

**FACTORS THAT HAVE LED TO HIGH DROP OUT OF GIRL CHILD IN PRIMARY
SCHOOLS:
A CASE STUDY OF MORUKATIPE SUB COUNTY,
TORORO DISTRICT**

BY


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BU/UP/2022/0313**

**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF EDUCATION,
THE REQUIREMENTS FOR THE AWARD OF THE
BACHELORS IN EDUCATION PRIMARY OF
BUSITEMA UNIVERSITY**

2024

DECLARATION


I, TINO NATALIA declare that this report is my original work and has never been submitted to any institution for the award.

Signed.  Date 26/09/2024

TINO NATALIA

APPROVAL

This is to certify that this study has been successfully completed under my supervision and is now ready for submission to the academic board with my approval.

Signed.......... Date 26/9/2024.....

MS. Abulo Rebecca

DEDICATION

I Tino Natalia dedicate this report to my dear family for their great contribution in terms of finance, encouragement and material support for which enabled me to reach this level.

ACKNOWLEDGEMENT

My sincere thanks go to the Almighty God for making it possible for me to finish this proposal. Special thanks go to my family for the entire love and support they have shown me, May God bless them abundantly. They played an important role.

LIST OF ACRONYMS

DEPE Diploma in Education Primary

MDGs Melinium Development Goals

NER Net Enrollment Ratio

UNESCO United Nations Education Scientific and Cultural Organization

UNGEI United Nations Girls' Education Initiative

UPE Universal Primary Education ix

ABSTRACT

This study was carried out in Morukatipe sub-county/Tororodistrict .The major purpose for the study was to find out the factors causing high girl-child drop out in primary schools. In carrying out this study, three (3) research questions were posed. The study purposely sampled 40 respondents comprising of headteachers, teachers, pupils and parents. The instruments used for data collection were the questionnaires and interview guides. The study reviewed literature on the causes of Girl child drop out in primary schools, the effects of Girl child drop out in primary schools and measures that can be put in place to reduce Girl child drop out in primary schools. Following from the qualitative nature of the research design, structured interviews and questionnaire tool were used as data collection instruments to analyze the findings. The major findings of the study revealed that, there are a number of causes of girl child dropout which include the Aids scourge, neglect of parents towards education and sexual harassment, limited counselling and career guidance, early pregnancies.

Therefore, the researcher recommends that Girl child dropout in upper primary can be solved by improvement on the type of education provided to pupils' guidance and counseling services to both pupils and parents to know the importance of maintaining a child in school until the end of the entire period and the effects child dropout in upper primary.

Contents

DECLARATION	Error! Bookmark not defined.
APPROVAL	Error! Bookmark not defined.
DEDICATION	iii
ACKNOWLEDGEMENT	v
LIST OF ACRONYMS.....	vi
ABSTRACT.....	vii
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background of the study.....	1
1.3 Purpose of the study.....	3
1.4 Objectives of the study	3
1.5 Research questions	4
1.8 Limitations and delimitations	5
1.9. CONCEPTUAL FRAMEWORK.....	6
CHAPTER TWO	7
REVIEW OF RELATED LITERATURE	7
2.1 The causes of high girl child drop outs in primary schools in Kalwana Sub-county	7
2.2 The effects of high rates of girl child drop outs	9
2.4 The measures to reduce on high girl child drop out from primary schools.....	12
CHAPTER THREE	16
METHODOLOGY	16
3.1 Research Design.....	16
3.2 Study Area.....	16
3.3 Population sample	16
3.4 Sampling technique.	17
3.5 Tools of data collection.....	17
3.6 Data collection procedure.....	18
3.7 Data analysis	18
CHAPTER FOUR	19
DATA PRESENTATION, INTERPRETATION AND DATA ANALYSIS.....	19
4.1 Presentation of the findings.....	19

4.2; Ojective one	19
4.3. Objective two	20
CHAPTER FIVE	21
DISCUSSION OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS.....	21
5.1 Discussion of findings.....	21
5.2 Conclusion.....	24
5.3 Recommendation.....	24
REFERENCES.....	25
Appendix I: Interview guide for head teachers and teachers.....	26
Appendix II: Interview guide for pupils and parents.....	28
Appendix iii: Work Plan.....	31
Appendix iv: Proposed Budget.....	32

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter introduces the background of the study, the statement of the problem, the objectives of the study, the significance of the study, limitations and delimitations of the study and the research questions

1.1 Background of the study

Education is a fundamental human right as well as a catalyst for economic growth and human development [World Bank 1993 and Okidi ci al 2004) in its bid to promote economic growth and human development, the government of Uganda implemented the Universal Primary Education UPE initially for four pupils per family but later opened to every one of school going age or interested adults, the Ugandan government committed to UPE as indicated by the improved budgetary allocation to the education sector for instance whereas in 1992 -93 education composed of 12% of government expenditure by U\$98 - 99 it had reached 25%and stood at 23.3% in 2004/05.

The introduction of UPE accompanied by government commitment including political leadership rested into a surge in primary school enrollment from 2.7 million pupils in 1996 to 5.3 million in 1997 and to 7.1 million in 2003. The ever increasing enrollment has led to improvement in gross enrollment ratio [GERJ whereas GER in the preceding 1997 had increased by 39% by 2004 GER4 had risen by 104.42% [Bategeka ci al 2004] this suggest that Uganda is on the verge of attaining UPE millennium development goals MDGs as far as access is concerned.

Furthermore there are a number of organization which have come up to support that girl child education in Uganda like; Global Partnership for Education, this organization granted Uganda \$100 million to improve its education system and so far, the results are exceptional. These results will directly impact girls in Uganda because a more proficient school system will be able to support more children and give them the education they need.

United Nations Girls' Education Initiative; UNGEI has implemented several strategies in order to improve girls' education in Uganda. Since UNGEI partnerships have begun working in Uganda, the process for developing messages for the national gender parity campaign has begun, female role models for empowering girls have been promoted and support for young people is being led by this initiative in its program for community outreach to find out-of-school children. Girl Up Initiative Uganda; this organization has a number of programs to empower young girls to participate more in their communities, one of them being the Adolescent Girls Training Program. This program is conducted inside the local Uganda schools and it focuses on building young girls' attitudes for individual empowerment and social survival.

All these have come up to support the girl child education to reduce on the high rate of girl child drop out in primary education.

Girl child school dropout refers to a situation where a girl child is unable to continue or complete her education due to economic, social-cultural and school level factors or other factor that may force her to drop out of school.

However much as primary enrollment has been a success more so as a result of introducing UPE and other support organizations. The concern is now with regard to the internal efficiency of primary education that is the ability to retain female pupils until they are able to complete primary level. The incidence of female pupils dropping out of school is palpable in primary six and five which is 34.9% and 22.1% respectively [NSDS 2004] the comprehensive evaluation of basic education in Uganda report [2005] asserted that dropout escalated from 4.7% in 2002 to 6.1% in 2005. It further notes that the net enrollment ratio [NER] for boys and girls is 93.0 1% however 55% of boys and 54.6% of girls reach primary four 27.7% of girls reach primary Seven. A growing body of literature shows that girls' dropout rates are higher compared to boys in most parts of the world for instance, the dropout rate is higher for girls in 49 countries compared to boys (UNESCO, 2012).

Though the enrollment in school is almost the same for girls and boys, boys have a higher likelihood of continuing school compared to girls (Chimombo, 1999). It should be also noted that

girls overall attain less education and tend to drop out earlier as compared to boys Holmes (2003).

Thus, when the dropout rate varies by gender and if girls tend to drop out earlier compared to boys, it manifests that there are some unique factors contributing to the increase in the dropout rate, particularly for girls.

Similarly, some social-cultural factors highly impact girls' dropout rate in post primary institutions (Holcamp, 2009). Therefore we can argue that some particular factors produce poor educational outcome which consequently increases the dropout rate for girls.

From this point of view therefore, the main objective of this research report is to clarify which factors contribute to the increase in the girl child dropout which are not quite elaborate and clear in the earlier studies, dropout rate does not occur through a single factor, it is a multiplicity of several factors based on regions, societies and cultural perspectives across the country.

In this study, I spell out the various causes of girl child school drop outs and provide recommendations for curbing them down. The study demonstrates this in economic, social-cultural and school level factors as key contributing factors to school dropouts in rural sub counties of Kasanda District, in particular Kalwana Sub-county.

1.2 Problem statement

Despite government and support organization efforts in promoting girl child education in Uganda's primary schools, the number of girls dropping out of primary schools. This necessitates the need to carry out research! Investigate and find out its causes, effects as well as the way forward.

1.3 Purpose of the study

The purpose of the study was to find out the factors causing high girl child drop outs in primary schools in Morukatipe Sub County.

1.4 Objectives of the study

The study was guided by the following objectives

1. To identify the causes for high rate of girl child drop outs in primary schools
2. To identify the effects of girl child drop out to the society and next generation.

3. To identify measures which can be put in place in order to reduce girl child drop out in primary school in Tororo district, Morukatipe sub county.

1.5 Research questions

The study was guided by the following questions

1. What are the causes of Girl child dropout in upper primary schools in Tororo district, Morukatipe sub-county?
2. What are the effects of Girl child dropout in primary schools in Tororo district, Morukatipe sub-county?
3. What measure that can be put in place to reduce Girl child dropout in primary schools in Tororo district, Morukatipe sub-county?

1.6 Scope of the study

The scope of the study Tororo district, Morukatipe sub-county. The sample schools to take part in the study were six. The study focused on, findings from teachers, parents, and pupils the causes of high girl child drop out in primary schools of Morukatipe Sub county, finding the effects of high girl child dropouts in society and identifying measures of reducing high rates of girl child drop outs in primary schools of Tororo district, Morukatipe sub-county.

1.7 Significance of the study

The study may be significant in the following ways.

The research will help to create awareness to the people and pupils in Tororo district, Morukatipe sub-county

The research helped the district and the government to know the number of girls who leave or drop out from school at an early age in primary in Tororo district, Morukatipe sub-county. The parents understood the causes, effects and the way forward for the school dropout in Tororo district, Morukatipe sub-county and they will be able to take action.

The Girl child will be informed about the effects of school dropouts.

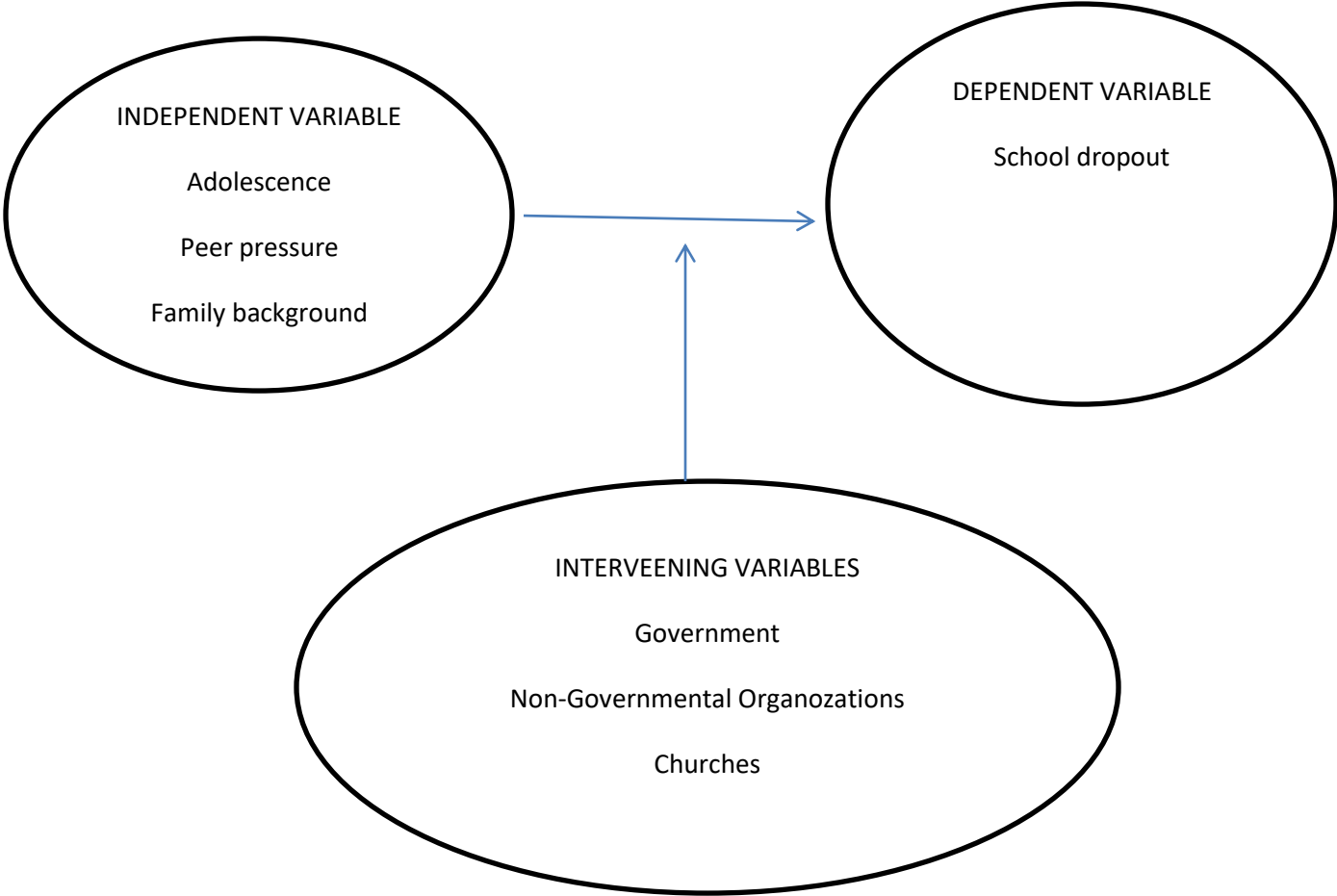
It will help the ministry of education to know the number of girl child who are retained in school and those who drop out of school.

1.8 Limitations and delimitations

The researcher encountered the following limitations;

- Some respondents refused to give the required information about the cause of high rates of girl child drop out in primary schools.
- The area being a remote place it wasn't easy to reach out many respondents more so the parents and transport was not always easy to access them.
- However these were solved by explaining to the respondents the purpose and significance of the study and also cooperate with those who stay near and around school premises.

1.9. CONCEPTUAL FRAMEWORK.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter highlights the review of literature scholars who carried out studies on topics related to one under study. The review is done following the objectives of the study.

2.1 The causes of high girl child drop outs in primary schools in Kalwana Sub-county

Russell [20011 Bickel and Pagainnis (1988). Clark (1992) and Rumbeger (1983) demonstrate that communities can influence dropout rate by providing employment opportunities during school, while some researchers have found out that work can contribute to a student dropping out ,others have showed that student employment begins to collorate with dropping out when the student regularly works over 14 hours per week[Mann 1986-89].

Many children drop out of school as a result of deficiencies in their families especially caused by rampant poverty levels. Some of the families stay far away from schools and cannot afford transport costs. However, there are schools which are nearer to people's homes but parents cannot afford provision of scholastic materials like stationery such as books, pens, geometry sets among others. 65% of the children drop out of school due to lack of access to social grants and yet their parents and grandparents also never had access to them.

Some of the children including girls drop out of school due to persona issues such as the negative attitude towards education, poor grades in terms of classroom performance where some children could even be past the school-going age after repeating classes for so long (Entwistle et al 2004; 2005) and they lose the love for education. For girls, by the time they reach 18 years, they suffer a lot of sexual harassment as they are highly attracted to opposite harassment as they are highly attracted to opposite sex and cannot easily concentrate at school. Others have low educational expectations and see no reason as to why they remain at school. This is worsened by the child's failure to fight peer pressure which exposes them to high levels of juvenile delinquency which sometimes result into teenage pregnancies and high school drop outs for girls (Gustafsson (2011), Spaul (2015), Mnguni 2014) 7

The 2006 World Bank report shows that in Uganda and Malawi where fees were abolished over a decade ago. Many children from poor households have entered school, yet in both countries half of the households with children who have dropped out of school cite lack of money as a problem this condition is worsened by schools which are demanding the pupils to pay for lunch and building. The AIDS scourge has led to dropout rate.

HIV AIDS reinforces wider problems arising from poverty and social discrimination such as orphan hood and stigmatization ,statistics show that most of the girls leave school because of pregnancy while. Reports compiled by the forum for African women education in eastern and southern Africa indicates that 7 pregnancy shuts the dreams of many girls and the report in particular criticizes the expelling of girls when they get pregnant.

Ociti (1994) observed that there is lack of guidance in schools and the ministry of education doesn't attach any importance to dropouts and there is no legal recognition for adult education, under such circumstances Ociti asked participants whether school dropouts are an asset or a liability to the nation he further⁴ suggests that it would be compulsory for schools to take career guidance.

Ayot (1995) says that rampant poverty leads to failure to pay fees of the children and to provide the basic items has made children dropout of school. Stack (1976) asserts that girls whose parents are poor are faced with attitude which drives them to indulge in pre-marital sex without contraceptives which leads to unwanted pregnancy .he further states that the increased probative costs of schooling especially girls have suffered as an offer of being un educated.

Lamine (1993) reveals that the psychological climate of the family where the learners come from cause poor performance and school dropout. he point out that in Mali a poor family atmosphere as a result of polygamy which is a cause of rivalry among the family members resulting in tradition conflict, conjugal conflict and lack of attention among family members, the parents with such families are found in ignorance and with dragging their children from school before completing the course.

Ebel (1979 3-6) asserts that there are factors extrinsic to the school contributing to school dropouts like continuing of unemployment of the bearers. Migration from rural to urban of the 8

families, schools don't keep clean records of the learner's population expulsion in relation to both physical and human facilities do influence learning situations thus the dropout worries from place to place.

Miller (1982) looks at traditional mainstream culture as a factor that compels girls to drop out of school and assume domestic duties, According to tradition, women are supposed to stay home look after young ones therefore when a girl reaches the age of 15 years parents get for them men to marry instead of educating them .these social cultural factors contribute much to school dropouts

Many children including girls drop out of school due to inefficiencies at school such as lack of caring teachers or school counselors, bullying at school among others. In Uganda Today, there is also pressure to perform well at school as school fight for good grades and hence children find it hard to stay at school. Some are even punished for performing poorly. Similarly, teachers have tended to discourage students about the changing labor market (Spaull 2015) and young people including girls have lost faith in school qualifications as a key to a better future due to the rampant unemployment.

At national level, the major reason for a girl dropping out of school is mostly pregnancy, where 40% and marriage at 28% (ibid) of the girls leave school due to pregnancy. Most of the girls are thus not able to complete secondary education since they are impregnated when they are between 18-2 years. The level of child marriage in Uganda is even above expectation due to the low level of income (Education and sports sector Annual performance Report, FY16-17) although it does not imply that those that get pregnant all get married.

Peer groups have also contributed to the problem of school dropout in Mubende district, these groups have influenced the students attention on studies diverted them knowing the importance of education.

2.2 The effects of high rates of girl child drop outs

Single Parents, this increased reliance on public assistance is likely due, at least in part, to the fact that young women who drop out of school are more likely to have children at younger ages and more likely to be single parents than high school graduates (John, 2003). Prisons: The 9

individual stresses and frustrations associated with dropping out have social implications as well: dropouts make up a disproportionate percentage of the nation's prisons and death row inmates. One research study pointed out that 82% of Uganda's prisoners are high school dropouts (Ellington, 1995).

The long term economic implications of school dropout are and continue to be bleaker. The youth leaving the school without completion have brought negative bearing on their economic lives. In recent years, advancement in technology which has fueled the demand for a highly skilled labour force, transforming a high school education into a minimum requirement for entry into the labour market has worsened the economic insignificance of school dropouts (Vermont, 2011).

Besides, the unemployment rate for dropouts is very high as compared to the unemployment rate of high school graduates. Even when the dropouts are employed, they earn less salary (ibid). This eventually affects dropout youths who earn low income and they are therefore not able to meet their daily needs making their economic life unbearable and unaffordable. Therefore, their future becomes shuttered where most youth engage in dubious activities in order to meet the necessities of daily life (Acquilano, 2009).

Others also find themselves in trading activities that cannot even provide for them the basic necessities because of low capital for their trading. This shows that, most of the young people who completed school are able to find themselves in business and other industrial work where they are well paid later for their daily needs to the extent that they are able to save (Antwi 2002). In furtherance, parents who did not attend school or better still have little education to large extent do not have the zeal for education. Relatively, the children of these parents would also have no interest for schooling and to a greater extent drop out of senior high school. This indicates that, children with low educational attainment because of school dropout are not able to find professional jobs where monthly salary is high. Besides this, most of them become jobless in the sense that, they don't have the requisite knowledge and skills to gain better job to make good living. This makes them experience low standard of living as their economic life is not of the good one (Ingrum, 2011). 10

It is generally believed that, those young people who did not complete high school cannot even find lucrative job to make a living. The fact is that, they become less attractive to employers because of low or lack of skills. This makes some engage in dangerous activities like hunting for bush meats and also cutting logs for sale while others find themselves in social vices by developing illegitimate routines such as prostitution that even end in pregnancy or contracting sexually transmitted diseases like Aids and gonorrhea, armed robbery or other socially shameful acts to earn a living.

Society or community is diversely being affected by the behavior and other social activities of the people residing in it. This however shows that, the safety mode of society is not spared when school dropout is on the increase. School dropout exert burden on the community or the public where especially young people whose parents are in the state of extinct and have nowhere to go but to rely on people to have a living (Thornberry et al, 1985). This upsurge dependence on public assistance is to be expected, due to the fact that young women who drop out of school are more likely to have children at younger ages and more likely to be single parents than high school graduates (NCES, 1998). The implication here is that, they create a worrying responsibility for the community where the public have to take care of the young people when it is very impossible or difficult if not easy for someone to take care of these do not exist young people especially when these children's parents.

In addition, a community is not spared especially when the rates of school dropout were high; such a community experiences higher crime rates (Thornberry et al, 1985). This appears more with the issue of delinquency and drug related crime and other highly risky behaviors such as alcohol abuse, drug abuse and sexual activities. Specific communities also saw a decrease in property values, which ultimately led to homes which were poorly maintained, urban blight and transient neighborhood.

Acquilano (2009), With respect to this issue, there are threats on social stability of community where robbery becomes the order of the day. The issue of school dropout has strong or direct implication on the social life of the youth. Most of the young people engage in various activities to make a living. However, some find themselves in prostitution, drug selling, smuggling, robbery and even practicing occultism and "blood money" in order to have a 11

living (Hunt, 2007). This however, makes them unfit in the face of social rules of society which makes most of them end their lives in prison while others are got killed through robbery.

2.4 The measures to reduce on high girl child drop out from primary schools

According to Herz et al [1991] there should be improvement in the type of education to make parents re-evaluate benefits of education as another strategy, for example basic principals in health, nutrition and child care can be included in the school curriculum to overcome initial relaxation to enroll children.

Rimachadra and Oken (1968) suggest there should be guidance and counseling services, a program for development support guidance and counseling in schools in order to minimize the incidence of school dropout starting with the following objectives.

- To develop among the people educational awareness through an understanding of educational environment, the relationship of vocational and career choice to educational opportunities in specific to job opening awareness through career opportunities like lifestyles that are reflected in different types of work and job openings.
- To develop among pupils self-awareness through understanding of their abilities and competence, interest, values and personal characteristics that are important in giving direction to educational goals.
- To develop among the pupils planning skills through an understanding of personal decision making, coping skills to different life situations and procedures involved in advancing from primary schools to the world of work or higher institutions of learning. If parents and pupils through guidance and counseling are made aware of the above, they will be able to make decisions in withdrawing from school.

Professor SentezaKajubi [1989] in the education commission review report recommends free primary school education and the overall role of education curriculum, he further recommends that the introduction of primary education to 8years, the aim of vocational courses at primary level is intended to top up all the abilities of pupils so that if one happens to fail academically he

/she doesn't dropout of school but may follow his ability in practical subjects like making bricks, carpentry, music, fine art, agriculture and mechanics. Besides parents have always looked at girls

as assets Daniel Saire reported in new vision of March 31S 1999 an incident under the heading —girls school dropout rate low.

Parents should talk to their children about your own career path and the paths of others. Help them see the differences between gaining a high school diploma/college degree and how many more doors open for them at each level. When talking about what they want to do with their professional lives, teach them how to find out what educational level is required for interesting jobs.

Parents should not put much pressure on their children to do much , while it's good for parents to encourage and champion their children's abilities, too much of a good thing is a bad thing. If your child seems stressed by too many extra-curricular and expectations, encourage them to prioritize their education and cut back on things causing them stress — at least for a while.

Teachers and parents should stay in touch, teachers get to see students in the academic environment more than parents do, so if you're concerned that your child is considering dropping out, it might be a good idea to contact the teacher or principal to discuss your concerns and brainstorm solutions.

Consider a different school, whether your child is in private or government aided school, options exist for other schools that may be a better fit, whether in the district or outside the district.

Explore some of the alternatives that may be available, whether a technical or vocational school.

Adopt early-intervention strategies, by identifying issues related to poor attendance, boredom, family obligations or challenging issues early in a child's educational career, schools have a better chance of changing behaviors and attitudes, creating structure and implementing individualized learning options to help students stay focused on the goal of continued learning.

Provide family support mechanisms, rather than letting students with extenuating family circumstances slip away, schools must find ways to support them. Some of the ways to do this include providing daycare, expectant-parent classes, family housing, and spaces for breast feeding or free children's meals with the use of student meal plans.

Preschool centers can be of help to eliminate dropouts, as elder girls with childcare obligations are normally taken out from school to take care of their little brothers or sisters (Andvig et al., n.d.). Also, for children from socio-economically disadvantaged families, the compensatory role of preschool seeks to minimize later school failure. Thus, preschools must foster a foundation of learning skills that are built upon in elementary school and beyond. In contrast, for children from more advantaged families, the role of preschool is viewed as enrichment. That is, without preschool, there is little chance that this latter group of children will fail in school. Rather, preschool will help these children simply be more prepared to succeed in school and to transition to formal schooling more easily. For these reasons, pre-schools might alleviate some of these pressures that lead to school dropout. On the other hand, children who go to preschool to a certain degree stay in school for a lengthy period in numerous environments and as a result they probably stop schooling at basic level. Preschool under school related factors can be reviewed using flexible schooling hours or systems. 14

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter highlights the study area, population sample, sampling procedure, research instrument, and data collection procedures and data analysis.

3.1 Research Design

The study adopted a descriptive survey design. Descriptive survey design is used to describe characteristics of a population or phenomenon being studied. The design was ideal for this study because it involves collecting data with the aim of describing relevant aspects of the phenomenon under study (Mbwesa, 2006). The descriptive survey design allows collection of data using interview guides at a particular point in time from a sample of participants from a target population.

3.2 Study Area

The study was conducted in Morukatipe Sub County, Tororo District. Six sample schools were selected because they are reachable for the research and are where girl child drop out in primary was most.

3.3 Population sample

The population sample to take part in the study included 6 head teachers, 14 pupils, 12 teachers and 8 parents totaling to (40) forty respondents. The number of respondents was desired because it was enough to show the representative data of the whole sub county.

Teachers and Head teachers were selected because they are the ones who handle pupils on a daily basis Monday to Friday during school time. Pupils were selected more so girls since they were the victims of dropping of school. Parents were included as they are the ones who facilitate the pupil's stay at school.

3.4 Sampling technique.

Respondents who took part in this study were selected using simple random sampling technique. This method gives equal opportunity to all the respondents to take part in the study. In statistics, a simple random sample is a subset of individuals or a sample chosen from a larger set or population therefore, each member is chosen randomly and entirely by chance, such that each individual has the same probability of being chosen at any stage during the sampling process .Selection of teachers and pupils was done by lottery method that is to say each member of the population was assigned a unique number. Each number was placed in a container and mixed thoroughly. The researcher was then blind folded then pick numbered tags from the bowl. All the individuals bearing the numbers picked by the researcher became the subjects for the study. Whereas the head teachers were selected using purposive sampling technique from the five sampled schools.

3.5 Tools of data collection

Instruments to be used for data collection included questionnaires and interview guides. The questionnaires were used to collect data from the teachers and head teachers who knew how to read and write. The questionnaires contained bio data information, both open and closed ended questions. The open-ended questions were aimed at obtaining responses that the researcher could not anticipate. The closed ended questions allowed the respondents to agree or disagree with an item in the questionnaire. Interview guides were applied to collect data from pupils who took part in the study. This tool contained bio data items open and closed ended questions. Guides were used because they were suitable for respondents who could not be able to express themselves freely and easily in writing.

Oral interviews were used to collect data from pupils and parents since they express themselves freely verbally than in written where English may be a problem to express all the views. This instrument contained bio data information, open and close ended questions.

Observation guide was applied in data collection where by the researcher observed the physical schools and homes while carrying out the interviews. 16

The validity and reliability of research instruments was taken into account by assessing the question items during their construction. Questions were discussed with the supervisor before giving them to the Respondents. This was done to clear any lack of clarity and ambiguity. The content related validity of the tools was determined by giving questionnaires to different lecturers from Busitema University, these lecturers examined them to assess the relevance of the questions with the objectives of the study.

3.6 Data collection procedure

The researcher picked introductory letter from Busitema University. The letter provided was presented to teachers, head teachers and pupils. After presentation of the letter, the researcher sought permission to collect the required data. With the help of research assistants, the researcher and the assistants distributed the questionnaires to the respondents. The respondents were required to respond to them for a period not exceeding one hour.

This ensured that there was a high chance of return rate of the questionnaires as well as treatment of respondents' information in strict confidence. After issuing of the questionnaires the researcher conducted interviews with the pupils one by one at a time there after with parents also then later the data collected was analyzed.

3.7 Data analysis

The data collected was presented and analyzed using tables, frequencies and percentages. This was mainly applied for data gathered using questionnaires. Description of the findings on the other hand catered for interview data. The researcher analyzed data using Microsoft excel to generate frequency tables and percentages. This took the following steps; entering gathered data into Ms excel, sorting it into multiple columns, filtering the data to display records that meet certain criteria, highlighting cells with a certain color and then generating tables from the data. This was preferred because it is fast, reliable and accessible.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DATA ANALYSIS

4.0 Introduction

This chapter covers data presentation, interpretation and data analysis

4.1 Presentation of the findings.

Some of the characteristics that the study took into consideration included, age, marital status, education level, religion and gender of respondents.

4.1.1 Gender of respondents

Table 1: Presenting the gender of respondents

Category	Frequency	Percentage (%)
Male	16	40%
Female	24	60%
Total	40	100%

From table 1 above it shows that 40% were male and 60 % were female respondents.

4.2; Ojective one

Factors	Frequency	Percentage (%)
High levels of poverty	12	30
Sexual Harassment	14	35
Limited counselling and career guidance	8	20
Early pregnancies	6	15
Total	40	100

12(30%) attribute girl child drop out primary school on the high levels of poverty in families where parents fail to afford basic school requirements for their pupils like books, uniforms, pens,

school bags e.t.c, 14(35%) of the respondents think that its due to sexual harassment both at home and at school, 8(20%) say that due to limited counselling career guidance has put these girls and a verge of dropping out as many times they lose focus and interest in pursuing academic goals, 6(15%) said that it is always very difficult for a girl child to stay in school when she is pregnant or even after birth this has forced many of the drop out school.

4.3. Objective two

Response	Frequency	Percentage (%)
Counseling and guidance services to both pupils and parents	12	30
Improvement on the UPE facilities	8	20
Parents playing their role	20	50
Total	40	100

(50%) of the respondents agree parents playing their role will help to reduce on high girl child dropout in primary school. Possibly because when parents play their role by advising their children, proving them with enough stationery like books, pens, pencils, paying fees for them among others. Then it helps to reduce on high girl child dropout. 12(30%) of the respondents agree that counseling and guidance services to both pupils and parents can help reduce on girl child drop out as this will enlighten parents and pupils on the value of stay in school and focus on better academic goals. In addition, 8(20%) of the respondents believe that the government on the other hand should come up to help reduce on this by improvement on UPE facilities and other service like giving out of free sanitary pads to girls to enable them stay in school.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter covers the discussion of the findings, conclusion and recommendations

Discussion of the findings

5.1 Discussion of findings

5.1.1 Research question one

The findings of the study were drawn from the data analyzed above it shows that 12(30%) attribute girl child drop out primary school on the high levels of poverty in families where parents fail to afford basic school requirements for their pupils like books, uniforms, pens, school bags, this have made some parents turn their girl child into properties from which they can get money from.

Ayot (1995) says that rampant poverty leads to failure to pay fees of the children and to provide the basic items has made children dropout of school. The researcher realized that poverty is the leading cause of girl child dropout that even according to his observation those who were going to school were on bare foot which was a reflection of poverty within the families of these pupils. The researcher also realized that poverty is the leading cause of girl child dropout because most parents do not afford to buy school requirements like books, pens, among others for their children in order to retain in schools.

The research also discovered that 14(35%) of the respondents think that its due to sexual harassment within home from male relative like uncles, brothers, and others together with sexual harassment in schools from male teachers, male pupils and other male school staffs have done a much on increasing the rate of girl child drop out in primary schools.

In addition 8(20%) say that due to limited counselling and career guidance has put these girls and a verge of dropping out as many times they lose focus and interest in pursuing academic goals and see no value of staying in school.

The findings show that 6(15%) agree that early pregnancies have done much to girl child drop out, it is always very difficult for a girl child to stay in school when she is pregnant or even after birth, this has forced many of the drop out school.

At national level, the major reason for a girl dropping out of school is mostly pregnancy, where 40% and marriage at 28% (ibid) of the girls leave school due to pregnancy. Most of the girls are thus not able to complete secondary education since they are impregnated when they are between 18-2 years. The level of child marriage in Uganda is even above expectation due to the low level of income (Education and sports sector Annual performance Report, FY16-17) although it does not imply that those that get pregnant all get married.

The research indicate that 80% of the girls are a verge of dropping out of school in primary as compares to boys who are at 20%

Daniel Saire reported in new vision of March 31st ,1999 an incident under the heading —girls school dropout rate and he says that parents see their daughters as assets and therefore give them away for marriage since they are no longer in school.

The researcher says that its very true that early marriage is the leading cause of girl child dropout in upper primary because during the process of collecting data the researcher observed that many young girls were already married and were young mothers.

5.1.2 Objective two

The research has also discovered that 45% of the respondents agree that early marriage is the leading effect of girl child dropout in primary schools. Possibly because when the girl child dropout from school she thinks of marriage. Parents often feel that young girls are economic burden and therefore wishes to marry off their young daughters before they become an economic liability. 24

Single Parents, this increased reliance on public assistance is likely due, at least in part, to the fact that young women who drop out of school are more likely to have children at younger ages and more likely to be single parents than high school graduates (John, 2003). Prisons: The individual stresses and frustrations associated with dropping out have social implications as well: dropouts make up a disproportionate percentage of the nation's prisons and death row inmates. One research study pointed out that 82% of Uganda's prisoners are high school dropouts (Ellington, 1995).

The long term economic implications of school dropout are and continue to be bleaker. The youth leaving the school without completion have brought negative bearing on their economic lives. In recent years, advancement in technology which has fueled the demand for a highly skilled labour force, transforming a high school education into a minimum requirement for entry into the labour market has worsened the economic insignificance of school dropouts (Vermont, 2011).

5.1.3 Objective three

The research discovered that 50% of the respondents agree parents playing their role will help to reduce on high girl child dropout in primary school. Possibly because when parents play their role by advising their children, providing them with enough stationery like books, pens, pencils, paying fees for them among others. Then it helps to reduce on high girl child dropout.

In addition, according to the findings, 30% of the respondents agree that counseling and guidance services to both pupils and parents can help reduce on girl child drop out as this will enlighten parents and pupils on the value of staying in school and focus on better academic goals.

The finds align with Rimachadra and Oken (1968) who suggested that there should be guidance and counseling services, a program for development support guidance and counseling in schools in order to minimize the incidence of school dropout starting with the following objectives.

The findings indicated that 20% of the respondents believe that the government on the other hand should come up to help reduce on this by improvement on UPE facilities and other service like giving out of free sanitary pads to girls to enable them stay in school. 25

The finds are in line with Professor SentezaKajubi (1989) who in the education commission review report recommends free primary school education and the overall role of education curriculum, he further recommends that the introduction of primary education to 8years, the aim of vocational courses at primary level is intended to top up all the abilities of pupils so that if one happens to fail academically he /she doesn't dropout of school but may follow his ability in practical subjects like making bricks, carpentry, music, fine art, agriculture and mechanics.

5.2 Conclusion

According to the research findings of the study the following conclusions were drawn in accordance to the study objectives

There are a number of causes of girl child dropout include the Aids scourge, neglect of parents towards education and sexual harassment, limited counselling and career guidance, early pregnancies.

Furthermore, the findings indicated agree that early pregnancies have done much is girl child drop out, it is always very difficult for a girl child to stay in school when she is pregnant or even after birth this has forced many of the drop out school.

Finally, the solutions brought forward in solving the problem of girl child dropout in upper primary include improvement on the type of education provided to pupils' guidance and counseling services to both pupils and parents to know the importance of maintaining a child in school until the end of the entire period and the effects child dropout in upper primary.

The researcher says that it is very true for parents to play their role and this is because most of the children believe in what their parents tell them and are very influential towards the upbringing of their children

5.3 Recommendation

The researcher recommends that parents should always provide counselling and currier guidance to their children, there is also a need of improving on the type of education provided to pupils' guidance and counselling services as parents also play their role to their children.

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APPENDICES

Appendix I: Interview guide for head teachers and teachers

Dear respondent

I am TINO NATALIA, a BEP student of Busitema University carrying out a study titled HIGH GIRL CHILD DROP OUT IN PRIMARY SCHOOL. A case study of Morukatipe Sub-county, Mubende district.

The information provided will be kept confidential.

Section A

- 1. **Gender** Male Female

- 2. **Age** 5-15 16-25 26 - 35 36 – 45 46 – 55 56 -- 70

- 3. **Marital status;** Married Single Widower Widow

- 4. **Religion;** Catholic Protestant Muslim Pentecostal

- 5. **Education Level:** None Primary Secondary Post-Secondary

- 6. **Do you have children** Yes No

- 7. **Hove your child ever dropped out of school;** Yes No

If yes, or no state why

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8. **Why sex of the pupils has the most dropout rate in your community;** Boys Girls

9. Do you think parents are responsible for the increased dropout in primary schools

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10. Do you think poverty has contributed to girl child dropout in primary school

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SECTION B

11. What other factors do think have led to increased girl child school dropout

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12. What do you think are the effects of high gild child dropout in primary school in?

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13. What do you think should be done in order to reduce on the high rate of child girl drop out in primary school

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Appendix II: Interview guide for pupils and parents

Dear respondent

I am TINO NATALIA, a BEP student of Busitema University carrying out a study titled HIGH GIRL CHILD DROP OUT IN PRIMARY SCHOOL. A case study of Morukatipe Sub-county, Tororo district.

The information provided will be kept confidential.

Section A

1. **Gender** Male Female
2. **Age** 5-15 16-25 26 - 35 36 – 45 46 – 55 56 -- 70
3. **Religion;** Catholic Protestant Muslim Pentecostal
4. **Education Level:** None Primary Secondary Post-Secondary
5. **Hove your child ever dropped out of school;** Yes No

If yes, or no state why

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6. **Why sex of the pupils has the most dropout rate in your community;** Boys Girls
7. Do you think parents are responsible for the increased dropout in primary schools

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8. Do you think poverty has contributed to girl child dropout in primary school

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SECTION B

9. What other factors do think have led to increased girl child school dropout

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10. What do you think are the effects of high girl child dropout in primary school?

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11. What do you think should be done in order to reduce on the high rate of child girl drop out in primary school

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Appendix iii: Work Plan

Activity	Feb - March	March - April	April
Writing researcher proposal			
Data Collection			
Data preparation			
Data Analysis and Interpretation			
Submission of Final Report			

Appendixiv: Proposed Budget

ITEM	QUANTITY	COST
Pens	10	10,000=
Clip board	1	10,000=
Typing and printing		150000=
Binding of dissertation	3 copies	15,000=
Travels		100,000=
Grand total		285,000=



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**FACULTY OF SCIENCE AND EDUCATION
DEPARTMENT OF EDUCATION**

06th May, 2024

TO WHOM IT MAY CONCERN

BACHELOR OF EDUCATION, PRIMARY

MR/Ms. TINO MANTALIA is a student of Bachelor of Education, Primary of Busitema University, Faculty of Science and Education, Nagongera Campus. His/her Registration Number is Bulup1202210313

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

His/her research topic is FACTORS THAT HAVE LED TO HIGH DROP OUT OF GIRL CHILD IN PRIMARY SCHOOLS AT MORUKATIDE SUB-COUNTY, TORORO DISTRICT

Yours Sincerely,


BUSITEMA UNIVERSITY
DEPARTMENT OF EDUCATION
FACULTY OF SCIENCE AND EDUCATION
06 MAY 2024 ★
NAGONGERA CAMPUS
P.O BOX 236, TORORO (U)

Dr. Kaweesi Muhammad
Ag Head of Department, Education