

**ASTUDY ON THE FACTORS CAUSING GIRL CHILD DROPOUT
IN PRIMARY SCHOOLS IN BUSOLWE TOWN COUNCIL,
BUTALEJA DISTRICT.**

(CASE STUDY OF BUSOLWE PRIMARY SCHOOL)

BY

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UNIVERSITY**

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APPROVAL

This research report has been under my supervision and is now ready for submission to the board of examiners of Busitema University

Signed by:

.....

Abulo Rebecca

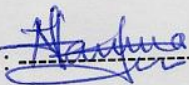
Supervisor

Date: 27/9/2024

DECLARATION

I NANIMA JOSEPH, Declare that this is my original work and it has not been submitted for a ward of Bachelors in Education in Primary to any Institution or University.

SIGN: _____



DATE: _____

27/9/2024

NANIMA JOSEPH

DEDICATION

This report is dedicated to my my family members and friends for encouraging me to pursue this course.

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ABSTRACT

The study on the cause of girl child drop out of school in Busolwe Town Council is one of the counties in bunyole west in Butaleja district in eastern Uganda. The high constant drop out in the population of girls' child in primary schools in Busolwe town council has caused a threat to the district of Butaleja.

It was on this back ground that the study was conducted to find out the reason as to why constant drop out of girl child from school is on the increase. The objective of the study is as follows: To find out whether school environment influences girl child drop out at schools. To find out if peer groups influence girl child drop out of school in Busolwe town council. To establish if home back ground influences the drop out of girl child in Busolwe town council. Both random and purposive method of data collection were used selection of all 50 respondents and their views captured.

The girls may agree that the beauty and brains are both parts to success and therefore focused on things which make them physically attractive this leads to dropping out of school and hoped for marriage as one way of climbing up social ladder to achieving new and more nature relation with age males of both sexes (peer group), achieving famine social role, accepting for marriage and family life in short.

Inconclusion As seen from the survey, this minority group are likely to irregularly attend or drop out of schools due to impairments. There exists a strong relationship between class and school dropout rates as receded by the respondents. It is observed that in most cases, dropout is at the peak in primary six (29%), primary five (28%) and primary four (26%). Parents are the primary care givers to the learners in primary school and other levels of education.

Recommendation Strengthen stakeholder engagement in schools and community through the school management committees, village education secretaries to do mobilization of learners to go back to school. Promote co-curricular activities to attract some of the learners back to schools Promote Sports competitions. Encourage parent and child meetings in schools to enforce close relationship and support of the parents to the learners and improve performance. Lobby for more support to cater for the minority groups like the special needs learners and creating more friendly facilities to them. This will encourage them to stay in school. Creating more youthful activities within schools to engage and empower the youth so that they are not redundant and end up in bad peer groups that leave unproductive.

CHAPTER ONE

1.0 INTRODUCTION

This chapter comprises of the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, and scope of the study, significance of the study, limitations of the study, definitions of the study terms and delimitations of the study.

1.1 BACKGROUND OF THE STUDY.

Busolwe Town Council is one of the counties in bunyole west in Butaleja district in eastern Uganda.

The town council has four (4) government aided schools and four (4) private schools all totaling to eight and they include: Mugulu primary school, Busolwe primary school , Busolwe township primary school ,Buhassango primary school ,Busolwe junior school ,Mango groone primary school , Marone learning center and Ticia junior school.

Girl child drop out in these primary schools has been due to many factors like the poor altitude of the parents in which many woman and girls are still believing and accepting the inferiority of girls and many more men and boys are convinced of it. They feel that the education of girls is a waste of time and resources after the entire girl will be married off and no gains from education.

The economic factors, many parents in these aspects have a problem of finding their children to attend school more especially education of girl child. Some parents are peasants who cannot earn money to facilitate girl child education apart from selling agricultural produce hence high increase of girl dropout.

Cultural factors which involve the early marriage which is very common in the area. this is as a result of delay to joining primary schools and in such instances, girls reach primary five and six when they are mature hence marry off at an early age hence high increase of girl child drop out.

Low level of literacy on the side of the parents who did not realize the need of high education, when children drop out of school, some parents do not even mind they only encourage the boys and marry off girls hence high dropout girls from schools.

A recent study that was conducted by Uganda women's efforts to save orphans (UWESO) in partnership with Butaleja district, discovered over 4,800 children of the school on going age had drop out of school and were instead involved in child labour working in bars, shops, rice gardens and small road side hostels as waitresses.

Section 32 of Uganda's employment Act states that a child under 12 years old shall not be employed in any under taking, a child under 14 years shall be employed to do light work under supervision as long as it does not affect their education

The Ministry of gender, labour and social development installed free helpline in the districts probation office to help members of the public whistle blow cases of school dropout. Child labour and other related child abuses cases with the aim of promoting education weapon communities can use to transform the world, make innovations and improve social economic welfare of people.

According to the 2019 save the children's global child hood report, millions of children in Uganda are still out of school, go to bed hungry, cannot access adequate health care and suffer from child marriage and teenage pregnancy .in its finding Uganda has fallen six places in the ranking since last year and is now listed 136th out of 176 countries.

While school enrolment has increased since the introduction of universal primary education, almost one in four Ugandan children are still out of school the report reads in parts.

It adds that Uganda's adolescent birth rate is among the highest in east Africa, giving birth at young age, puts the illness of both mothers and babies at risk and makes it more likely that girls will drop out of school and become trapped in poverty. 1(one) in 3 (three) girls suffer sexual violence during their childhood in Butaleja the consequences of this violence on its survivors are devastating increasing negative out comes such as mental distress, sexually transmitted infections and contemplation of suicide. If children are vulnerable to violence in schools, the goal of properly educating all Ugandan children will be compromised.

With the help of multiple studying objectives to accurately assess the effects of home to school distance on girl drop out, it was revealed that for every increased kilometer of a learner had to travel between home and school made the dropout rate rose by one girl.

The study also revealed that incomes of a house hold affects school dropout in such a way that low incomes of house hold were found to have higher chances of drop outs by 2 girls compared to those households with high incomes.

The study also found out that if there is a weak relationship between teachers and their pupils, dropout rates increased by 5 years compared to the case when the relationship was strong.

1.2 STATEMENT OF THE PROBLEM

The high constant drop out in the population of girls' child in primary schools in Busolwe town council has caused a threat to the district of Butaleja.

It was on this back ground that the study was conducted to find out the reason as to why constant drop out of girl child from school is on the increase.

1.3 PURPOSE OF THE STUDY.

The purpose of the study was to evaluate the factors causing girl child drop out in primary schools in Busolwe town council, Butaleja district of eastern Uganda focusing on, family environment, school environment, and internal factors. The finding can be used to inform policy makers, development agencies and government in regards to problem intervention to improve retention rates among girl child in schools in the districts.

1.4 OBJECTIVES OF THE STUDY

The objective of the study is as follows:

- I) To find out whether school environment influences girl child drop out at schools.
- ii) To find out if peer groups influence girl child drop out of school in Busolwe town council.
- III) To establish if home back ground influences the drop out of girl child in Busolwe town council.

1.5 RESEARCH QUESTIONS

In conducting the study, the researcher was guided by the following research questions,

- i) Does school environment influence girl child drop out of school in Busolwe town council.
- ii) Does peer group influences a facts dropout rate of the girl child in Busolwe town council.
- iii) Does home back ground influences drop out of the child in Busolwe town council.

1.6 SIGNIFICANCES OF THE STUDY

This study is of the following significances,

- i) It will help the stake holders of girl child education to be aware of the problems so as to enable them formulate ways of fighting girl child dropout rates in schools.
- ii) It will be of value to the parents in that they will be in position to promote girl child education.
- iii) The report will serve as reference to any researcher who will conduct a study in the area of study.

1.7 DEFINATIONS OF TERMS

A girl: In this study, a girl refers to a child attending primary school, the age range for study varies from 9 years to 20 years.

School dropout: In this study the drop out is a girl who joins school and withdrew from school without completing the primary education and did not join any other school.

Family environment: this study operationalizes family environment as the house hold income, the ability of the parent and care given to provide meals and school needs.

School environment: Refers to the quality and character of school life based on the partners of learners, parents and school personalities experience of school life and reflects norms, goals, values, teaching and learning practices.

U.P.E; In this study, it means Universal Primary Education.

School: a place where learning and teaching takes place.

Child: a young female or male human being below the age of 18 years.

Population: is the number of people living in an area at the given period of time.

1.8 SCOPE OF THE STUDY

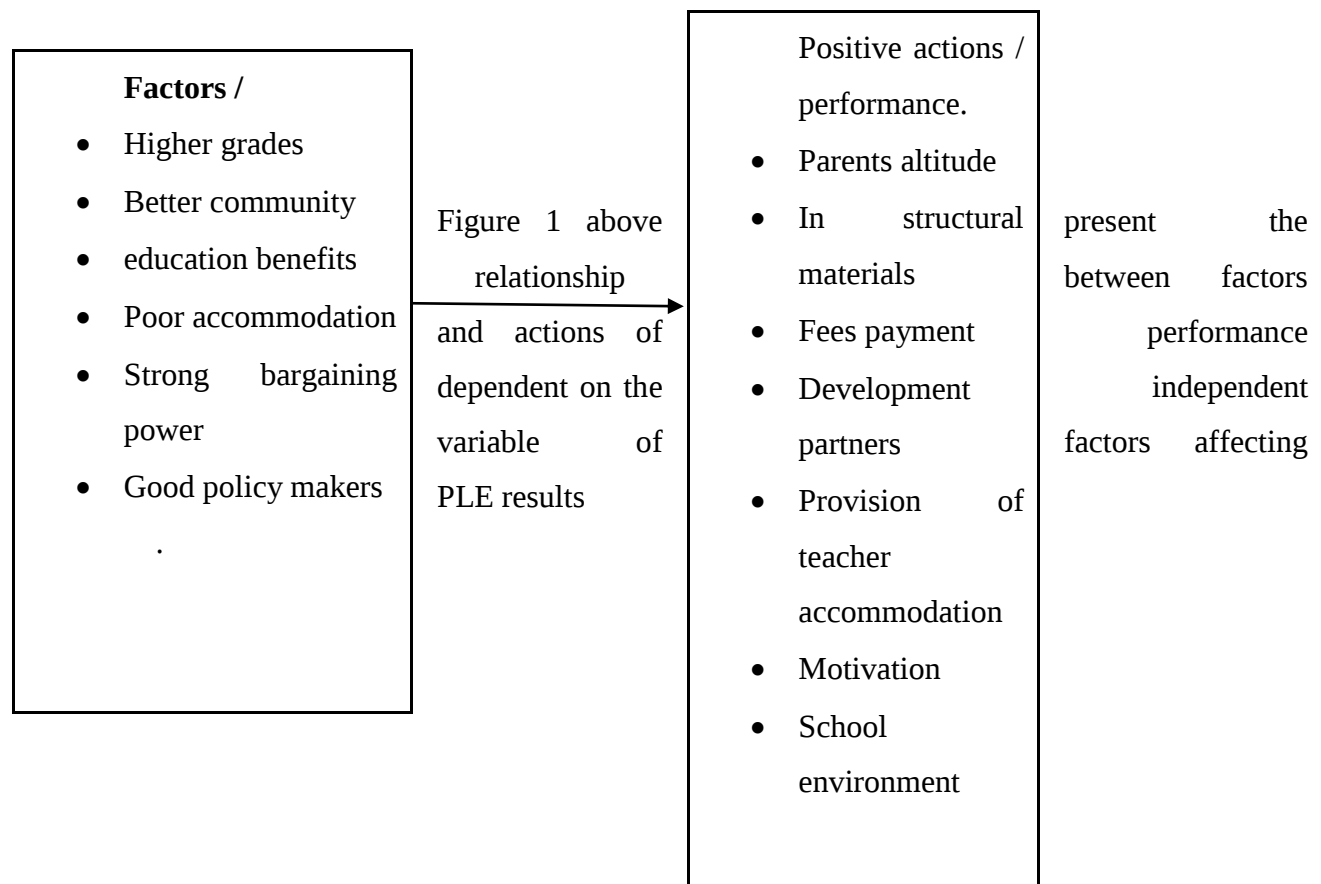
The study covers all the four schools within Busolwe town council which includes: Mugulu p/s, Busolwe p/s, Buhasango p/s, Busolwe township primary schools.

The research problem to be investigated is the causes of girl child drop out as reflected by the persistent drop out in the numbers of girl child during the primary leaving examinations

1.9 CONCEPTUAL FRAME WORK

Independent variable

Dependent variable



1.1.0 LIMITATIONS OF THE STUDY

The research was limited by the following problems,

- Shortage of finance to facilitate on transport from one school to the other.
- There was little time to move out and implement the research.
- Bad altitude of some head teachers and teachers to reveal sin formation about their pupils.

1.1.1 DELIMITATIONS OF THE STUDY

Despite of the above challenges, some conditions were favorable to the researcher and they include:

- The researcher acquired a loan to facilitate on transport.
- The researcher carried out the study to those sampled schools to overcome the problem.

- The researcher explained to the respondents the purpose of the study and eventually understood to reveal the information.

2.0 CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 INTRODUCTION.

Some students were taken to investigate in to the factors that affect the education of girls in Uganda in general.

Information was gathered from text books written by authorities on the subject of the study.

Some of the information was gathered from fellow researchers and more information was as a result of the researcher himself.

The students who were directly concerned to the topic reviewed and grouped under paragraphs as indicated below:

2.2 SCHOOL ENVIRONMENT AND GIRL CHILD DROP OUT IN SCHOOLS

Multiple studies (Mpuyangu, etal, 2024 Tamusuza 2011) have found that the school environment is strongly correlated with the retention of girls. For the purposes of this study, the school environment is considered as a combination of physical structures including the number of desks and text books per student, the number of teachers per students, the numbers of students per classroom and the presences of separate and sex-segregated restrooms. Teacher's support including teacher's altitude regarding girl's education and teacher's encouragement of female students and safety at schools including building, corporal punishments and sex harassment.

As the researcher traversed the primary schools in Busolwe town council- Butaleja district, he found out that many schools lack learning materials that support girl child in schools.

Positive socialization of the girl child at younger age represented the key to change, instilling positive value, confidence and self –esteem through activities at home, school and community.

As reported by Ninayi (1974) pupils drop out of schools because of the experience in the school environment when teachers use abusive languages to harass learners, assign work that would be done by boys to girls, thus not being gender sensitive hence demoralizing girls.

Indeed, the researcher found out that school environment in Busolwe town council primary school has affected the girl child education .it was found out that some teachers while at school use abusive languages and harass learners. This has made some girl children to loss moral in continuing with education.

Barton and Ginoui (1994) in their study report that corporal punishment by teachers lead to irregular attendance of pupils and eventually drop out, this makes the girls particularly to live schools and resort to early marriage.

The study carried out in Busolwe town council primary school found out that some teachers subject learners to corporal punishment. This has made some girls children to dodge school for the fear of being punished hence resort to dropping out of school before completing the primary school cycle.

School physical structures including classrooms, desks, textbooks, latrines and water. according to UNICEF (2012) 10.9% OF Ugandan students drop out as a result of in adequate educational infrastructures and learning facilities when UPE was introduced the country was not prepared for subsequent surge in enrollment and the available educational from school, however, unless proper guidance is given to the girl when their needs arise, they may become frustrated and un willing to cooperate.

The researcher agrees with the above study as the report given was found out in most schools going Girls in Busolwe town council in Butaleja district, according to other local studies made by other researchers, it has been identified that many girls when they reach the adolescent stage, they encounter turmoil and restlessness. This results in to them running with men either in to marriage or being impregnated from their fathers' homes and worse contracting sexually transmitted diseases.

The researcher found out that as put by local studies, adolescence stage has had negative impact on girl child education in Busolwe town council primary schools. Turmoil like early marriage and early pregnancy have contributed to the dropout of girls from schools.

According to UNICEF report (1989) male children are seen as further bread winners and old age insurance policy for parents. Female children play a role performing other house hold duties that will prepare them as further wives. according to the researcher, some parents in Busolwe town council Butaleja district regard boys as their future insurance policy as opposed to girls who in future become wives to other families. this altitude has led parents to concentrate on educating male children while girl children have been given little attention.

According to (FAWE) Uganda chapter (2005) gender dispersion are more pronounced in upper primary leading to high rates of drop out of girls.

The study carried out in Busolwe town council primary schools clearly indicated that in lower primary level, the enrollment of girl child is higher than that in upper classes. Facilities were inadequate especially sanitation facilities for female students in co-educational institutions as parents do not provide knickers and pads to older girls, lack of privacy for girls at school or shortage of secure accommodation for girls in day institutions (no separate latrines and urinals) some girls walk long distances to and fro school exposing them to constant abuse. Girls who get pregnant while at school are harshly treated.

The researcher entirely agrees with the above study as $\frac{3}{4}$ of the report given was found out in Busolwe town council primary schools in Butaleja district.

2.3 PEER INFLUENCE AND GIRL CHILD DROP OUT IN SCHOOLS

Havig Hurst (1953) has significant tasks for adolescent girls among which are:

The girls may agree that the beauty and brains are both parts to success and therefore focused on things which make them physically attractive this leads to dropping out of school and hoped for marriage as one way of climbing up social ladder to achieving new and more nature relation with age males of both sexes (peer group), achieving female social role, accepting for marriage and family life in short.

Havig Hurst is talking of physical materials, culture which they must learn. The school administration needs to emphasis attendance and teachers have to be committed to their job

The teacher has to apply his / her professional skills in talking the problems of girls under his / her care and in particular to lead and guide the girls as an informed adult in the school.

It's therefore possible that many girls try all sorts of adjustments and mechanism such as aggression, negativism and even withdraw (drop out).

Hargrove's (1967) stated that the rate of wastage of female in many parts of Africa and Asian states, girls constitute one quarter of primary enrollment who complete that cycle. This is supported by the fact that in the past, few girls went to school resulting too few women occupying key positions in government departments.

As the researcher traversed the primary schools in Busolwe town council, he found out that many girls enrolled in primary schools in lower classes, do not complete the primary cycle.

2.4 HOME BACK GROUND AND CHILD DROP OUT IN SCHOOL.

Several factors are known to cause girl child drop out of school especially in rural setting, these range from negative attitude of some parents about girl's education as a waste of resources because they believe that the girl will eventually get married as soon as they mature.

Lack of appropriate care for girls like providing sanitary materials embraces the girls hence seek for petty employment such as becoming house girls for their relatives.

According to the vision, Tuesday may 2014, girls hawk newspapers for fees, zawedde sells newspapers during holidays so as to get money for school fees and books. Some schools going children fetch water, burn charcoal, work in rice plantations and others brew the local booze.

The researcher found out that many school children due to lack of books, pens, and school uniform engage in activities in rice garden in order to get money and afford school requirements. This has made some of them to fail in report back to school especially the girl child.

According to government efforts in promoting girl child education (2000) under G.E.M (Girl education movement) the ministry of education and sports launched national girl education in all strategies in (June 2000) to promote girl child education in all parts of Uganda. Some parents are less likely to encourage high education aspiration for their daughters but are more likely to spend the money on their son's education.

The researcher found out that in Busolwe town council, some parents have mind that they would rather educate boys children rather than girls' children according to them they think that girl children are less beneficial than boys which is not the case.

Combs (1953) stated that the underlying cause of sex disparities in education are the traditional cultures, customs and taboos of particular societies, some cultural factors constitute to the drop out of girls from schools include early marriage to avoid pregnancy while still at home, they are considered to be source of wealth through bride price.

The researcher found out that some cultural factors contribute to the drop out girl child in Busolwe town council primary schools for some parents because of the need to get wealth, they marry off their daughters earlier than normal age.

Hoyes (1989) stated that the danger of learning sex in homes is that girls will learn only houses hold roles at the expense of education.

The researcher found out that as parents expose sex roles to the girl child, in most case she will concentrate on them such as cooking food, collecting for wood, fetching water among others. This makes girl child to give less attention to education.

According to Gimon (1994) in their study analysis of women in Uganda, girl's enrollment is low at every level of education. this was attributed to the tendency of parents to assign more domestic duties to their daughters. the researcher carried out in Busolwe town council has experienced in that many parents have negative feelings towards educating the girl child.

A girl child is expected to acquire informal education, thus from home activities concerning matters and its related issues.

The researcher found out that due to many domestic chores assigned to girl by the parents may get frustrated and abandon education before completing primary.

Malachi (1960) says that ignorance and poverty combine to hamper the education of girls. In deed it was found out that in Busolwe town council primary school that as result of ignorance and poverty some parents subject their girl children to domestic chore, forcing them drop out of school.

Castle (1965) states that illiterate mothers began to attribute their low economic and social status due to lack of education and they did not go to school.

As researcher moved around Busolwe town council primary schools, he found out that low economic and social status of mothers is as result of failure for their daughters to attain education, many are made house wives and remain to take care of going ones and do domestic chore. Pregnancy and parenthood, nearly one third of teen girls who drop out of school start early as key reason for their decision according to the national campaign organization. Pregnant teens may feel embarrassed about going back to school.

Lack of parental support often leads to high dropout rate. Parents play important role when it comes to school attendance. parents who are not concerned with their children academics to stay in schools, show less interests in paying attention to homework children may choose to drop out.

Family economic needs, children from a lower economic status. Children from a lower social – economic status often have to go to work in order to supply the family with much needed funds, stay home to take care of younger siblings so that their parents can work.

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3.0 CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction;

This chapter captured the following aspects; Research study design, study area, study population, sample size, sampling techniques, methods of data collection, data processing and analysis, ethical consideration reference during data collection.

3.2 Research study design

The research used a case study approach in which both qualitative and quantitative methods, approaches was used in the study. This method was used because it has both practical and experience base when it comes to data capturing and analysis.

3.3 Study area

The research was be carried out in Busolwe town council, In Butaleja district west of bunyole this area is conveniently place near the researchers place of work and the investigation was carried out during school time so as to get the pupils and administrators at school.

3.4 Study population;

The study majorly targeted the community members, children, the parents, school administrators, mothers / women and education stake holders among others who provided information about the research study.

The researcher chooses on 50 respondents to provide information of all the total population in the villages.

Table 2: Shows the population of people in the Cells within Busolwe Town Council

S/N	Categories of the respondents	Total
1.	Female	20,076
2.	Male	19,270
	Total	39,346

3.5 Sample population

To ensure that data collection is more effective, the researcher used a total of 50 respondents for the study, thirty-nine (39) of which were selected girls from selected four primary schools of Mugulu, Busolwe, Busolwe town council and Buhasango. Data was collected from head teachers (02), parents (04), (02), class room teachers, (2) senior woman. This was done by folding pieces of papers from where the respondents were allowed to pick and this was applied to the community members.

Table 3: Shows the sample size and selection at the

S/N	Categories of the respondent	Number of respondents	Percentages	Selection Techniques used
1.	Girl child	39	78	Random Technique
2.	Head teachers	02	04	Purposive
3.	Parents	04	08	Purposive
4.	Class room teachers	02	04	None random
5.	Community members	02	04	Purposive
	Total	50	100	

3.6 Sampling Technique

The researcher used both random and purposive method of selection of all 50 respondents.

The random method of selection was used to select the girl child within the four primary schools of Busolwe town council while purposive sampling Technique was used to select other

respondents like parents, head teachers, senior woman teachers, and class room teachers in Busolwe town council.

The researcher applied this method since it was cheaper and can enable him to acquire the required sample in the sample frame.

3.7 Sources of data

The researcher extracts the information from two data source as shown below;

3.7.1 Primary Data;

Under this, the researcher moved to the field to conduct interviews directly with the various respondents. The questionnaires were also filled as given in the questionnaire guide. The information given by the respondents was treated with utmost good faith and was used to analyze the data.

3.7.2 Secondary source of data

The researcher then used different sources such as newspapers, text books, journals, magazines, previous research works, internet, records from Busolwe town council relating to Non-Governmental Organizations (NGOs) and both local and central government in protection and management of girl child education to obtain information.

3.8 Methods of data collection

Under this, the researcher then applied interview method, observation and questionnaire method as a form of various data collection methods. This was indicated or discussed below;

3.8.1 In-depth Interview Method (face to face)

The researcher used this method to extract the exact data and immediately about the research topical problem. This was done by meeting the respondents face to face. The researcher used this method since it is simple and easy as well save time for the researcher. The researcher asked the respondents with almost the same questions and shall be structured in nature.

3.8.2 Observation:

The researcher used this method by physically seeing what is happening on the ground with his or her naked eyes while recording it down in the note book or any data collection tools. The researcher used this method to provide immediate information.

3.1.3 Questionnaire method

This method contains questions which the researcher distributed to all especially the literate respondents who were able to read and write for this matter, the researcher presented these questions to the school administrators, parents, teachers, community members since they know how to read and write.

3.1.4 Data processing and analysis

Here, all the data collected from the field was analyzed basing on specific research objective. Data was collected and sorted accordingly on the basis of the questions asked.

They are then coded to aid the analysis. The coded data was entered and manipulated using a combination of Microsoft excel and Microsoft word in order to give values and percentages of the variables that was presented in table, charts and graphs.

The qualitative data was categorized in a bid to aid generalization of the qualitative information that was obtained from the interviews that was conducted.

All the analyzed data was presented in an orderly manner according to the specific objectives of the study.

3.1.5 Limitations and Delimitation

- ✚ Long distance: This was one of the challenges encountered during the study because the area is far.
- ✚ Cold climatic weather changes: there was too much rainfall during the field work.
- ✚ Inadequate and inaccurate information. Suspensions by some leaders and community members, this was also a big challenge faced during the study because community members were seeing me as a stranger and my first time to meet them.
- ✚ Poor time management by the respondents: there was also poor time management by the community members for the meeting

3.6 Suggested solution to challenges encountered during the study

- ✚ Long distance: this was solved by use of a boda-boda to cover the distance concurrently.
- ✚ Harsh climate: I was able to use umbrella to prevent it.
- ✚ Suspensions by some leaders and community members: this was solved by telling them that I am a student who had come to do my internship in Busolwe town council primary schools.
- ✚ Poor time management: This was solved by creating awareness or mobilizing people in the community for what is going to take place.

4.0 CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS and INTERPRETATION OF THE RESEARCH FINDINGS

4.1 Introduction

This chapter focuses on the presentation, analysis and discussion of findings in accordance with the research objectives. The findings are summarized from primary and secondary sources of data and presented in frequency tables and percentage contributions as follows.

Background characteristics of respondents.

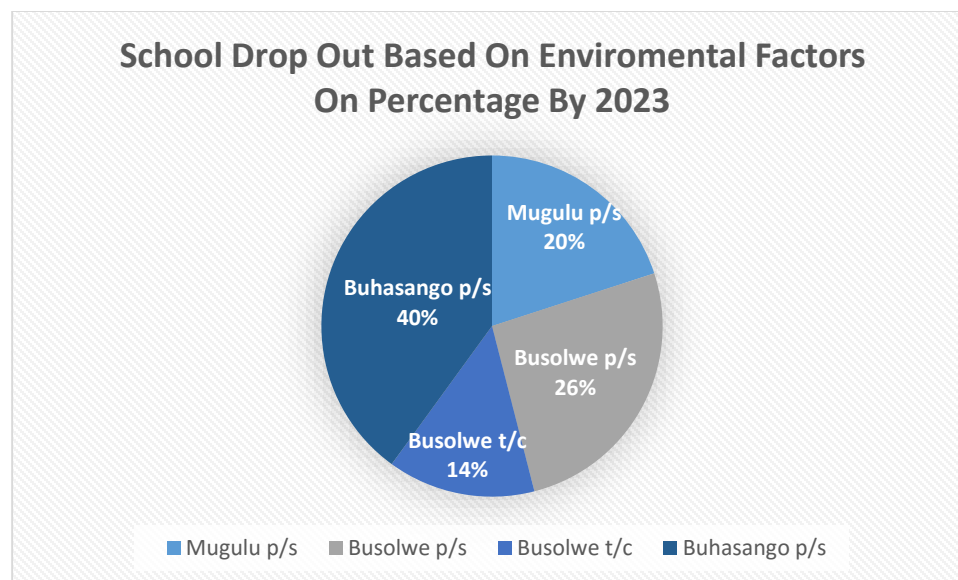
4.1.1 School Environment on Girl Child Drop Out in Schools Respondents

The researcher wanted to know the relationship that exist between school drop out of girl child with study school environment of the respondents and this is shown in the following table. This section indicates that the two have correlation in matters of school drop out of girl child

Table 4: showing summary on Environmental relationship with school dropout percentages per school as per the respondents;

School	Year	Girl child enrollment	Dropout	Percentage (%)
Mugulu p/s	2023	386	30	20
Busolwe p/s	2023	468	39	26
Busolwe t/c	2023	236	21	14
Buhasango p/s	2023	345	60	40
Total		1435		100

Source: primary and secondary center



Multiple studies (Mpuyangu, etal, 2024 Tamusuza 2011) have found that the school environment is strongly correlated with the retention of girls at schools for the purposes of this study, the school environment is considered as a combination of physical structures including the number of desks and text books per student, the number of teachers per students, the numbers of students per classroom and the presences of separate and sex-segregated restrooms. Teacher’s support including teacher’s altitude regarding girl’s education and teacher’s encouragement of female students and safety at schools including building, corporal punishments and sex harassment.

As the researcher traversed the primary schools in Busolwe town council- Butaleja district, he found out that many schools lack learning materials that support girl child in schools.

Positive socialization of the girl child at younger age represented the key to change, instilling positive value, confidence and self –esteem through activities at home, school and community.

As reported by Ninayi (1974) pupils drop out of schools because of the experience in the school environment when teachers use abusive languages to harass learners, assign work that would be done by boys to girls, thus not being gender sensitive hence demoralizing girls.

Indeed, the researcher found out that school environment in Busolwe town council primary school has affected the girl child education .it was found out that some teachers while at school use abusive languages and harass learners. This has made some girl children to loss moral in continuing with education.

Barton and Ginoui (1994) in their study report that corporal punishment by teachers lead to irregular attendance of pupils and eventually drop out of schools, this makes the girls particularly to live schools and resort to early marriage.

The study carried out in Busolwe town council primary school found out that some teacher's subject learners to corporal punishment. This has made some girls children to dodge school for the fear of being punished hence resort to dropping out of school before completing the primary school cycle.

School physical structures including classrooms, desks, textbooks, latrines and water. according to UNICEF (2012) 10.9% OF Ugandan students drop out as a result of in adequate educational infrastructures and learning facilities when UPE was introduced the country was not prepared for subsequent surge in enrollment and the available educational from school, however, unless proper guidance is given to the girl when their needs arise, they may become frustrated and un willing to cooperate.

The researcher agrees with the above study as the report given was found out in most schools going Girls in Busolwe town council in Butaleja district, according to other local studies made by other researchers, it has been identified that many girls when they reach the adolescent stage, they encounter turmoil and restlessness. This results in to them running with men either in to marriage or being impregnated from their fathers' homes and worse contracting sexually transmitted diseases.

The researcher found out that as put by local studies, adolescent stage has had negative impact on girl child education in Busolwe town council primary schools' turmoil like early marriage and early pregnancy have contributed to the dropout of girls from schools.

According to UNICEF report (1989) male children are seen as further bread winners and old age insurance policy for parents. Female children play role performing other house hold duties that will prepare them as further wives.

According to the researcher, some parents in Busolwe town council Butaleja district regard boys as their future insurance policy as opposed to girls who in future become wives to other families. this altitude has led parents to concentrate on educating male children while girl children have been given little attention.

According to (FAWE) Uganda chapter (2005) gender dispersion are more pronounced in upper primary leading to high rates of drop out of girls.

The study carried out in Busolwe town council primary schools clearly indicated that in lower primary level, the enrollment of girl child is higher than that in upper classes. Facilities were inadequate especially sanitation facilities for female students in co-educational institutions as parents do not provide knickers and pads to older girls, lack of privacy for girls at school or shortage of secure accommodation for girls in day institutions (no separate latrines and urinals) some girls walk long distances to and fro school exposing them to constant abuse of girls who get pregnant while at school are harshly treated.

The researcher entirely agrees with the above study as $\frac{3}{4}$ of the report given was found out in Busolwe town council primary schools in Butaleja district.

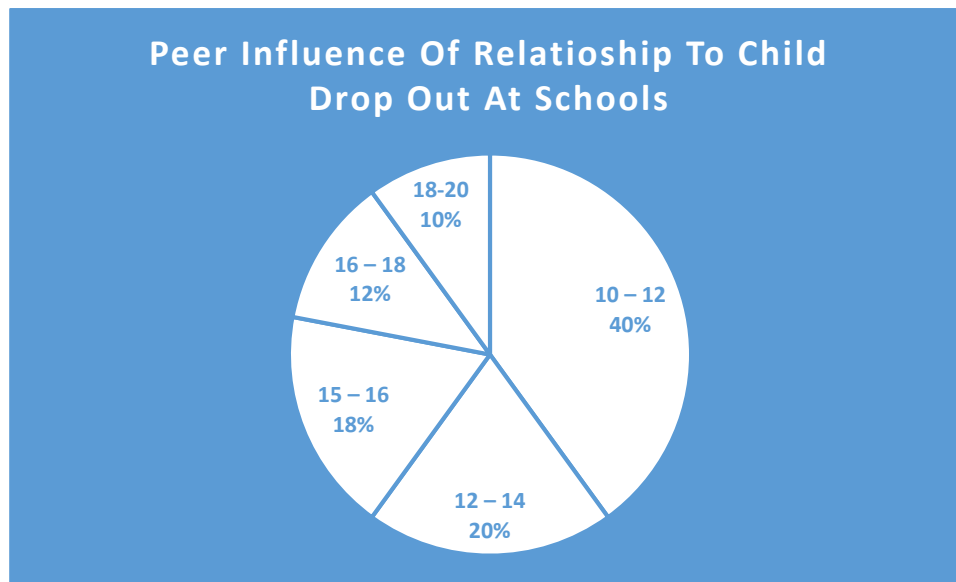
4.1.2 Peer Influence and Girl Child Drop Out in Schools of the respondents

The study wants to establish whether peer influence has a bearing on girl child drop out from school as per the respondents and the findings as presented in table 2. The study also involves all respondents who are responsible and with mature understanding for example all the respondents from age 0f 12 years and above.

Table 2 Shows the Summary of peer Influence in relationship to school drop out

Age Range (years)	Frequency (%)	Percentage (%)
10 – 12	20	40
12 – 14	10	20
15 – 16	09	18
16 – 18	06	12
18-20	05	10
Total	50	100

Source: Primary and secondary data center



The age groups of all respondents are presented in table 3. Here 20 (40%) were aged between 10- 12 years, 12-14 (20%), 15-16 (18%) were aged between 16-18 (12 %) years, 18-20 (10%) years,

Havig Hurst (1953) has significant tasks for adolescent girls among which are:

The girls may agree that the beauty and brains are both parts to success and therefore focused on things which make them physically attractive this leads to dropping out of school and hoped for marriage as one way of climbing up social ladder to achieving new and more nature relation with age males of both sexes (peer group), achieving fame social role, accepting for marriage and family life in short.

Havig Hurst is talking of physical materials, culture which they must learn. The school administration needs to emphasis attendance and teachers have to be committed to their job

The teacher has to apply his / her professional skills in talking the problems of girls under his / her care and in particular to lead and guide the girls as an informed adult in the school.

It's therefore possible that many girls try all sorts of adjustments and mechanism such as aggression, negativism and even with draw (drop out) of school.

Hargrove's (1967) stated that the rate of wastage of female in many parts of Africa and Asian states, girls constitute one quarter of primary enrollment who complete that cycle. This is supported by the

fact that in the past, few girls went to school resulting in too few women occupying key positions in government departments.

As the researcher traversed the primary schools in Busolwe town council, he found out that many girls enrolled in primary schools in lower classes do not complete the primary cycle

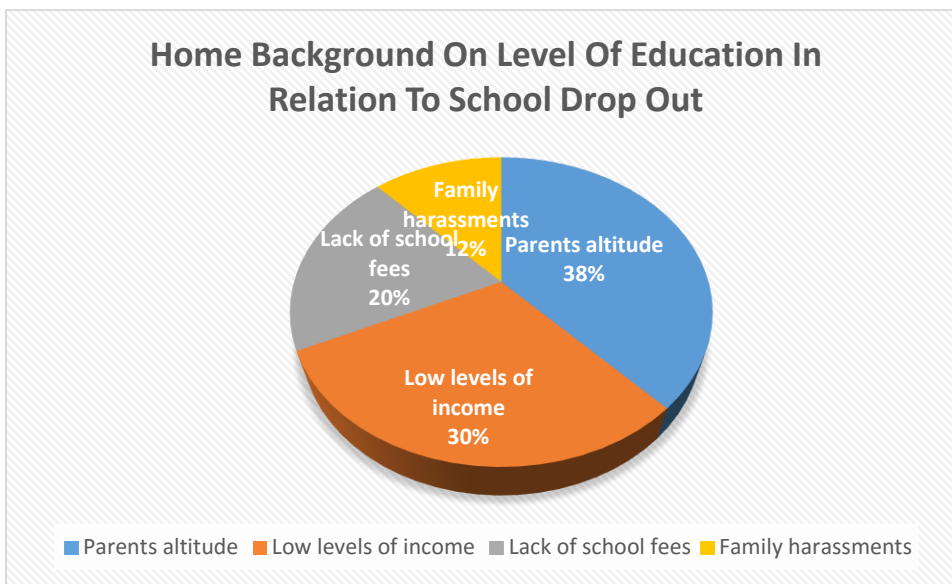
4.1.3 Home Back Ground And Child Drop Out in School.

The study also sought about the family back ground educational levels of the respondents and the findings were represented in table 3. Under this section, the researcher was aimed at finding out the education status of all respondents involved in the study. This was partly essential in order to enrich the findings of the study.

Table 6: Showing Home back ground on Level of education in relation to school dropout.

Educational Level	Frequency (%)	Percentage (%)
Parents altitude	19	38
Low levels of income	15	30
Lack of school fees	10	20
Family harassments	06	12
Total	50	100

Source: Primary and secondary data center



Several factors are known to cause girl child drop out of school especially in rural setting, these range from negative attitude of some parents about girl's education as a waste of resources because they believe that the girl will eventually get married as soon as they mature.

Lack of appropriate care for girls like providing sanitary materials to embraces the girls hence seek for petty employment such as becoming house girls for their relatives.

According to the vision, Tuesday may 2014, girls hawk newspapers for fees, and zawedde sells newspapers during holidays so as to get money for school fees and books. Some schools going children fetch water, burn charcoal, work in rice plantations and others brew the local booze.

The researcher found out that many school children due to lack of books, pens, and school uniform engage in activities in rice gardens in order to get money and afford school requirements. This has made some of them to fail to report back to school especially the girl child.

According to government efforts in promoting girl child education (2000) under G.E.M (Girl education movement) the Ministry of education and sports launched national girl education in all strategies in (June 2000) to promote girl child education in all parts of Uganda. Some parents are less likely to encourage higher education aspiration for their daughters but are more likely to spend the money on their son's education.

The researcher found out that in Busolwe town council, some parents have mind that they would rather educate boys children rather than girls' children according to them they think that girl children are less beneficial than boys which is not the case.

Combs (1953) stated that the underlying cause of sex disparities in education are the traditional cultures, customs and taboos of particular societies, some cultural factors constitute to the drop out of girls from schools include early marriage to avoid pregnancy while still at home, they are considered to be source of wealth through bride price.

The researcher found out that some cultural factors contribute to the drop out girl child in Busolwe town council primary schools for some parents because of the need to get wealth, they marry off their daughters earlier than normal age.

Hoyes (1989) stated that the danger of learning sex in homes is that girls will learn only house hold roles at the expense of education.

The researcher found out that as parents expose sex roles to the girl child in most case, she will concentrate on them such as cooking food, collecting for wood, fetching water among others. This makes girl child to give less attention to education.

According to Gimon (1994) in their study analysis of women in Uganda, girl's enrollment is low at every level of education. this was attributed to the tendency of parents to assign more domestic duties to their daughters. the research carried out in Busolwe town council has experienced that many parents have negative feelings towards educating the girl child.

Girl child is expected to acquire informal education, thus from home activities concerning matters and its related issues.

The researcher found out that due to many domestic chores assigned to girl by the parents many get frustrated and abandon education before completing primary.

Malachi (1960) says that ignorance and poverty combine to hamper the education of girls. In deed it was found out that in Busolwe town council primary school that as result of ignorance and poverty some parents subject their girl children to domestic chore, forcing them drop out of school.

Castle (1965) states that illiterate mothers began to attribute their low economic and social status due to lack of education and they did not go to school.

As researcher moved around Busolwe town council primary schools, he found out that low economic and social status of mothers is as result of failure for their daughters to attain education, many are made house wives and remain to take care of going ones and do domestic chore. Pregnancy and parenthood nearly one third of teen girls who drop out of school start early as key reason for their decision according to the national campaign organization. Pregnant teens may feel embarrassed about going back to school.

Lack of parental support often leads to high dropout to raise. Parents play important role when it comes to school attendance. parents who are not concerned with their children academics children to stay in schools, show less interests in paying attention to homework children may choose to drop out of school.

Family economic needs, children from a lower economic social –economic status often have to go to work in order to supply the family with much needed funds, stay home to take care of younger siblings so that their parents can work.

5.0 CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS OF THE RESEARCH STUDY

5.1 Introduction;

This chapter provides the presentation of summary of the Research findings from the study per research objective (or question), conclusion drawn, recommendations derived; and areas for further research.

The research was carried out to find factors causing girl child dropout in schools in Busolwe town council, bunyole West County, Butaleja district.

The study was carried out in four schools of Busolwe town council and in each school, the researcher used ahead teacher, parents, senior woman teachers and girl child children themselves from the seven primary schools who help in giving information through their response during data collection.

The research has revealed that girls should be helped by teachers, peers, parents and the community to improve on their stay in school in order to complete the primary cycle in education.

5.2 Conclusions

The major reasons for irregular attendance and dropout observed include, early marriages, domestic work, peer pressure and lack of family support. Additionally, over 61% girls are most likely to drop out of schools due to teenage pregnancy, early marriages, and domestic chores compared to 20% of the boys. 3% of the special needs learners seem to be facing underlying challenges that hinder them from accessing schools. As seen from the survey, this minority group are likely to irregularly attend or drop out of schools due to impairments. There exists a strong relationship between class and school dropout rates as receded by the respondents. It is observed that in most cases, dropout is at the peak in primary six (29%), primary five (28%) and primary four (26%). Parents are the primary care givers to the learners in primary school and other levels of education. The parents that participate in this study share that they were financially constrained given their living arrangement. The school costings and affordability have greatly led to school dropouts among primary school learners. This study found that the parents may have the willingness to encourage their children stay in school but this is mostly affected by the inability to provide. Stakeholders play a role in ensuring primary school learners

stay in school through relevant interventions that have been applied to keep learners in school and they have worked.

5.3 Recommendations

There is need for strong policies that support the social welfare of the primary school learners out of school. Additionally, supporting go back to school initiatives would create more empowerment and increase chances of sustaining positive changes among this category.

Strengthen stakeholder engagement in schools and community through the school management committees, village education secretaries to do mobilization of learners to go back to school. Promote co-curricular activities to attract some of the learners back to schools Promote Sports competitions. Encourage parent and child meetings in schools to enforce close relationship and support of the parents to the learners and improve performance. Lobby for more support to cater for the minority groups like the special needs learners and creating more friendly facilities to them. This will encourage them to stay in school. Creating more youthful activities within schools to engage and empower the youth so that they are not redundant and end up in bad peer groups that leave unproductive. Continuous follow up of learners by the schools and the implementing partners to ensure learners attend schools. This can be achieved through use of class registers and creating a database to track the individual learners.

APPENDIX 1

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TIME SCHEDULE

The researcher has his time for the researcher as indicated in the time table below:

S/N	ACTIVITY	TIME FRAME
1	Pilot study of the study area	First one weeks
2	Data collection	One and half weeks
3	Organizing and analyzing of the data	Third week
5	Writing of a research report	Fourth week
6	Typing and binding of the research report	Fourth week
7	Submission of the report	Fifth week.

APPENDIX 11I

It shows the budget expenses that the researcher encounter while in the processes of being in and outside the filed

Budget estimates

S/N	ITEM		UNITY COST	PRICE
1	Transport		60,000	60,000
2	Stationary		100,000	100,000
3	Development of research instruments		150,000	150,000
4	Feeding		50,000	50,000
5	Computer disk		20,000	20,000
6	Binding		20,000	20,000
7	Typing and printing		100,000	100,000
8	Additional three copies binding		80,000	80,000
		Total	580,000	

APPENDIX 1V

Shows the questioner instrument of data collection designed for head teachers and senior woman teachers

SECTION (A) Personal Information

Instructions: Tick ☒ the most appropriate answer.

1. Gender

Male

☐

Female

☐

2. Marital status;

Married

☐

Singled

☐

Widowed

☐

Divorced

☐

3. Age bracket of the respondent;

18 – 24

☐

25 – 30

☐

31 – 34

☐

35 – 36

☐

37 – 40

☐

41 – 45

☐

46 and above.

4. Educational background

Primary

☐

Secondary

☐

Tertiary

☐

University

☐

Others specific

☐

SECTION (B)

Topic: Questioner instrument of data collection designed for head teachers and senior woman teachers

Q1, Do you carry out guidance and counselling in schools

Yes ----- No -----

Q2 Is it true that peers and community contribute to the dropout of girl in your school?

Yes ----- No -----

Q3 Do you call for meetings to sensitize the community and parents on the importance of girl child education?

Yes ----- No -----

Q4 Do you make any reports to the higher authorities on issues of early marriage in your school?

Yes ----- No -----

Q5 Do you encourage your girls to get involved in activities which motivate them to be at school so as they continue with their education?

Yes ----- no -----

THE END

APPENDIX V

Shows the questioner instrument of data collection designed for Pupils

SECTION (A) Personal Information

Instructions: Tick ☒ the most appropriate answer.

5. Gender

Male ☐

Female ☐

6. Marital status;

Married ☐

Singled ☐

Widowed ☐

Divorced ☐

7. Age bracket of the respondent;

10 – 12 ☐

13 – 14 ☐

15 – 16 ☐

☐

8. Educational background

Primary 5

Primary 6

Primary 7 ☐

☐☐

SECTION (B)

Topic: Questioner instrument of data collection designed for pupils

Q1 Do your teachers counsel you on the issues concerning the importance of your education?

Yes ----- No -----

Q2 Is it true that your parents, some of the teachers, peer and some members in your area contribute to failure in your education?

Yes ----- No -----

Q3 Do you report any violence against your rights by parents, teachers and community to any authorities,

Yes ----- No -----

Q4 Do your teachers involve you in the activities that can motivate you to learn?

Yes ----- No -----

Q5 Is it true that inadequate learning materials in schools make some of the girls to leave school?

Yes ----- no -----

-----**THE END**-----

APPENDIX VI

Shows the questioner instrument of data collection designed for the parents.

SECTION (A) Personal Information

Instructions: Tick ☒ the most appropriate answer.

9. Gender

Male

☐

Female

☐

10. Marital status;

Married

☐

Singled

☐

Widowed

☐

Divorced

☐

11. Age bracket of the respondent;

18 – 24

☐

25 – 30

☐

31 – 34

☐

35 – 36

☐

37 – 40

☐

41 – 45

☐

46 and above.

12. Educational background

Primary

☐

Secondary

☐

Tertiary

☐

University

☐

Others specific

☐

SECTION (B)

Topic: Questioner instrument of data collection designed for the parents.

Q1 Is it true that some parents contribute to the dropout of girls from schools?

Yes ----- No -----

Q2 Do you make any reports to higher authorities about cases of early marriage?

Yes ----- No -----

Q3 Do you encourage yours to continue with education up to higher levels?

Yes ----- No -----

Q4 Do you always provide your girls with personal and school effects needed in their education?

Yes ----- No -----

Q5, Do you visit your girl children at school?

Yes ----- No -----

-----**THE END**-----