-probability sampling method where the sample is taken from a group of people easy to contact or to reach.

3.5. Sources of Data.

Both Primary data and secondary data was used in this study. The researcher used self-administered questionnaires to collect data related to role of girl-child behavior in contributing to school dropouts in Kasau Subcounty, Mukono District.

3.6. Data Collection Instruments.

The study used a five-point Likert scale questionnaire to collect quantitative data on the contribution of girl-child behavior towards school dropouts in Kasawo Subcounty, Mukono District

3.7. Method of Data Collection.

The study used survey questionnaires to collect quantitative data. The questionnaires were given to the respondents and collected after 3 hours.

3.8. Procedure of Data Collection.

The researcher obtained a letter of introduction from the Dean, Faculty of science and Education, Busitema University, Nagongera Campus to conduct research. The letter was taken to respective heads of various institutions like schools, homes, political offices to give the researcher authority to collect data.

3.9.1. Validity.

Validity determines if the research instrument truly measures that which it is supposed to measure (Kothari, 2011). To ensure content validity, the tools developed were given to the expert scholars to score the relevance of each question in providing answers to the study. After the expert opinion, a content validity index (CVI) will be computed as indicated in the formula below;

$$CVI = \frac{\text{No of item declared valid by the judges}}{\text{Total No of items on the questionnaire}}$$

3.9.2. Reliability.

Reliability indicates the stability of measures administered at different times to the same individuals or using the same standard or the equivalence of sets of items from the same test or of different observers scoring a behavior or event using the same instrument (Saunders et al, 2009). Reliability was established by carrying out a pilot study to see if the instrument gives consistent results.

3.10. Data Processing and Analysis.

The data were analyzed using the Pearson's correlation analysis. Pearson's Correlation analysis will help to test the strength and the direction of the relationship between the variables.

3.11 Ethical Consideration.

The researcher obtained informed consent from each research participant. This was obtained in writing after the participant had the opportunity to carefully consider the risks, benefits and to ask any pertinent question.

The researcher observed privacy and confidentiality of the respondents. In this case, the researcher agreed with the respondents on the appropriate time and convenient place to undertake the respondents so as to enhance free interaction. The respondents were assured that the responses that were treated with the utmost confidentiality it deserves and used strictly for academic purpose.

About the privacy of the data that will be got from the respondents, the researcher will make the best use of codes for the purpose of the study instead of the actual name of the respondents.

Chapter Four: Data Presentation, Interpretation and Discussion

4.0 Introduction

In this chapter the results of the study are presented and discussed. The purpose of the study was to establish the relationship between the increased girl child school drop out rate school closure and the academic performance of learners in primary schools in Kasawo Sub County. The data were analysed around key objectives of the study; To find out the increased girl child school drop out rate school closure in primary schools in Kasawo Sub County, Mukono District; To find out the status of academic performance of learners in primary schools in Kasawo Sub County, Mukono District; To assess the relationship between the increased girl child school drop out rate and the academic performance of learners in primary schools in Kasawo Sub County, in Mukono District.

4.1 Demographic Characteristics

Response rate

Table 1: Response rate

Respondents	Amount
Target sample	80
Received samples	58
Difference	22

The response rate shows that 80 questionnaires were issued to teachers and 58 were returned making a difference of 22 questionnaires. The returned questionnaires were enough to be analysed for the study.

Qualification of respondents

Table 2: Qualification of respondents

		Qualification			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Certificate	23	40.0	40.0	40.0
	License	35	60.0	60.0	100.0
	Total	58	100.0	100.0	

Source: Primary data (2023)

Table 5 show that majority (60%) of the respondents' qualification licensed teachers as opposed to the 40% who were certificate holders. This finding showed that at least most of the primary schools are taught by qualified teachers.

Gender of respondents

Table 3: Gender of respondents

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	46	80.0	80.0	80.0
	Female	12	20.0	20.0	100.0
	Total	130	100.0	100.0	

Source: Primary data (2023)

Findings in Table 6 indicate that majority of the respondents were male (80%) and 20% were female, implying that the primary schools in the study had more male teachers as opposed to female.

Class taught by respondents

Table 4: Marital status of teachers

		Class taught			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Upper primary (P.5-P.7)	58	100.0	100.0	100.0

Source: Primary data (2023)

Table 7 show that all the respondents were upper primary (P.5 – P.7) teacher which is evident that the study was carried out on the upper primary section.

Age group of respondents

Table 5: Age group

		Age group			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	0-10	35	60.0	60.0	60.0
	11-19	23	40.0	40.0	100.0
	Total	58	100.0	100.0	

Source: Primary data (2023)

Table 8 indicates that 60% of the learners were in the age group of 20-29 year while the other 40% were in the age group 30-39 years. This finding shows that the primary schools in the study area had girls studying while still young and school going age.

Marital status of respondents

Table 6: Marital status of the teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	58	100.0	100.0	100.0

Source: Primary data (2023)

Table 9 shows that all (100%) the teachers interviewed in the study were single probably because they have just finished school and still establishing themselves.

The increased girl child school drop out rate school closure in primary schools

The research objective one was to find out the causes increased girl child school drop out rate in primary schools and to achieve this, the questionnaire had five items was issued. Following a scale where 5= strongly agree (SA), 4= agree (A), 3= undecided (U), 2= disagree (D) and 1= strongly disagree (SD).

Table 7: Alcoholism increased girl child school drop out rate

My female pupils rarely attend school due to increased girl child school drop

		out rates			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Disagree	11	20.0	20.0	20.0
	strongly agree	47	80.0	80.0	100.0
	Total	58	100.0	100.0	

Findings in Table 10 shows that 80% of the respondents agreed that some female pupils rarely attend school due to alcoholism by parents and girls leading to increased girl child school drop out rate while 20% disagreed. Majority of the respondents agreed with the statement implying that pupils rarely attended school due to alcoholism of parents and children girl child school drop out rate and its associated factors.

Table 8: There was early pregnancy leading to increased girl child school drop out rate

		Early pregnancy leads to increased girl child school drop out rate			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	agree	35	60.0	60.0	60.0
	disagree	23	40.0	40.0	100.0
Total		58	100.0	100.0	

Findings show that 60% of the respondents agreed that early pregnancy can lead to increased girl child school drop out rate while 40% disagreed, implying that early pregnancy caused increased girl' child school drop out rate in the primary schools in the study.

Table 9: Effect of Domestic violence in the family leads to increased girl child school dropout rate

Domestic violence in the family leads to increased girl child school dropout rate

		Frequency	Percent	Valid Percent	Cumulative
					Percent
Valid	disagree	35	60.0	60.0	60.0
	Agree	23	40.0	40.0	100.0
Total		130	100.0	100.0	

Table 12 indicates that 60% of the respondents agreed that domestic violence had led to increased girl child drop out rate from school opposed to 40% who disagreed, implying that most of the respondents resounded the fact that domestic violence is pivotal in orchestrating drop out of girls in the respective primary schools.

Table 10: Effect of poverty on girl child dropout rate in primary schools

Poverty in families increases girl child dropout rate in primary schools

		Frequency	Percent	Valid Percent	Cumulative
					Percent
Valid	disagree	12	20.0	20.0	20.0

Agree	23	40.0	40.0	60.0
strongly agree	23	40.0	40.0	100.0
Total	58	100.0	100.0	

Findings in Table 13 revealed that 80% of the respondents agreed that poverty in families led to increased girl child school dropout rate, while 20% disagreed with the same. This implies that female pupils' were direly affected by the family income, whereby those from poor homes had more dropout than those from rich homes.

Table 1: Effect of Peer pressure on girl child dropout rate from primary schools in Kasawo Sub County in Mukono district.

		Peer pressure leads to girl child dropout rate from primary schools			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	12	20.0	20.0	20.0
	agree	34	60.0	60.0	80.0
	strongly agree	12	20.0	20.0	100.0
	Total	58	100.0	100.0	

Table 14 shows that 80% of the respondents agreed that peer pressure had direct influence on the girl child increased dropout rate from schools, but 20% of the respondents disagreed. This was indicative that peer pressure had direct influence on the girl child increased dropout rate from schools.

Status of academic performance of learners in primary schools

The second research objective was to find out the status of academic performance of learners in primary schools and to achieve this, a questionnaire with eight items was issued. Following a scale where 5= strongly agree (SA), 4= agree (A), 3= not sure (U), 2= disagree (D) and 1= strongly disagree (SD).

Table12: Female Pupils can count properly

My female pupils can count properly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	47	80.0	80.0	80.0
	strongly agree	11	20.0	20.0	100.0
	Total	58	100.0	100.0	

Findings in Table 15 revealed that all the respondents in the study agreed that their pupils can count properly. This shows a good academic performance of learners in the primary schools.

Table13: Effect of poor attendance on female Pupils' ability to count using mental head effectively

My female pupils who attend irregularly can count using mental head

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	35	60.0	60.0	60.0
	agree	23	40.0	40.0	100.0
	Total	58	100.0	100.0	

Table 16 shows that 60% of the respondents disagreed with the statement while 40% agreed, implying that pupils cannot count effectively using their mental head. Hence an indicator of the poor status of the academic performance of female learners in the primary schools who usually miss school. This consequentially leads to poor performance, poor attitude towards school and finally dropout by learners.

Table14: Effect of poor attendance on Pupils ability to do subtractions effectively

		My pupils can do subtractions effectively			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	agree	11	20.0	20.0	20.0
	strongly agree	47	80.0	80.0	100.0
	Total	58	100.0	100.0	

Findings shows that all respondents agreed that their pupils can do subtractions effectively, hence an improved status of the academic performance of learners the primary school under study. This therefore, psychologically affects the learners leading to eventual dropout from school.

Table15: Effect of poor attendance in school on female Pupils’ ability to divide effectively in class exercises

Poor attendance in school reduces female Pupils’ ability to divide effectively in class exercises

		Frequency	Percent	Valid Percent	Cumulative
					Percent
Valid	disagree	47	80.0	80.0	80.0
	agree	11	20.0	20.0	100.0
	Total	58	100.0	100.0	

Table 18 revealed that 80% of the respondents disagreed that female absentee pupils can divide effectively in maths while 20% agreed with the statement. This finding implies that pupils in the primary schools under study cannot divide effectively in classroom exercises indicative of poor academic performance of learners. The persistently poor academic performance orchestrates stigma; likely leading to dropout from school.

Table 162: Effect of Female Pupils dropout on social economic crisis due to unwanted pregnancies and unplanned families

Female Pupils dropout leads to social economic crisis due to unwanted pregnancies and unplanned families

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	11	20.0	20.0	20.0
	agree	47	80.0	80.0	100.0
	Total	58	100.0	100.0	

Table 16 revealed that 80% of the respondents agreed that Female Pupils dropout leads to social economic crisis due to unwanted pregnancies and unplanned families; while 20% of the respondents disagreed with the same. This shows that the society is affected socially and economically as a result of early dropout of female pupils from schools.

Table17: Effect of Early dropout by female pupils on population growth and rapid spread of diseases.

Early dropout by female pupils leads to rapid population growth and rapid spread of diseases.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	11	20.0	20.0	20.0
	agree	47	80.0	80.0	100.0
	Total	58	100.0	100.0	

Findings in Table 17 revealed that 80% of the respondents agreed that female pupils who dropout early from school leads to rapid population growth and spread of diseases while 20% disagreed. This finding implies that increased dropout early from school leads to rapid population growth and spread of diseases in society.

The relationship between the increased girl child school drop out rate school closure and the academic performance of learners in primary schools

Table 18: Correlation

		Correlations	
		Dependent	Learners' academic performance
Dependent	Pearson Correlation	1	.594**
	Sig. (2-tailed)		.000
	N	130	130
Learners' academic performance	Pearson Correlation	.594**	1
	Sig. (2-tailed)	.000	
	N	130	130

** . Correlation is significant at the 0.01 level (2-tailed).

Table 18 shows Pearson’s correlation co-efficient index $r = 0.594^{**}$ sig = 0.000 less than 0.05. This suggests that there is a highly positive significant relationship between effects of increased girl child school drop out rate school closure and the academic performance of learners at the one percent level two tailed. These results implied that as school closure due to increased girl child school drop out rate is available the poorer is the status of the academic performance and the reverse is true.

Chapter Five: Discussion, Conclusions and Recommendations

5.0 Introduction

This chapter presents the discussion of the study, conclusions and recommendations based on the study findings.

5.1 Discussion

5.1.1 The increased girl child school drop out rate school closure in primary schools

Findings on this objective revealed that increased girl child school drop out rate affected both pupils and teachers since pupils could rarely attend school, pupils' contact time with other learners was reduced and also pupils face to face interactions with teacher was reduced. Consequently, this affected pupils' discussion and learning schedules.

These findings are supported by Pokhnel and Chhetri (2021) who opined that increased girl child school drop out rate created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries. While Bozkurt, Karaya, Castellanos-Reyes (2022) reported that the rapid and unexpected onset of the girl child school drop out rate generated a great degree of uncertainty about the future of education and required teachers and students alike to adopt to anew normal to survive in the new educational ecology. Pokhnel and Chhetri (2021) further noted that through this experience, educators learned many lessons including how to navigate through the uncertainty by recognising their strength and vulnerabilities, shifting educational roles, digital pedagogy or emergency remote education. However, this study was done in more countries yet the current study will be carried out in Mukono District.

Further, Huck (2021) collaborates the above study saying that the education system was affected at all levels and forced to respond to the crisis to transition emergency modes since the pandemic was a phenomenon with many unknowns. Meanwhile, Moyini and Habib (2023) argued that schools and universities being shut down as a preventive response to contain the pandemic impacted more than 1 billion and 575 million students in 188 countries worldwide. Moyini and Habib further noted that more than 17.5 million students were sent home during the lock down. Moyini and Habib equally claim that education being that important had to continue. As such, e-learning had to be adopted and how it could be achieved, remained problematic in many primary

and secondary schools. However, this study was made in higher education while the current study was carried out in primary schools.

Tel et al. (2020) also examined the potential academic impact of COVID 19 on primary school learners and postulate that, the students learning gains in Mathematics, reduced by 44 – 63% due to the disruptions caused by the pandemic. They also emphasized that the importance of targeted interventions and equitable access to learners, to mitigate the adverse effects on learning outcomes. Lee (2020) in discussing the psychological effects of COVID 19 pandemic on primary learners revealed that the pandemic included stress, fear and detrimental effects on the health, of students, depression and, reduced motivation for learning. Asif et al. (2020) suggested that a shift to virtual learning due to increased girl child school drop out rate created significant challenges for primary school learners, including limited access to technology, internet connectivity, and difficulty in adapting to online educational platforms.

5.1.2 Status of academic performance of learners in primary schools

Findings on this objective showed a poor status of the academic performance of learners since a given percentage of pupils could not count using mental head effectively, could not divide effectively in maths, scored poor grades and could not proficiently pronounce words. Consequently, this was an indicator to a poor status of the academic performance of learners. However, a small percentage of pupils could count properly, could subtract effectively, could effectively read and also construct meaningful sentences.

These are in line with studies by Further, Bugwek (2023) who postulates that factors such as personal conditions, study habits, home related factors and lecturer factor, have low impact on the academic performance of elementary teacher education students. Bagwek continues to argue that on the other hand, school related factors have moderate impact on the academic performance of elementary teacher education students. While Husain and Shukor (2023) observe that students' academic performance is vital for assessing students' standing within University and, that it makes it possible for academic staff , educational administrators and decision makers to precisely evaluate students taking various courses throughout the semester. Husain and Shukor maintain that additionally, it serves as a cautionary tale for the students to assess their performance level and make subsequent improvements.

Further, Armitage and Nellums, (2020) examined the academic performance of primary school students in Turkey through various indicators. These researchers collected data from a sample of students and analyzed the results to understand the factors that influence academic performance. While Noemy, Ines, Izquierday and Ajenjo (2017) opine that academic performance has always been associated to the evaluation tests results, which are those corresponding to students' IQ and leaving aside other personal characteristics. Among such characteristics, the importance of emotional intelligence is worthy high lighting.

5.2 The relationship between the increased girl child school drop outrate school closure and the academic performance of learners in primary schools

Findings on objective three shows Pearson's correlation co-efficient index $r = 0.594^{**}$ sig = 0.000 less than 0.05, hence suggesting that there is a highly positive significant relationship between effects of increased girl child school drop outrate school closure and the academic performance of learners at the one percent level two tailed. These results implied that as school closure due to increased girl child school drop outrate contributed 59.4% to the status of the academic performance of learners and the remaining 40.6% was caused by other factors.

These findings were supported by studies of Li, Kang, Miles and Khan (2023), who pointed out that understanding the factors that affected academic performance of students due to the increased girl child school drop outrate school closures helped design effective interventions for improving students' academic performance during emergencies as well as, during regular academic environments. Li and others also contend that students who spent more time studying on college work were less likely to have poor academic performance. In addition, UNICEF (2023) reported that education system was already failing our children even before dropping out. UNICEF maintains that girl child school drop outrate only exacerbated this learning crisis and children in almost every country have fallen behind in their learning.

Furthermore, Andersen, Leon, Patel, Lee and Simanton (2022) reported that the increased girl child school drop outrate, medical students at Kirk Kerkorian School of medicine at UNLV demonstrated decreased examinations performance, study more at home and have poor relationships with their peers and faculty. Andersen et al, argue that looking at all the

variables, it is likely, relationships existed between them and that for example, increased girl child school drop out rate, early pregnancies and relationships may contribute to academic performance. Ocana et al. (2021) further reported that the field of education has not been exceptional and the management of the situation seems to have caused an increase in the level of perceived stress among students and that, students were exposed to various situations that did not only affect their academic performance but also their mental health during the lockdown.

5.3 Conclusions

School closure due to increased girl child school drop out rate affected both pupils and teachers since pupils could rarely attend school, pupils' contact time with other learners was reduced and also pupils face to face interactions with teacher was reduced. Consequently, this affected pupils discussion and learning schedules.

There was a poor status of academic performance of learners since a given percentage of pupils could not count using mental head effectively, could not divide effectively in maths, scored poor grades and could not proficiently pronounce words which was an indicator of poor status of academic performance of learners.

There was a highly positive significant relationship between effects of increased girl child school drop out rate school closure and the academic performance of learners at the one percent level two tailed. These results implied that as school closure due to increased girl child school drop out rate contributed 59.4% to the status of the academic performance of learners and the remaining 40.6% was caused by other factors.

5.4 Recommendations

It was recommended that as school administrators observed the SOP's, it would adopt other means like online class so that pupils could attend school regularly, create discussion groups through Whatsapp, Zoom to increase on the contact time with other learners

The school administration and stakeholders should provide for extra classes and also provide extra support to those pupils that could not count using mental head effectively, divide effectively in maths to improve the status of academic performance.

5.5 Areas for further research

Due to constraints of time and a wide scope of the study variables, this study was done on effects of girl child school drop out rate school closure and status of academic performance. However, there are other factors that may affect academic performance like school environment, family type, school policy, etc. which may need attention of future researchers to investigate how this affect performance.

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APPENDIX 1:

Consent Form

Participants' Consent Form

I.....voluntarily agrees to participate in this research whose purpose is to establish the increased girl child school drop out rate school closure on the academic performance of learners in primary schools in Kasawo Sub County, Mukono District, Uganda.

1. I understand that the decision to participate in this study is entirely up to me and that, even if I agree to participate now, I may refuse to take part in the study at any time without any consequences of any kind.
2. I understand that, I was selected as a possible participant, because I am a pupil/Teacher in one of the primary schools sampled in Kasawo Sub County and I am involved in the information on the research topic mentioned above.
3. I understand that I will not benefit directly from participating in this research.
4. I understand that all the information I provide for this study will be treated with respect and confidentiality.
5. I understand that signed consent forms and original questionnaires will be retained at the University until the examinations board confirms the results of the research report.
6. I understand that I am free to contact any of the people involved in this research to seek clarification and information.

Consent

The signature below indicates that I have decided to volunteer as a research participant for this study. I have read and understood the information provided herein. I understand that I will be given a signed copy of this form to keep along with any other printed material deemed necessary.

Name of participant (**Print**).....

Signature of the participant.....

Name of researcher.....

Appendix 2: The Questionnaire

SECTION A: Demographic information

Please tick () where applicable

A1. Gender

1) Male

2) Female

A2. Marital status

1) Single

2) Married

3) Widowed

4) Divorced

A3. Level of education

1) Primary

2) Secondary

3) Tertiary

SECTION B: School Dropouts

Please indicate by ticking, the extent to which you agree to the following statements, where (1) = strongly disagree, (2) = disagree, (3) = not sure, (4) = agree; and (5) = strongly agree

	ITEM	1	2	3	4	5
	Causes of School dropouts					
CD1	Menstrual health discourages girls from attending school					
CD2	Culture disrupts girls from completing school					
CD3	Early pregnancy forces girls out of school					
CD4	Attitude of girls makes them to stop schooling					
	Problems emerging from increased school dropouts					
PD1	School dropouts lead to unemployment					
PD2	School dropouts result into economic stagnation					
PD3	School dropouts increase crime rate					
PD4	School dropouts affect political participation					
	Strategies to reduce school dropouts					
SD1	Active learning prevents the rate of school dropouts					
SD2	Family engagement helps to reduce the rate of school dropouts					
SD3	Early child hood education prevents school dropouts					
SD4	Safe learning environment helps to prevent school dropouts					

APPENDIX 3: The budget.

PARTICULARS	QUANTITY	UNIT COST IN UGX	TOTAL COST IN UGX
Typing and printing			600, 000
Reams of paper	5	20,000	100, 000
Pens	12	500	6000
Transport			200,000
Field research expenses			700,000
Binding proposal	5	3,000	15,000
Binding report	5	12,000	60,000
Miscellaneous			600, 000
TOTAL			2,281,000

Source: self-developed.

Appendix 3: Table for Determining sample Size from a given population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	800	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
80	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	750000	382
210	136	1100	285	1000000	384

Appendix 4: Letter of Permission to collect Data