

**ENVIRONMENTAL FACTORS AND GIRL CHILD DROP OUT IN
SELECTED PRIMARY SCHOOLS OF TORORO DISTRICT, UGANDA**

BY

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BU/UP/2022/0253

**A DISSERTATION SUBMITTED TO THE FACULTY OF EDUCATION IN
PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE
BACHELOR DEGREE IN PRIMARY
BUSITEMA UNIVERSITY.**

SEPTEMBER, 2024

DECLARATION

I Abbo Joyce, hereby declare that this research dissertation titled 'Environmental factors and girl child dropout in selected primary schools in Tororo District is my original work and has never been presented to any other University for an academic or professional award.

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APPROVAL

We certify this research dissertation titled “Environmental factors and Girl Child Drop out in selected Primary Schools in Tororo District, Uganda” has been under my supervision and is now ready for submission with my approval.

Signature: 

Date: 4/10/2024

BIRUNGI TEDDY.

I dedicate this work to my beloved Husband Teya Justus Sibota who is my source of inspiration.

ACKNOWLEDGEMENT

I would like to acknowledge God the Almighty, for enabling me to accomplish this dissertation. This dissertation has been a product of many supporters who provided the guidance, comfort, courage and love towards my studies. My special appreciation go to my parents, sister, children and friends. I can't thank enough my husband Mr. Teya Justus Sibota for their financial, material and spiritual support towards completion of my studies. The participants of Eastern Division and Western Division county selected primary schools and those at Tororo District you did an excellent job in ensuring that I obtain relevant information.

Sincere thanks go to madam Birungi Teddy for accepting to be my academic supervisor and for your calm guidance which enhanced my confidence and created an atmosphere of hard work.

To all my lecturers and fellow students at Busitema University you have been special to me in this academic journey.

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ABBREVIATIONS

AFDB	African Development Bank
BIDP	Tororo Integrated Development Programme
DRC	Democratic Republic of Congo
EDUCO	Educational Committees
EFA	Education for All
EMIS	Educational Management Information System
GDP	Gross Domestic Product
GPI	Gender Parity Index
IHS	Integrated House Survey
MDGs	Millennium Development Goals
MoES	Ministry of Education and Sports
NER	Net Enrollment Ratio
NGO	Non-Governmental Organisation
PTA	Parents Teachers Association
SDGs	Sustainable Development Goals
SSP	Shepherd School Programme
UBOS	Uganda Bureau of Statistics
DIS	District Inspector of Schools
DEO	District Education Officer
UNICEF	United Nations International Children’s Fund
UNCRC	United Nations Convention on the Rights of a Child
IS	Inspector of Schools

ABSTRACT

The study investigated environmental factors influencing the girl child dropout in selected primary schools . Specifically, the study examined school and family related factors and identified legal measures that are being applied to minimize the rate of girl child dropout from primary schools in Tororo District, Uganda. The study was guided by Maslow’s Hierarchy of Needs and Attribution Theories. A case study was employed in a combination of qualitative and quantitative research methods. A sample of 154 respondents was drawn randomly selected from the continuing upper primary P.5 (40) and P.6 (40) and out of school pupils (40) respectively, Key informants were drawn from School Management Committee (16), Inspectors of Schools (2), and Senior men (8) and Senior women (8) teachers. This study reveals that despite education being an important pillar for the development of any society and a precursor for attainment of Sustainable Development Goals (SDGs), girl child drop out of school has persisted. School factors like long distance to school, inadequate and inappropriate water and sanitation facilities, lack of provision of scholastic materials, lack of guidance and counselling; and family factors like early and forced girl child marriages, lack of parents provision of breakfast, poverty and parents negative attitudes about the education of girl child, and inadequate measures due to weak legal laws and policies have been some of the factors that have contributed to influence girl child drop out of school. This study recommends the need for school and family awareness on the positive impact and importance of education for the girl child as well as the dangers of certain cultural beliefs, developing legal binding policies to prevent early school leaving require multi-perspective targeting, involving individual school, continuous monitoring of gender friendly water and sanitation facilities to promote efficiency particularly for female pupils and those pupils with disabilities.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background, statement of the problem, purpose, objectives, research questions, hypothesis and scope of the study. The key variables in this study environmental factors and girl child dropout in selected Primary Schools in Tororo District, Western Uganda.

1.1 Background to the Study

Primary education is a fundamental human right and a dynamic driver of human and economic development. It is also known that educating a girl child in particular, can kick-start a virtuous circle of development. Many educated girls for example, marry later, have healthier children, earn more money that they invest back into their families and communities, they play more active roles in leading their communities and countries (World Bank, 2014).

However, globally there are ranges of environmental factors that affect pupils' educational outcome which consequently results to higher dropout rates especially among girls compared to boys (Shahidul & Karim, 2015). Thus dropout varies by gender and girls tend to dropout earlier compared to boys. It manifests that there are some unique factors contributing to the increase in the dropout rate particularly for girls. Environmental factors contribute to this status. It is also important to note that some factors which extensively contribute to an increase in girls' dropout can also lead to dropout rate for boys (Shahidul & Karim, 2015). Dropout rate does not occur through a single factor, it is a composition of several factors as highlighted below:

The school related factors (distance of pupils to school, teacher-pupil relationship, provision of sanitary pads and provision of instructional materials)

Family related factors (income of parents, loads of household chores, early marriages and cultural beliefs).

Following the factors listed above, if the school is far from the school going children dwelling especially to the girl child, it becomes insecure in terms of physical violence and sexual harassment. Kebirungi (2015b) conducted a study on gender responsiveness on the provisioning and management of water and sanitation facilities in East African Universities. The authors observed that absence of water and sanitation for menstruation management (clean toilets, incinerators, menstrual disposable bins, water and soap for hand washing after changing the used sanitary towels) contribute to girl child absenteeism or dropout of school due to the shame and stigma that comes with menstruation. Other girls may drop out of school due to health and hygiene related complications such as urinary tract infection, discomfort, odor (Chadha, 2015; Kebirungi, 2015).

World Bank (2018) considers poverty to be the biggest challenge for the girls' school dropout. It states that children in developing countries from poor households are likely to drop out of school to engage in domestic chores or seek petty employment to support themselves and their families particularly, girls get out early to get married for economic reasons.

Household level factors also contribute to girl child school dropout. Sometimes for example girls begin working at an earlier age than boys especially in rural areas and girls also tend to do more work in the household than boys (World Bank, 2018; Shahidul & Karim, 2015).

The aforementioned authors further indicate that female going children tend to drop out of school to take care of their young siblings. In a child headed household, girls take some responsibilities

of the household head which causes them to drop out of school to allow their siblings continue with school.

Household decision making also has implications on girls' education. Shahidul (2013) examined data in Bangladesh and found that if a mother participates in the household's decision making process, the dropout rate of girls is decreased. In addition, marriage has always been a prevalent cause for school dropout among female pupils (Grant, 2013). Early marriage is a common occurrence in African countries and this affects girls' education attainment, for example Nsubuga (2015) observes that some parents shamelessly pull their daughters out of school for early marriage so as to earn bride price. This is compounded by cultural beliefs where boys' education continues to be more valued than that of girls (Grant & Marteleto, 2008).

According to UNICEF (1998) report and evidence from UBOS (1993), Primary School dropout increased overtime with increased girl children dropping out compared with the boys. The causes for such dropout rates were mainly lack of school requirements such as uniforms, textbooks and sanitary pads, pregnancies and early marriages were also among the major causes of dropping out. Lack of necessary school requirements accounted for about 61% of the girls' drop out at primary and secondary school levels, while early pregnancies and marriages were responsible for 13% (MoE & S 2018: Kayita & Kyakulaga, 1997). Therefore, the study aims to examine environmental factors and girl child dropout in selected Primary schools in Tororo District. Like any Sub Saharan African countries, Uganda's Universal Primary Education (UPE) policy is greatly challenged with the quality of education. Poor academic performance and high rate of dropout characterize the quality of education. Painfully the number of female pupils who dropout before completing primary seven is far higher compared with the male pupils. According to

Mpyangu, Ochen, Onyango, and Lubaale, (2014) it was observed that out of school children reached, 30.5 % were females and 19.9 % were males of primary school going age between 6 and 13 years. This paints a negative image on children's right to education, and collective efforts towards Education for All.

Though there is very scarce literature about primary schools' enrolment and completion rates in Tororo District. The district statistical profile 2013/14, highlights enrolment by a ratio of 1:1 for the year 2013 that is 23,175 males and 22,407 female pupils enrolled in primary schools in the same year. The research indicates a sign of improved gender equality in primary schools' enrolment in Tororo District. The same statistical report presents completion rate of male pupils at 15.1 % and females at 13.6 %. This shows that, the district experienced a higher rate of female pupils dropping out of school before completion of primary cycle. Therefore, the study aims at understanding the environmental factors and girl child dropout of primary schools phenomenon in Tororo District. The findings of the study will be used to create awareness to the community and in making policy reforms at district and national levels. In addition, when schools are located far away or lack basic things such as clean water and pit latrines there is hardly any motivation for the children to stay in school.

The above historical trend of gender disparity in enrolment and completion rate of primary schools call for further studies to understand the patterns and consequences in order to inform policy makers at local, national and international levels.

1.1.1 Historical Background

Indigenous Education was described as inclusive education whereby girls and boys had equal opportunity to learn (Bloch & Tabachnick, 1998). Boys and girls received unequal skills from their informal education prior to receiving formal education. The education received by boys and girls during pre-colonial days was due to social expectations. The girls would be taught by their mothers to play the role of house wives. They were expected to produce children and raise them as mothers whereas boys would be trained by the kings and other cultural leaders. In Uganda, girls would be given skills which would make them shy and stay at home that is, respect for the elders, good eating manners and virginity before marriage. Due to the different education girls and women received from the community such as kneeling when greeting elders and talking nicely, they lacked productive skills to contribute to their families. This culture still continues in the current education system. The White Paper describes pre-colonial education as non-discriminative and providing skills, values and morality that fit the diverse community (Kajubi, 1992).

1.1.2 Theoretical Perspective

The study based on Maslow's Hierarchy of Needs on human motivation and Bernard Weiners Attribution Theory. Maslow's Hierarchy of Needs observes motivation in a hierarchical way. He identifies the physiological needs as the base of the hierarchy for the survival of human health. When the girl child is deprived of these needs she is likely to drop out of school.

However, Maslow's Hierarchy of the needs alone does not support the study it was supported by Attribution Theory which is an inference that individuals make about the causes of behavior. This helps the researcher to predict and master phenomena such as behavior and events.(Snowman, McCown & Beihler ,2012).Therefore, female primary pupils' attributions can

serve as a guide to their expectations for future success leading to either retention or school dropout. This implies that most girls who dropout of school attribute their success or failure to ability.

1.1.3 Conceptual Perspective

The independent variables in this study are environmental factors that cause the girl child dropout. It is conceptualized in many ways which consist of several factors that include school, family, cultural, community related factors among others. The factors act as barriers deterring the girl child from attending school. For the purpose of this study, factors that cause girl child dropout are conceptualized as consisting of school related factors like distance of pupils to school, teacher-pupil relationship, provision of female sanitation facilities, provision of instructional materials and family related factors like income of parents, loads of household chores, early marriage and cultural beliefs. This conceptualization is based on the fact that the two factors are the most common barriers to girl child education while the dependent variable of the study is girl child dropout. Girl child dropout refers to a female pupil quitting school before she completes the primary cycle.

1.1.4 Contextual Perspective

According to UBOS (2004), 14.6 % of the children had lost at least one parent. The number of primary school going children is 3,274 males and 3,173 females in Tororo district as per 2013 intake (Tororo District statistical abstract, 2012/13). On the other hand, the general status of primary education in Tororo District may be described as “poor” compared to other districts at national level. This is explained by poor learning environment (all aspects attributed to school and home environment), higher dropout rate, and early marriages (Tororo District statistical profile 2014/15). The same statistical abstract presents

completion rate of male pupils at 15.1% and females at 13.6 %. Therefore the district experienced a higher rate of female pupils dropping out of school before completing primary seven between 2007 and 2013.

1.2 Statement of the Problem

Environmental factors play an important role in reducing girl child school dropout.

Education for girls is a basic human right and should be interpreted as such by all stakeholders and duty bearers (MoEs, 2014). In addition, it is established that there are many social benefits accruing from sustained improvements in girls' education (MoEs,2014).These include, but are not limited to higher family incomes, greater economic productivity, better nutrition, delayed marriage, improved maternal outcome and infant survival rates, together with overall improvement in education outcomes for children(MoEs,2014).Investing in girls' education therefore yields high returns and directly contributes to economic development. However, the level of the girl child dropout is still high and the right to education is not enjoyed by every girl child in Tororo District. The Tororo District statistical profile report 2013/2014 highlights primary schools' enrolment for the males as 23,175 and 22,407 for the females. It was observed from statistical profile report that 60% of the selected primary schools in Tororo District are experiencing high rate of girl child dropout, 30 % moderate primary schools experience low enrolment of pupils, while 10% of other primary schools are still lagging behind in terms of poor academic Performance of pupils with high rate of absenteeism.

Additionally, it shows completion rate of male pupils at 15.1 % and females at 13.6 %. This means that Tororo District experiences a higher rate of school dropout especially the girl child dropping out of school before completing primary seven. Despite numerous studies on

different constructs of school dropout in Uganda (Okumu, Nakajjo & Isoke, 2008), there is still no clear literature on school related factors influencing the girl child school dropout in primary schools particularly in Bindibugyo District. Different studies have tried to relate girl child dropout to family related factors such as: income of parents, loads of household chores, early marriage and cultural beliefs (Abagi & Adipo, 1997: Shahidul, 2015). However, none of them clearly identify different family factors that perpetuate girl child school dropout. In order for girl child school dropout to be effectively reduced in Tororo, there is need to develop a holistic approach that is both school and family based. Few studies like that of Kane (2004) tried to outline a range of flexible strategies that would minimize the rate of girl child dropout from primary schools, This finding however, falls short of identifying school and family based strategies that can be used to reduce girl child school dropout in Uganda. Yet the inability to identify the factors contributing to the girl child dropout and possible mitigations makes planning interventions difficult. The continued girl child dropout if not addressed through empirical studies this proposed study, will lead to a wider circle of girl child dropout in Tororo and the nation as a whole.

1.3 Purpose of the Study

The purpose of the study was to examine environmental factors influencing the girl child drop out in selected primary schools in Tororo District, Uganda.

1.4 Specific Objectives

- I. To examine school related factors influencing the girl child school dropout in selected primary schools in Tororo District, Uganda.

- II. To assess family related factors influencing the girl child dropout in selected primary schools in Tororo District, Uganda.
- III. To identify the legal measures that can be applied to minimize the rate of girl child dropout from primary schools, Tororo District, Uganda.

1.5 Research Questions

- I. How do school and family related factors influence girl child drop out in selected primary schools in Tororo District, Uganda?
- II. How can legal measures be utilized to minimize the rate of the girl child school dropout in selected primary schools in Tororo District, Uganda?

1.6 Hypothesis

The study proposed two directional hypothesis:

- I. School related factors have a positive statistically significant influence on the girl child school dropout in selected primary schools in Tororo District, Uganda.
- III. Family related factors have a positive statistically significant influence on the girl child school dropout in selected primary schools in Tororo District, Uganda.

1.7 Significance of the Study

The findings of this study will contribute knowledge on school and family related factors that influence girl child dropout, which can be used by academia to further researchers in the area of school dropout. The information will contribute to stakeholders, good strategies that would aim at minimizing, preventing the girl child from dropping out of school. This will promote male and female retention in primary schools and lead to high completion rates. The designed strategies will also contribute to the achievement of the National Sustainable Development Goals (SDG) especially goal number 4. More so, the study will provide policy makers, planners and

implementers of primary schools and other institutions of learning with new information and deeper understanding regarding environmental factors and their influence on the girl child school dropout.

1.8 Scope of the Study

1.8.1 Geographical Scope

The study was conducted in 8 Primary Schools in the counties of Western Division and Eastern Division, Tororo District. Tororo District is located in the Western Region of Uganda. Tororo District is Bordered by Ntoroko District to the northeast, Kibaale District to the east, Kabarole District to the South and DRC to the west and north (UBOS,2015). The district was chosen because is the appropriate district where relevant data on environmental factors and girl child dropout would be got.

1.8.2 Content Scope

The study mainly focused on examining the environmental factors and girl child drop-out in selected primary schools in Tororo District. The study specifically focused at: school and family related factors influencing girl child school dropout, school related factors include distance of pupils to school, teacher- pupil relationship, provision of female sanitation facilities and provision of instructional materials. Family related factors include income of parents, loads of house hold chores, early marriage and cultural beliefs and legal measures that can minimize the rate of girl child drop-out in Tororo District.

1.8.3 Time Scope

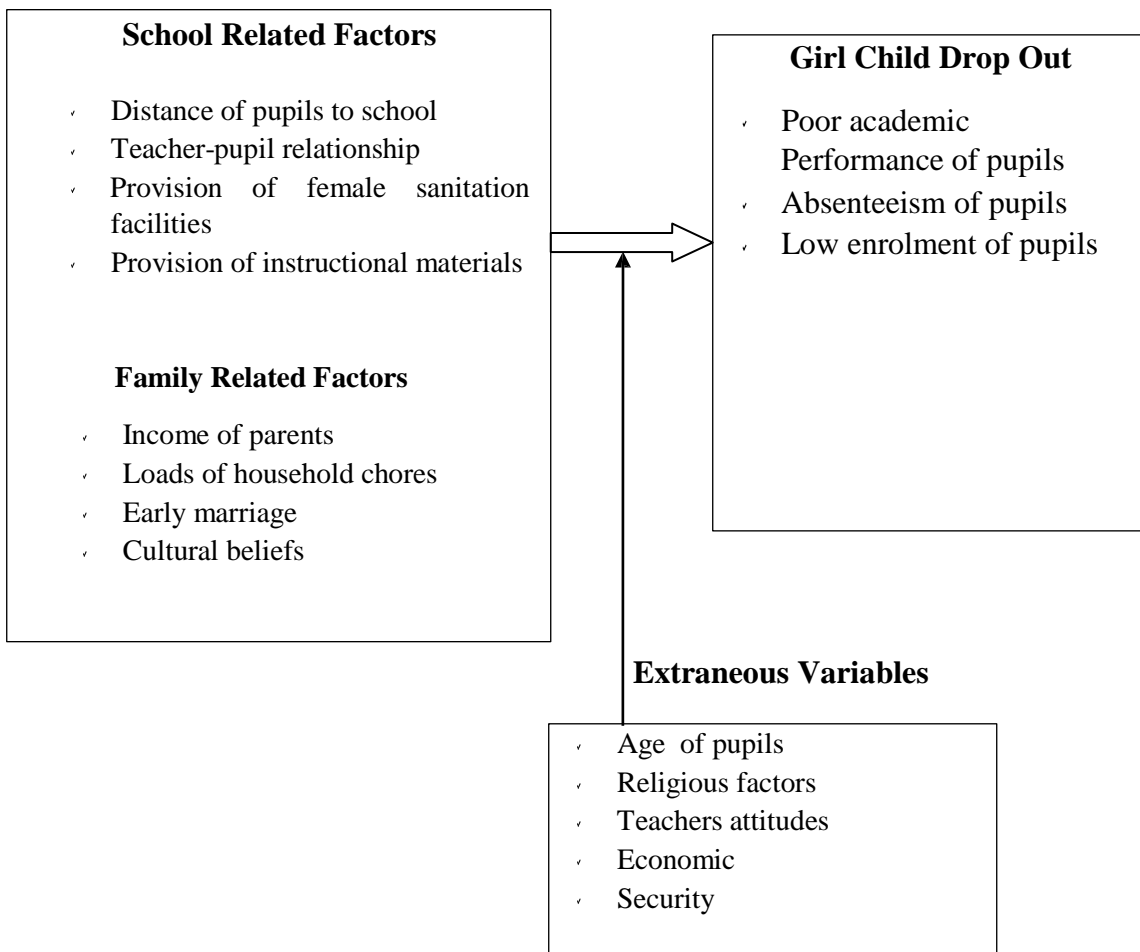
The research examined how the environmental factors influence the girl child drop-out in selected primary schools in Tororo District. It has been exercised within the past 10 years (2009 – 2019). This period is chosen since it is the period when media reported high rate of girl child school drop-out in upper primary classes of P.5 and P.6. In addition, literature period was based on the past 10 years while the study data was collected within a period of four (4) months that is from April to August, 2019.

Figure 1: Conceptual Framework illustrating the environmental factors and girl child

Dropout in selected primary schools in Tororo District.

INDEPENDENT VARIABLES

DEPENDENT VARIABLES



Source: Naz,U,Ejaz,Z, &Khan, N.(2019), Determinant of Dropout and Child School Enrollment.

The above illustration shows independent variables as factors that influence the dependent variables in the proposed study from the literature reviewed. The study categorizes the factors that influence the girl child dropout in primary schools in two categories namely the family related factors and the school related factors .The factors are conceptualized to determine whether they influence the girl child school dropout in primary schools. Additionally, the conceptual framework shows the different independent variables and how they contribute to the unwanted outcome of the girl child dropout in school. Further, the conceptual framework illustrates that both environmental factors and the girl child school dropout are influenced by other intervening variables such as age of the pupil, religious factors, security and teachers' attitudes. Therefore, the researcher undertook the necessary measures to limit the influence of these intervening variables by adopting appropriate research design and data collection methods.

1.9 Operational definition of terms

Girl child dropout implies to a female pupil quitting school before she completes the primary cycle.

School Related Factors are issues that include school climate, school pressure, peer support, teacher support and student bullying behavior.

Distance is travelling or operating between distant places.

Teacher-Pupil relationship is the academic relation between teachers and their students or pupils.

Sanitation refers to the maintenance of hygienic conditions and waste water disposal.

Instructional Materials are human and non human resources that a teacher may use in teaching and learning situations to enable him or her achieve desired learning objectives.

Family Related factors refer to factors that affect a child's behavior and ability to perform in the classroom..

Income of parents refers to people who earn low wages or persons at risk of poverty.

Household chores implies to tasks such as cleaning, washing, and ironing that have to be done regularly at home but depending on your particular preferences and needs.

Cultural belief refers to everything we do and how we behave that is not carried out through our genes. It is acquired as we interact and grow within our social environment.

Poor academic performance implies to scoring low marks in a given evaluation exercise such as test, examination or series of continuous assessment.

Absenteeism refers to the practice of regularly staying away from school without good reason.

Low enrollment implies to courses having a total enrollment of fewer than 10 students.

Factor refers to a circumstance, fact, or influence that contributes to a result.

Influence is the capacity to have an effect on the character, development or behavior of someone or something.

Security refers to the state of being free from danger or threat.

Independent Variable implies to a variable believed to affect the dependent variable. The variable that the researcher manipulates to see if it makes the dependent variable change.

Dependent variable is a variable that is being measured or tested in an experiment.

Variable refers to an element, feature or factor that is reliable to vary or change.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the theoretical review and review of literature related to the objectives of the study. The information is a combination of extracts, paraphrased statements from textbooks, pamphlets, journals, websites, publications and other official reports related to environmental factors and girl child school dropout. The chapter has been divided under the following subheadings: school related factors, family related factors and legal measures that can minimize the girl child dropout.

2.1 Theoretical Review

2.1.1 Maslow's Hierarchy of Needs Theory:

Maslow (1943) contends that people have tendencies towards the needs for certain things. Maslow discusses that if one was both hungry and thirsty, he would try to address the thirst first as the most immediate need. Maslow believes that human needs are arranged in a hierarchy and that higher needs emerge only after lower level needs have been somewhat satisfied. The first level of the hierarchy contains the physiological needs (hunger, sex, food, rest, and thirst). The need for safety and security (protection, stability, freedom from fear and chaos), reside on the second level. The need for love and belonging (intimacy, attention and affiliation with group), occupy the third level. The fourth level of the hierarchy is location of self-esteem needs (consistent high view of self and respect for the esteem of others). On the highest level of the hierarchy is the self-actualization needs (achieving the highest personal potential and

fulfillment). At the base of the hierarchy of needs are the physiological needs essential for survival of human life. The socio-economic set up tends to deprive children of these basic needs. In such a situation the girl child is more disadvantaged than the boy child (Hunt, 2008). Preferences are accorded to the boy child. The Maslow's Theory of Needs may be a reasonable explanation for the female enrolment and dropout dilemma in primary schools. This theory is relevant because it is proposed that the girls of p.5 and p.6 dropout due to failure to satisfy their needs like food, clothing, belonging, love, security and safety.

2.1.2 Attribution Theory

The Attribution Theory deals with four major perceived causes of success and failure in achievement situations. Snowman and Beihler (2012) define an attribution as an inference that individuals make about the causes of behavior. The theory will help the researcher to explain, predict, and master phenomena such as behavior and events. According to Woolfolk (2006) "students may attempt to explain their successes or failures by focusing on ability, effort, mood, knowledge, luck, help, interest or clarity of instruction" (p.319).

Further, the attributions are classified into three dimensions which are: locus of causality, stability and controllability (Snowman, McCown & Biehler, 2012). Locus of control also known as locus of causality refers to the origin of the causes. Most learners who drop out of school attribute their success or failure to ability. (Travers, Elliot, & Kratochwill, 2000). This is common among pupils from poor backgrounds who believe that they are not capable because they are poor leading to school dropout. According to Hayes (2008) stability distinguishes between causes which are temporally and fluctuating such as mood, effort and causes which are stable and enduring the learners' talent and ability. A cause for success or failure which persists across time is stable while a cause which is momentary is unstable. Most learners who drop out

of school attribute their success or failure to ability. Assumptions of their history of failure and feelings of incompetence weaken motivation and learning leading to dropout, ability is usually based on past experiences of children (Travers, Elliot, & Kratochwill 2000).

2.2 Related Literature Review

2.2.1 School related factors and the girl child dropout in selected primary schools.

Distance to school is an important determination of dropout for the female pupils. (Juneja,2012) observes that if school distance is considered too far from home, young girls tend to dropout due to vulnerability of sexual harassment (Nekatibeb, 2014). Parents become afraid for the safety of their children when they have to travel longer distances to school. Long distance to school could be one of the causes of low enrolment which results to the female pupils' dropout of school. A large number of studies in African regions report that school distance can discourage girls from being educated for two major problems. One of them is the length of time and energy needed to cover the distance for children on empty stomachs especially those who don't get lunch. Another challenge is parental anxiety about sexual safeguard of their daughters. Short school distance motivates the girl child to stay in school.

Teacher-pupil relationship influences the academic performance of the pupil. Colclough, Rose, & Tembon (2000) found that in Ethiopia, teachers in schools value boys more than girls because they usually expect girls to quit school early due to poor academic performance. Teachers' attitudes and their teaching practice have foremost impact in sustaining girls in schools.

Provision of female sanitation facilities has influence on the girl child school dropout. According to Lizettee (2012), it is observed inadequate facilities and poor hygiene affect both girls and boys, sanitation in schools has a strong negative impact on the girls. This is especially

important for the girls entering adulthood need to have separate and adequate facilities like changing rooms for their menstruation time and washing facilities in school.

UNICEF (2013) observes that in Africa, lack of basic sanitation is the cause decreasing enrolment of girls in schools. UNICEF (2013) further observes that if the toilets are shared by girls and boys a significant number of girls dropout due to lack of privacy. Education in Uganda hinges on both the international and National policy and regulatory frameworks. Some of the international framework that the education in Uganda is anchored upon include, the Sustainable Development Goals which aim at leaving no one behind, the United Nations Convention on the rights of the child emphasize Non-discrimination, Best interest of the child, Right to survival and Development and Right to be heard has four major guiding principles, and looks at education as a right.

The Darker Framework for Action (2000) aims at meeting Education for All, among others. The SDGs which has 17 goals is the latest development framework, Uganda is a signatory among other countries. Goal 4 of the Sustainable Development Goals (SDGs) is to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’ by 2030. Seven specific targets were identified for Sustainable Development Goal 4 which addresses specific areas of educational needs. Target 4.1 emphasizes that ‘by 2030, all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. Target 4.2 states that ‘by 2030, all girls and boys should have access to quality early childhood development, care and pre-primary Education. According to Ministry of Education and sports (2017) monograph report there are currently 3,727,967 males and 3,631,907 female pupils in primary education in Uganda.

Further, inadequate resources such as text books, desks and blackboards have been found to influence pupils' dropout (Molteno, 2000). In some primary schools classes are overcrowded, six pupils share a desk which is meant for three learner's hence poor handwriting and low academic performance. Additionally, the size and positioning of blackboards in overcrowded classes at times does not favor all learners in the classroom which results to school dropout. According to Gachuka (2004) education reform initiative in Kenya since 1980's had three major impacts among others are increased cost of education and heavy burden of households of materials such as textbooks, and support materials like uniforms. A similar report by Ministry of Education (2010) reveals that levels of poverty in the country has gone up and the plight of poor aggravated to the extent where many Kenyans can no longer have access to education

Additionally, teaching practice and behavior can particularly influence a pupil to drop out of school (Molteno, 2000). Similarly, Bamwitirebye (2018) asserts that teachers who do not make regular lesson preparations, do not design teaching/ learning materials may cause poor academic performance of the pupils hence influencing dropout. Reports from Peru suggest that teachers have very low expectations of girls, because they believe they dropout before completion of primary cycle (Ames, 2004). More so, Glick and Sahn (2000) claim classroom and conducive environments in Guinea appear to be significantly less conducive of learning for girls than boys, negatively affecting their chances for promotion as well as their later productivity and earning potential. Therefore, lack of teaching/learning materials by teachers causes poor academic performance hence influencing the girl child to dropout from school.

2.2.2 Family related factors and the girl child dropout of primary schools.

A number of studies highlight the link between poverty and dropping out of school (Birdsall, Levine, & Ibrahim, 2005; Brown & Park, 2002; Gakuru, 2001; Dachi & Garrett, 2003), observe poverty as the most common primary and contributory reason for the girl child to be out of school and Hunter and May (2003) call poverty, 'a plausible explanation of school disruption'. In addition, the cost of voluntary contributions, uniforms, books and bus fares where the school is located can even free education to be expensive. In Africa, many girls are discouraged from getting education entitled to them because families often send their daughters out of work at a young age so that they can get additional income they may need to exist beyond subsistence level and finance the education of sons. According to Chibiko (2009), Faculty of Education University of Nigeria in his presentation on girl child education, used poverty as a major cause of dropout. Additionally, poor households tend to have lower demand for schooling than richer households. The benefits and the costs of schooling are more difficult to meet than the richer households (Colclough, Rose, & Tembo, 2000).

Loads of house chores are also another factor leading to female dropout (Hunt, 2008). In many contexts, girls take on a heavier work load within house hold settings for instance fetching water, collecting firewood, caring for siblings and general domestic tasks, where by boys are less involved (Morara & Chemmwei, 2013; Kane, 2004; Canagaraha & Coulombe, 1997). In addition, UBOS (2015) noted that 21% of the girls dropout of school because they want to help their parents (p.25). According to (Dachi and Garret, 2003) changes in house hold like circumstances for instance death of a parent, abandonment by the parent can influence some girls to leave school and earn a living.

Early and forced marriage has always been a prevalent cause for school dropout among females (Grant, 2013). Early and forced marriages are a common occurrence in African countries and this affect girls' education attainment. Human Rights Watch (HRW, 2014) stated that many Malawian scholars agreed that early marriage contributes to higher rate of female school drop out which affects equal access to education for both male and female. (Human Right Watch, 2014: Mkandawire 2014: Verheijen, 2014: Archambault, 2011: Tuwor & Sossou, 2008). Further noted that children marriage in Malawi stands at 37%, which is higher than the regional sub-Saharan Africa Average.

According to Amone (2013) on his study about cultural values and beliefs on girl child education among Acholi people in Uganda found out that the girl child performs worse than the boy child in Primary Leaving Examinations and that girl children were likely to drop out of school than the boy children. This is due to negative cultural values and beliefs that impact on girl child education including the view that girls are sources of wealth, replacement for dead married sisters. Girls are also meant to marry while virgin in order to fetch more dowries. All this lead to low academic performance at school and hence high dropout rates for the girl child and many end up marrying early and getting unwanted pregnancy. Additionally, the background of the parents in most cases affect the probability that children would go to school, attend or complete the various levels of education (Abagi & Odipo,1997).

Cultural beliefs, practices, pregnancy, insecurity, girls' expectations and other traditions play a significant role in decisions to withdraw girls from school and their own decisions to drop out of school. According to Abangi (2005) many communities preferred boys to girls when it comes to schooling. In places where resources are less, girls are pulled out of school. Family background entailed the extended family, educational, occupational and other social economic status of the family. Walberg (1984) asserts that family educational culture includes family work habits,

academic guidance and support provided to children and stimulation to think about issues in larger environment.

In Uganda, girls were considered to be married off so as to benefit the family in terms of bride price as well as an escape route from poverty. African families tended to have large numbers of children (Mafukho, 2005). The large families in most of the African culture were encouraged to provide a sense of security and act as a source of income to family when they were married off.

2.2.3 Legal measures that can minimize the rate of girl child school dropout in selected Primary Schools in Tororo District.

Reprimands and final warnings are the criminal records but not convictions governed by provisions of the rehabilitation of Offenders Act on the matter of school dropouts. Namyalo (2018) observed that young people aged 10–17 years old can receive a reprimand provided that they had not previously been given a reprimand, a final warning or been found guilty at court. A reprimand which was a formal verbal warning should be given by a police officer to a young person who admitted they are guilty of a 'minor' first offence.

Law enforcement should be done to minimize the rate of the girl child drop out of primary schools in Tororo accounted for upper primary pupils. This means that law enforcement Act as a strategy to minimize girl child school dropout in Tororo District. In addition, suing parents of girl child school dropouts, with this the actual legal grounds under which this may be done and school systems can be sued, the circumstances under which this may be done are limited. In most cases, as they already talked about, you cannot directly sui the school system, but certain steps have to be first followed. This may include going through the administrative remedies offered by a school or a school system.

Parents who neglect their responsibility of sending children especially girls to school need to be arrested. Some parents fail to take their children to school even with free education programmes for primary which led to a high rate of girl child school dropouts. To add, some parents live the girl child at home to perform parenting roles to other children.

2.3 Summary of Reviewed Literature

The reviewed literature has established that today it's not only school related factors that contribute to school dropout but family related factors also cause school dropout.

The school related factors that contribute to school dropout, as established in the reviewed literature are: distance to school, parental anxiety about sexual safeguard of their daughters, teacher-pupil relationship and teachers' negative attitudes towards girls, inadequate sanitation facilities, inadequate resources such as text books, desks and blackboards (Nekatibeb, 2014: Ainsworth, Beegle, & Koda, 2005: Colclough, Rose, & Tembon, 2000: Lizettee, 2012). While the family related factors that cause school dropout are: negative cultural values and beliefs, cultural ceremonies, income of parents, early age pregnancy, insecurity and girls' expectations (Brown & Park, 2002: Dachi & Garrett, 2003). The literature has also identified that there are various legal measures of minimizing the girl child school dropout, both at school and family levels and that these measures if holistically used would reduce school dropout (Kane, 2004).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the methodology used to conduct the study about “Environmental factors and the girl child school dropout in selected primary schools in Tororo District, Uganda. It covered a description of Research Design, Target Population, Sampling Procedure and Sample Size, Data Collection Instruments, Validity and Reliability of Research Instruments, Data Analysis Techniques and Ethical Issues.

3.1 Research Design

Research Design is the “glue” that holds all the elements in a research project together (Kombo & Tromp, 2006). Research design that the researcher used was a descriptive statistics design and mixed research approach.

It was appropriate because it described a situation at hand and gave a complete accurate description of a situation at hand. Survey design involved asking a relatively large number of pupils and teachers with the same set of standardized questions. Kothari (2004) noted that information gathered through survey can also be used to answer questions that have been asked to solve problems that have been observed. Descriptive Statistics was appropriate since the study sought to describe environmental factors influencing the girl child dropout of primary school in Tororo District.

3.1.1 Access Population

In this case, the target population comprised of all female and male teachers of upper primary classes, all pupils of upper primary classes (Primary 5 and 6), out of school girls and members of

the School Management Committee (SMC) and Inspectors of Schools from Western Division and Eastern Division counties. Female and male teachers were involved in the study because they conduct roll call on the daily attendance of the pupils and provide regular guidance and counseling sessions that enable them to get information on the girl child dropout. Primary five (5) and six(6) pupils were selected for the study because they were the appropriate respondents to provide clear information on the girl child dropout. Members of the School Management Committee were chosen because they represent all parents of the pupils and monitor the progress of other school activities like teaching and learning, regular attendance of the teachers and encouraging parents to enroll their children in school. Inspectors of Schools do monitoring and evaluation on the progress of school activities and receive monthly reports on pupils' enrolment.

3.1.2 Sample Size

A sample is a smaller group obtained from the accessible population. Sample size of 10% is reasonable for experimental studies while 30% is required for descriptive studies (Mugenda, Mugenda, 2003). Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected.

This study targets 8 Government Aided Primary Schools (4 from Western Division and 4 from Eastern Division Counties) in Tororo District. The total study sample consisted of 154 respondents including teachers (16), out of school girls (40), p.5 upper primary girls(40), p.6 upper primary girls(40) , members of the School Management Committee(16) and Inspectors of School(2). The sample size was arrived at using Krojcie and Morgan (1970) table of sample determination as indicated in table: 1 below:

Table 1: Sample size Description

Category of Respondents	Population								Sample size	Sampling technique
	Schools									
	A	B	C	D	E	F	G	H		
Teachers	2	2	2	2	2	2	2	2	16	Simple random
Out of school girls	5	5	5	5	5	5	5	5	40	Snow ball
Upper primary girls p.5	5	5	5	5	5	5	5	5	40	Random sampling
Upper primary girls p.6	5	5	5	5	5	5	5	5	40	Random sampling
Sch.Mgmt.Committee	2	2	2	2	2	2	2	2	16	Purposive
Inspectors of Schools							1	1	2	Purposive
TOTAL									154	

Source: Researcher's Sampling Scheme

3.2 Data collection methods

Data was collected from both secondary and primary sources. Secondary data was collected from journals, district reports, textbooks, internet and theses. Primary data collection methods such as questionnaires, interviews and observation were utilized in this study.

3.2.1 Research Instruments

This study employed the use of questionnaires, interviews and observation guide to collect information from the respondents as the main instruments of data collection.

3.2.2. Questionnaire:

Questionnaires were prepared containing several questions in line with the objectives of the study and thereafter they were given to the respondents to answer by filling in the blank spaces (Amin, 2005). Questionnaires were administered to 120 girl children. This helped the researcher to gather quantitative data regarding school related and family related factors influencing the girl child school dropout in Western Division and Eastern Division counties in Tororo District. Additionally, questionnaires are efficient in providing information collected from a large sample and diverse communities (Kothari, 2004). They help the researcher to know exactly what is required and guides on how to measure the variables. Further, questionnaires save time and they do not need much expertise to administer. The questionnaires used in this study had open and closed ended questions. The Likert's scale statement having five category response continuums was used in the categories of : 5-1(SA-Strongly Disagree (1), D- Disagree (2), NS- Not Sure(3), A-Agree (4), SA-Strongly Agree (5).

3.2.3 Interview Guide:

An Interview guide was designed to capture information from key informants' quantitative data. Key informants included Inspectors of Schools, member of School Management Committees (SMCs) and some teachers of upper classes and out-of- school girls. This enabled respondents to provide unrestricted responses since they were less threatening (Picho, 2016).

3.2.4 Observation method:

The researcher also used observation method to observe and collect data concerning the study. This enabled the researcher to collect first-hand information about environmental factors and the girl child school dropout. The observation checklist was generated and this helped the researcher to obtain visual information like expressions of the respondents, the status of school

infrastructure including water and sanitation facilities at the schools, and the general outlook of girl child dropouts among others. This method helped to supplement and confirm information gathered by other data collection methods.

3.3 Data Quality Control of Instruments

Validity and reliability of research instrument were measured as follows:

3.3.1 Validity of Research Instruments

Validity of an instrument is a measure of how well an instrument measures what it is supposed to be measured (Kombo & Tromp, 2006). Validity is the accuracy and meaningfulness of inference, which are based on the research results. Thus, the degree to which results obtained from the analysis of data actually represents the phenomenon under study (Mugenda & Mugenda, 2003). To determine, construct and check content validity, the researcher came up with items related to research objectives. Research tools were prepared, presented to the supervisors to check for the correctness. The supervisor's observations were used to improve the questionnaires by eliminating all errors for face validity. Pre-testing of the questionnaires was done by administering questionnaires to 10 respondents within the target population but outside the sample so as to enable the researcher to identify the gaps and make modifications accordingly. Validity in this study was done using techniques SPSS such as regression coefficient of validity for the items in the instrument.

3.3.2 Reliability of the Research Instrument

Reliability testing is a test that is destined to test how consistent, equivalent and stable a measuring instrument or tool is (Sekaran & Bongie, 2013). Whereas, reliability of a measure indicates the extent to which it is without bias and hence ensures consistent measurements across

time and across the various items. To ensure stability reliability, test-retest was carried out. Test-retest reliability is a form of reliability achieved when the same instrument is administered to the same group of respondents at two different points. The researcher looks at the correlation between the two sets of scores (Allen & Unwin, 2007). During the test-retest, a test is administered to a group of respondents and then at a later date the same test is administered to different categories of respondents. Inter-rater reliability was used to assess the equivalence attributes of reliability. This helped the researcher to look at whether scores from one sample were consistent when more than one observer records the behavior of respondents at the same time using the same instrument. Likert-Type scale test was performed.

3.3.3 Data collection procedure

The researcher obtained an introductory letter seeking permission to conduct research from the Head of Department Education Planning and Management at Busitema University (attached in the appendix) to introduce herself to the School Management Committee (SMC), Inspectors of Schools, and Head Teachers of the selected primary schools in Tororo District, Uganda. Then the researcher went to the selected schools to collect data. Respondents were assembled in quiet and convenient rooms, briefed about the study and then arranged according to the groups. Simple random sampling was applied. Names of the p.5 and p.6 girls were written on the list. Pieces of paper containing respondents' names were mixed up and each girl picked a paper. The name that appeared on the paper was ticked from the list. There after the researcher distributed questionnaires to all respondents who had pieces of paper containing names from the list and guided them carefully as they filled them. The researcher then collected completed questionnaires, edited, coded and classified new data basing on research questions.

3.4 Data Analysis Techniques

Data Analysis is the process of examining what has been collected in a survey and making deductions and inferences. It involves scrutinizing the acquired information and searching for Patterns of relationship that exist among the data groups (Kombo & Tromp, 2006: Kothari, 2004). Descriptive and inferential statistical analysis was employed to present, analyze and interpret data using the Statistical Package of Social Sciences (SPSS) 16.0. Descriptive analysis was applied to describe the primary variables and associated indicator item related to the study objectives by generating percentages.

3.4.1. Descriptive Statistical Analysis

This summarizes and describes the characteristics of respondents obtained from the data collected in the study in a manageable way (Chua, 2013). The researcher presents analyses and interprets the demographic profile of respondents using descriptive statistics. Responses from closed-ended and open-ended questions were transferred into a summary sheet by tabulating.

Before the actual data analysis, the gathered data was validated, edited and then coded. They were also checked for completeness. The second step was editing which entailed scrutinizing the questionnaires to see whether there were errors and omissions, inadequate, illegible and irrelevant responses. Appropriate actions which involved discarding some were taken. The third step, was coding, which involved going through all the collected questionnaires to identify and classify different categories of responses on a computer generated worksheet. The information and data addressing a particular research question were put together and subdivided into coherent categories that helped in searching the main themes which were then analyzed according to the research questions school related factors, family related factors and legal

measures to minimize school dropout. The coded data was analyzed using both qualitative and quantitative techniques.

3.4.2 Qualitative Data Analysis

Data was collected using interview guide during the discussion with Inspectors of Schools, teachers and School Management Committees .Open-ended emerging data with the primary Intent of developing themes from the data.

Information collected was categorized and organized based on pattern, repetitions and commonalities into different themes and sub-themes using content analysis and substantiated using quotations. This kind of data was interpreted by explanations and substantiated using open responses from the field. The data was analyzed using content analysis based on study variables and information was recorded and summarized.

3.4.3 Quantitative Data Analysis

The quantitative data involves data from the questionnaires only. The data was put in order and structured to get meaning from data. The raw data was cleaned, sorted and coded. The data coded was entered into the computer, checked and statistically analyzed using the statistical package for social scientists (SPSS) software package to generate descriptive statistics. Descriptive analysis was applied to describe the primary variables and associated indicator item related to the study objectives by generating percentages.

3.4 Ethical Considerations

According to Mugenda & Mugenda (2003) ethical considerations are important for any research. In this study, the research ethics was reviewed to ascertain ethical guidelines for conducting the

research so that ethical values are not violated. Such issues included proper conduct of the researcher during the research process, avoidance of plagiarism and fraud, confidentiality and privacy of the information obtained from respondents, avoidance of physical and psychological harm to the respondents, obtaining voluntary and informed consent from the respondents and dissemination of the findings. These values were strictly adhered to.

3.5 Study Limitations and Delimitations

3.5.1 Funds: The researcher mobilized and received some funds from friends and relatives but it was inadequate to cater for all the expenses that was incurred. The researcher also made a budget to suit the available finances.

3.5.2 Content: The study focused on the girl child school dropout in Tororo District. The findings were not generalized because they were not from the whole country.

3.5.3 Time factor: Although some primary schools in Tororo District are hard to reach, the researcher managed to reach there on time and the respondents were able to give responses basing on the questionnaires that were availed to them.

3.5.4 Information: Some of the respondents thought that their involvement in research was a waste of time. However, the researcher convinced them that the results of the research were going to improve their communities especially on issues related to girl child school drop out in Tororo District.

3.5.5 Area of Study: The study was conducted in eight primary schools in Tororo District. Four primary schools in Eastern Division (Morikatipe, Elgon View, Mudakoli and Amagolo primary schools) and four in Western Division (Shaminura, St Jude, Tororo Primary School and Industrial View primary schools) Counties.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents results on environmental factors influencing the girl child drop out in selected primary schools in Tororo District, Uganda. These aspects not only influence and affect each other, but also impacts on girl's child related needs and interests of accessing and completing primary education in Western Division and Eastern Division Counties in Tororo District. The chapter specifically discusses the role of school and family related factors influencing girl child dropout from primary schools in Tororo District. The chapter also presents legal measures that minimize the rate of girl child dropout in the studied district and ends with conclusions and recommendations. The chapter begins with a section on demographic characteristics of respondents as presented below.

4.1 DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

4.1.1 Participants of the study in Eastern Division and Western Division Counties

Table 2 below shows that 40 female pupils from selected 8 primary schools participated in the study in Eastern Division and Western Division Counties. This means that 5 female pupils from each school participated in the study.

Table 2: Female Pupils that participated in the study in Eastern Division and Western Division Counties

Eastern Division county	Female		Western Division County	Female	
	Primary 5	Primary 6		Primary 5	Primary 6
Mudakoli P/S	5	5	St Jude P/S	5	5
Elgon View P/S	5	5	Shaminura P/S	5	5
Morikatipe P/S	5	5	Tororo P/S	5	5
Amagolo P/S	5	5	Industrial View P/S	5	5
Total	20	20		20	20

4.1.2 Female Pupils Dropouts that participated in the study in Eastern Division and Western Division

Counties

Table 3 below shows that 40 female pupils' dropouts from selected 8 primary schools participated in the study in Eastern Division and Western Division Counties. This means that 5 female pupils' dropouts from either primary 5 or primary 6 were randomly selected from each school to participate in the study.

Table 3 below shows female pupils dropouts in Eastern Division and Western Division Counties

Eastern Division county	Female	Western Division County	Female
	Combined P5 & P6		Combined P5 & P6
Mudakoli P/S	5	St Jude P/S	5
Elgon View P/S	5	Shaminura P/S	5
Morikatipe P/S		Tororo P/S	
Amagolo P/S	5	Industrial View P/S	5
	5		5
	20		20

Source: Primary Data (2019)

4.1.3 Age Group of Respondents

The study sought to establish information on age group of respondents from Western Division and Eastern Division Counties. Table 4 below indicates that all female pupils in primary 6 in Western Division County were 14 and above years old, the same age group was revealed in Amagolo and Morikatipe in Eastern Division County. The least age group (11-13) was found in Elgon View and Mudakoli primary schools in Eastern Division. On the other hand, majority of the pupils in Primary 5 in both counties were aged between 8-10 years old except for Morikatipe and Amagolo primary schools in Eastern Division County where some female pupils were between 11-13 years old. This means that majority of female pupils who participated in the study could have started their menstruation

periods and could be easily classified of age for marriage by most parents especially in rural areas where there is rampant poverty.

Table 4: Age Group of respondents from primary schools in Western Division and Eastern Division

Counties

Eastern Division county	Age (in years)		Western Division County	Age (in years)	
	Primary 5	Primary 6		Primary 5	Primary 6
Mudakoli P/S	8-10	11-13	St Jude P/S	8-10	14 and above
Elgon View P/S	8-10	11-13	Shaminura P/S	8-10	14 and above
Morikatipe P/S	11-13	14 and above	Tororo P/S	8-10	14 and above
Amagolo P/S	11-13	14 and above	Industrial View P/S	8-10	14 and above

Source: Primary Data (2019)

4.1.4 Composition of School Management Committee by Gender in Eastern Division and Western Division Counties

Table 5 below shows that there were more males (6) and fewer females (2) in Eastern Division county compared to Western Division where there more females (6) and fewer males (2) on the School Management Committee.

Table 5: School Management Committee by Gender in Eastern Division and Western Division Counties

Eastern Division county	Male	Female	Western Division County	Male	Female
Mudakoli P/S	1	1	St Jude P/S	1	1
Elgon View P/S	1	1	Shaminura P/S	0	2
Morikatipe P/S	2	0	Tororo P/S	1	1
Amagolo P/S	2	0	Industrial View P/S	0	2

Source: Primary Data (2019)

Note: At the county level, among the stakeholders interviewed were 2 (two) males Inspectors of Schools.

4.1.5 Senior Men and Senior Women in Eastern Division and Western Division Counties

All primary schools in the two counties that participated in the study had a male senior man or senior woman teacher. This is a good practice especially in case they are addressing female or male pupils concerns and for ensuring that the rights of pupils are observed.

Table 6: Senior Men and Senior Women in Eastern Division and Western Division Counties

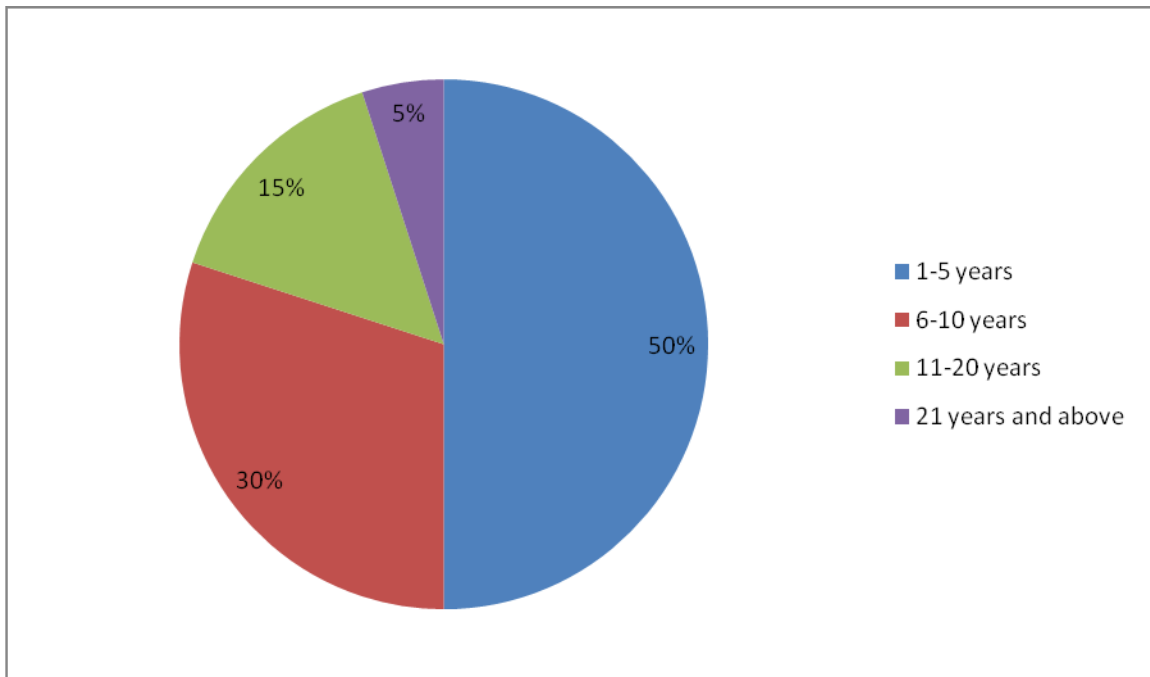
Eastern Division county	Male	Female	Western Division County	Male	Female
Mudakoli P/S	1	1	St Jude P/S	1	1
Elgon View P/S	1	1	Shaminura P/S	1	1
Morikatipe P/S	1	1	Tororo P/S	1	1
Amagolo P/S	1	1	Industrial View P/S	1	1

4.1.5 Years of Service in Teaching Profession in Eastern Division and Western Division Counties

According to the findings in the figure 2 below, majority of respondents (50%) spent 1-5 years in teaching profession, followed by 30% of respondents who have taught for 6 -10 years, 15% represented the teachers with 11-20 years of experience, while 5% represented the teachers with

21 years of experience and above. This implies that majority of teachers who participated in the study had 1 -5 years of experience in teaching profession.

Figure 2: Years of Service in Teaching Profession in Eastern Division and Western Division Counties



Source: Primary Data

4.2 QUESTIONNAIRE RETURN RATE IN THE STUDIED PRIMARY SCHOOLS

The questionnaire targeted pupils of primary 5 (five) and 6 (six) in the studied schools and counties. A total of 80 questionnaires were administered to the pupils as indicated in table 2 above. In addition, a total of 40 questionnaires were administered to pupils that had dropped out of school while in P.5 or P.6 as indicated in table 3 above. The responses of completed and uncompleted questionnaires are indicated in tables 8 and 9 below.

4.2.1 Questionnaire Return Rate for Primary Schools in Eastern Division and Western Division

Counties

According to table 7 below, the questionnaire return rate at Tororo and Industrial View Primary Schools in Western Division County was at 100%, followed by all schools in Eastern Division County with the return rate of 90% and Shaminura Primary in Western Division County. The least return rate was evident from St Jude primary school in Western Division County.

Table 7: Questionnaire Return Rate for Primary Schools in Eastern Division and Western Division

Counties					
Questionnaires Returned	Complete (%)	Incomplete (%)	Questionnaires Returned	Complete (%)	Incomplete (%)
Eastern Division county			Western Division County		
Mudakoli P/S	90	10	St Jude P/S	70	30
Elgon View P/S	90	10	Shaminura P/S	90	10
Morikatipe P/S	90	10	Tororo P/S	100	0
Amagolo P/S	90	10	Industrial View P/S	100	0

4.2.2 Questionnaire Return Rate for Primary Schools Female Pupils Dropouts in

Eastern Division and Western Division Counties

The study reveals that there was a 100% questionnaire return rate from female pupils that dropped out of school in Western Division County. In Eastern Division county only Amagolo primary school had a return rate of 100% with Mudakoli and Elgon View primary schools with 80% and the least from Morikatipe primary school at 60% as indicated in table 8 below.

Table 8: Questionnaire Return Rate for Female Pupil Drop Outs of Primary Schools in Eastern Division and Western Division Counties

Questionnaires Returned	Complete (%)	Incomplete (%)	Questionnaires Returned	Complete (%)	Incomplete (%)
Eastern Division county			Western Division County		
Mudakoli P/S	80	20	St Jude P/S	100	0
Elgon View P/S	80	20	Shaminura P/S	100	0
Morikatipe P/S	60	40	Tororo P/S	100	0
Amagolo P/S	100	0	Industrial View P/S	100	0

4.3 SCHOOL RELATED FACTORS INFLUENCING THE GIRL CHILD DROPOUT IN SELECTED RIMARY SCHOOLS IN TORORO DISTRICT.

Objective one was to examine school related factors influencing the girl child dropout.

School related factors that influence the girl child dropout in Tororo District before

they complete their primary education level were measured. A 5–point Likert scale was used

based on (SA- Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree and NS- Not sure).

The school related factors measured included; distance to school, teachers relationship with

pupils, reproductive health hygiene facilities at school and teaching instructional and learning

materials at school as presented in table 9 below.

Table 9: School related factors influencing the girl child dropout in**selected primary schools in Tororo District.**

Responses	Primary 5					Primary 6				
	SA	A	NS	D	SD	SA	A	NS	D	SD
Distance to school	68%	32%	0	0	0	76%	24%	0	0	0
Teacher/pupil relationship	6.4 %	65.1 %	0	28.5 %	0	30.4 %	45.5 %	0	24.1 %	0
Provision of changing rooms for girls in menstruation	0	0	15.4 %	21.6 %	63%	0	0	9.2%	34.6 %	56.2 %
Boys and girls share pit latrine stances	0	0	0	10%	90%	0	0	0	19.8 %	80.2 %
School has incinerators	1%	0	2.3%	12.1 %	84.6 %	2.4%	0	10.1 %	19.3 %	68.2 %
School has library	3.5 %	13%	15.5 %	68%	0	10.5 %	15%	10.5 %	64%	0
Guidance and counseling	0	6.7%	18.4 %	12.8 %	62.1 %	0	14.3 %	16.6 %	13.6 %	55.5 %

According to the findings in table 9 above, majority of both primary 5 and primary 6 pupils (68% and 76% respectively) strongly agreed that their school was far from their homes, 32% of the

Primary 5 and 24% of the primary 6 pupils agreed that their school was far from their homes. This implies that majority of both primary 5 and primary 6 pupils in both Western Division and Eastern Division Counties travel long distances from their homes to school. In addition, table 9 indicates that the majority (65%) of the primary 5 pupils agreed 28.5% strongly agreed, while (6.4%) disagreed that their teachers treated them well. Likewise, the majority (30.4%) of the primary 6 pupils agreed (45.5%) strongly agreed, while (24.1%) disagreed that their teachers treated them well. This means that in both Western Division and Eastern Division Counties, both primary 5 and primary 6 pupils are treated well.

Further, in the aforementioned table 9, majority (63%) of primary 5 pupils strongly disagreed that their schools provided changing rooms for girls in menstruation, (21.6%) disagreed while (15.4%) were not sure whether their schools provided changing rooms for girls in menstruation. Similarly, majority (56.2%) of primary 6 pupils strongly disagreed that their schools provided changing rooms for girls in menstruation, (34.6%) disagreed while (9.2%) were not sure whether their schools provided changing rooms for girls in menstruation. This means that schools in both Western Division and Eastern Division Counties do not provide changing rooms for girls in menstruation.

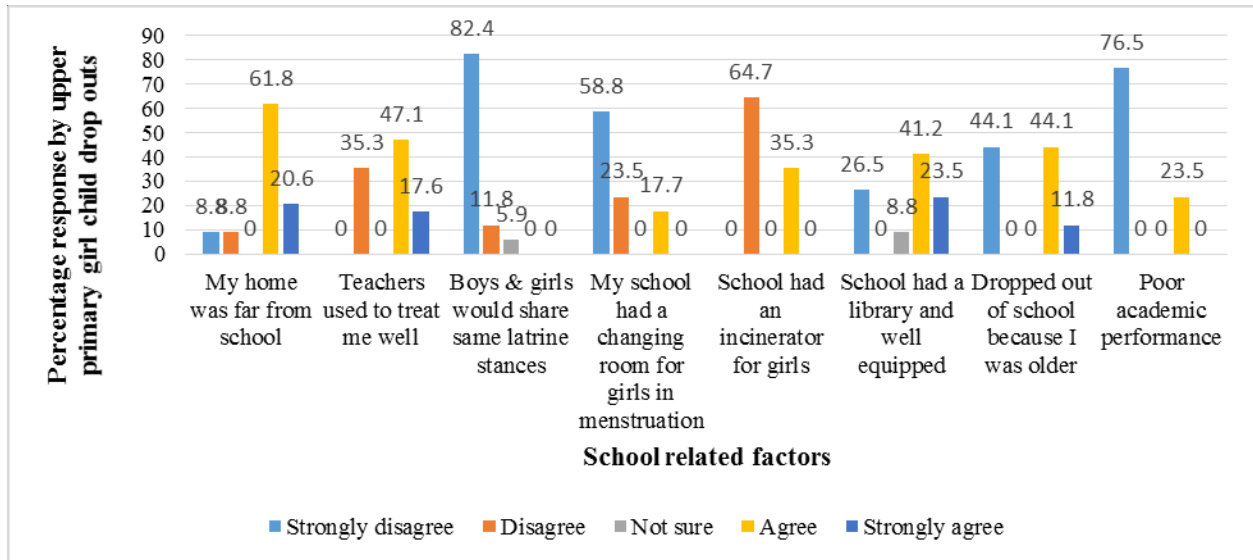
It is also indicated in table 9 above that majority (90%) of the primary 5 pupils strongly disagreed that boys and girls in their schools share pit latrine stances while (10%) of the of primary 5 pupils disagreed that boys and girls share pit latrine stances. Similarly the majority (80.2%) of primary 6 pupils strongly disagreed while, (19.8%) of the primary 6 pupils disagreed that boys and girls in their schools share pit latrine stances. This implies that in both Western Division and Eastern Division Counties, primary 5 and primary 6 boys and girls do not share pit latrine stances.

The same is true that majority (84.6%) of the primary 5 pupils strongly disagreed that their schools had incinerators,(12.1%) disagreed,(2.3%) were not sure, while(1%) of primary 5 pupils strongly agreed that their schools had incinerators. Similarly the majority (68.2%) of primary 6 pupils strongly disagreed, 19.3% disagreed, and 10.1% were not sure, while 2.4% of the primary 6 pupils strongly agreed that their schools had incinerators. This implies that in both Western Division and Eastern Division Counties, this implies that the primary schools in both Western Division and Eastern Division Counties have incinerators.

Additionally, table 9 shows that the majority (68%) of the primary 5 pupils disagreed that their schools had well stocked library, 15.5% were not sure, 13% agree, while 3.5% of the of primary 5 pupils strongly agreed that their schools had well stocked library. Similarly the majority (64%) of primary 6 pupils disagreed that their schools had well stocked library, 15% agreed, 10.5% were not sure, while 10.5% of the primary 6 pupils strongly agreed that their schools had well stocked library. This implies that in both Western Division and Eastern Division Counties, the primary schools do not have well stocked library which causes poor academic performance hence girl child school dropout.

Lastly, majority (62.1%) of the primary 5 pupils strongly disagreed that they had guidance and counseling at school, 18.4% were not sure, 12.8% disagreed, 6.7% agreed, while none of primary 5 pupils strongly agreed that they had guidance and counseling at school. Similarly, the majority (55.5%) of primary 6 pupils strongly disagreed that they had guidance and counseling at school, 16.6% were not sure, 13.6% disagreed, 14.3% agreed, while none of the primary 6 pupils strongly agreed that they had guidance and counseling at school. This implies that the primary schools in both Western Division and Eastern Division Counties do not guide nor counsel their pupils.

Figure 3: A graph representing the percentage responses of upper primary school dropouts based on different school related factors.



As observed in figure 3, on whether the respondents’ homes were far from school, majority (72%) of the upper primary pupils strongly agreed while from figure 6, majority (61.8%) of those that had dropped out of school just agreed. This implies that majority of the primary school going girls walk long distances to and from school thus low enrollment of pupils. School accessibility plays a big role in the retention of the girl child. Through one-on-one interviews with teachers, an issue of distance came out clearly as one of the key factors that influence the girls to drop out. The following is one of the interviewee’s verbatim.

“Imagine a girl child waking up as early as 5am in the morning when it is still dark to begin a journey to school of about 5 kilometers and reaches the school before 8am. The girl is already tired for class work!! If she hasn’t packed food for lunch and her parents haven’t given her simple money to buy snacks during lunch time, the girl will stay on an empty stomach at school throughout. She will walk the same distance back home and only to reach when it is already dark. That situation and other risks encountered on the way to and from school makes the whole education process a torture or a disciplinary

action for such a girl. Therefore concentrating on cocoa harvesting to earn money or marriage become the alternative to education”17/06/2019.

On whether teachers treated the pupils well, majority of the upper primary pupils (55.3%) strongly agreed while majority (47.1%) of those who dropped out of school just agreed. This implies that indeed teachers treat pupils well and therefore there is little or no much instances of harassment of pupils from teachers while at school. In that case, it may therefore not be one of the factors that influence girls to drop out of school, however, some respondents of upper primary classes and those who dropped out disagreed (26.3% upper primary pupils and (35.3% drop outs).

On whether boys and girls shared latrine stances majority (85.1%) upper primary pupils and(82.4%) drop outs) strongly disagreed. It implies that boys and girls in Tororo Primary Schools don't share latrine stances.

On whether the School had changing room for girls in menstruation, majority (58.8%) of girls who dropped out of primary school strongly disagreed while the opinion of the upper primary pupils (59.6%) also strongly disagreed (ref: figure 3). One of the teachers interviewed and a senior woman had this to say on changing rooms;

“We are challenged by inadequate building structures and having a special changing room for girls in menstruation is difficult. We even don't have incinerators!! Except what we do is to guide how these girls can dispose-off used towels. But the fact remains that a girl beginning menstruation at school is disgusting to them. I have more than one cases where young girl became embarrassed on their first menstrual period while at school and they never came back to school. Following up after two or three months, one had got married”
17/06/ 2019.

Whether the school had an incinerator for girls, majority (64.7%) of the drop outs disagreed while (76.4%) of the upper primary pupils also strongly disagreed. This means that most primary schools in Tororo District don't have incinerators for girls who are in menstruation periods leading to absenteeism of pupils from school.

On whether the School had a library and is well equipped, majority (66%) of the upper primary pupils disagreed and majority (41.2%) of the drop outs agreed. However, through personal observations of all primary school libraries, they are not libraries per say but majority are book stores with little or no room for pupils to study on their own. What I discovered in most primary schools sampled, they had well stocked text books, story books and other instructional materials. However, there were some specific questions that were asked to independent groups. For instance, the upper primary pupils were asked whether they normally had guidance and counselling with regard to sanitation as girls at school. (58.8 %) of the upper primary classes strongly disagreed, only (10.5%) agreed while (17.5%) were not sure. This implies that sanitation in most primary schools of Tororo District is not done regularly and in an organised manner leading to absenteeism from school by pupils.

Also the dropped out girls were asked if they dropped out of school because they felt they were older, (44.1%) strongly disagreed and (44.1%) agreed. This means that a certain percentage (44.1%) of those who dropped out felt that they were too old for primary education and therefore age also influences dropping out of primary school. They were also asked if dropped out of school because of poor academic performance, majority (76.5%) of the respondents who had dropped out of school strongly disagreed with this opinion.

Multiple Regression Model

A regression model was run to examine the school related factors that influence girl child to dropout of primary schools in Tororo District. A regression model was run to examine the determinants of girl child school dropout in Uganda. The study conducted a multiple regression analysis from the regression equation thus:

$$P_g = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon_i$$

Where P_g = Girl child school dropout, α = constant, X_1 = Provision of female sanitation facilities, X_2 = Teacher-pupil relationships and X_3 = Distance from school

Ho: Girl child school dropout does not depend on provision of female sanitation facilities.

Ho: Girl child school dropout does not depend on Teacher-pupil relationships.

Ho: Girl child school dropout does not depend on distance from school.

Table 4.10. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.770 ^a	.593	.565	.49817

a. Predictors: (Constant), Distance from school, Teacher-pupil relationship, Provision of female sanitation facilities

Adjusted R squared is coefficient of determination which tells us the variation in the dependent variable due to changes in the independent variable. From the findings in the table above the value of adjusted R squared (0.593) shows that 59.3% of the variations in girl child drop can be

well explained by provision of female sanitation facilities, Teacher-pupil relationship and Distance from the school. Hence a moderate fit.

Table 4.11 Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-134.05	.390		8.304	.000
	Provision of female sanitation facilities	-.641	.114	.130	1.241	.221
	Teacher-pupil relationship	.424	.092	.062	-.644	.000
	Distance from the school	-.739	.110	-.708	-6.744	.296

a. Dependent Variable: Girl child school dropout

From the results in table 4.11 above, the established regression equation was;

$$P_g = -134.05 - 641X_1 + 0.424 X_2 - 0.739X_3:$$

A unit increase in provision of provision of female sanitation facilities would on average (641) decreases the level of absenteeism of pupils and as a result the level of girl child school dropout is reduced. However, this is statistically insignificant at 5% level of significance since the p value $0.221 > 0.05$. Hence we fail to reject the null hypothesis and conclude that Girl child

school dropout does not depend on provision of female sanitation facilities. However, according to the researcher's observation, it is not true because the higher the quantity of Provision of female sanitation facilities in schools that means girl child school dropout has to be reduced and also the lower the quantity of provision of female sanitation facilities in schools, the higher the level of girl child school dropout.

An increase in Teacher-pupil relationship practices would on average (0.42) lead to poor academic performance of pupils which increases the level of girl child school dropout and this is statistically significant at 5% level of significance since the p value (0.000) < 0.05. Hence we reject the null hypothesis and conclude that girl child school dropout depends on Teacher-pupil relationship in schools. Therefore, this is very true because the higher the level of Teacher-pupil relationship means we will also see an increase in girl child dropout, the lower the level of Teacher-pupil relationship, it means the level of girl child school dropout has to reduce.

Short distance from the school would on average (0.739) decrease the level low enrolment of pupils thus girl child school dropout level remains lower. However, this is statistically insignificant at 5% level of significance since the p value $0.296 > 0.05$. Hence we fail to reject the null hypothesis and conclude that girl child school dropout does not only depend on distance from the school.

**4.3.1 FAMILY RELATED FACTORS INFLUENCING THE GIRL CHILD DROPOUT
IN SELECTED PRIMARY SCHOOLS IN TORORO DISTRICT.**

Objective two was to assess family related factors influencing the girl child dropout.

Family related factors influencing the girl child dropout in Tororo District before completion of primary education level were measured. A 5–point Likert scale was used based on (SA- Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree and NS- Not sure.

Table 12: Family related factors influencing the girl child dropout in selected primary schools in Tororo District.

	Primary 5					Primary 6				
Responses	SA	A	NS	D	SD	SA	A	NS	D	SD
Parents provision of breakfast	25%	23%	0	50%	2%	23%	33%	0	42%	2%
Parents provision of scholastics	13%	24.2%	0	62.8%	0	15.2%	28.4%	0	56.4%	0
Revision from home	1%	22.5%	0	20.2%	56.3%	4.2%	26.7%	0	16.6%	52.5%
Absenteeism	32.4%	21%	0	0	46.6%	23.8%	15.8%	0	0	60.4%
Guidance and counseling	13.7	30.3%	0	0	56%	5.5%	24.1%	0	0	70.4%

From table 12 above, majority (50%) of primary 5 pupils disagreed that their parents provided breakfast,(25%) strongly agreed,(23%) agreed while(2%) of the primary 5 pupils strongly disagreed that their parents provided breakfast. Similar findings (42%) of the primary 6 pupils disagreed that their parents provided breakfast,(33%) agreed, (23%) strongly agreed while(2%) of the primary 6 pupils strongly disagreed that their parents provided breakfast. This shows that most of the parents of primary 5 pupils do not provide breakfast to children while most parents to primary 6 pupils provided breakfast to their children.

In addition, it can be seen from table 12 that the majority (62%) of the primary 5 pupils disagreed that their parents provided scholastic materials,(4.2%) agreed while, (13%)of the primary 5 pupils strongly agreed that their parents provided scholastic materials. Similarly, it can be seen from table 12 that the majority (56.4%) of the primary 6 pupils disagreed that their parents provided scholastic materials, (28.4%) agreed while,(15.2%)of the primary 6 pupils strongly agreed that their parents provided scholastic materials.

Likewise, it can be seen from table 12 that the majority (56.3%) of the primary 5 pupils strongly disagreed that they revised their books at home after school,(22.5%) agreed (20.2%) disagreed while, (1%) of the primary 5 pupils strongly agreed that they revised their books at home after school. Similarly, it can be seen from table 12 that the majority (52.5%) of the primary 6 pupils strongly disagreed that they revised their books at home after school,(42%) strongly agreed (26.7%)agreed while,(16.6%) of the primary 6 pupils disagreed that they revised their books at home after school. This implies that in both Western Division and Eastern Division Counties, both primary 5 and primary 6 pupils do not get time to revise their books at home.

To add on, it can be seen from table 12 that the majority (46.6%) of the primary 5 pupils strongly disagreed that absenteeism causes dropout, (32.4%) strongly agreed while, (21%) of the primary

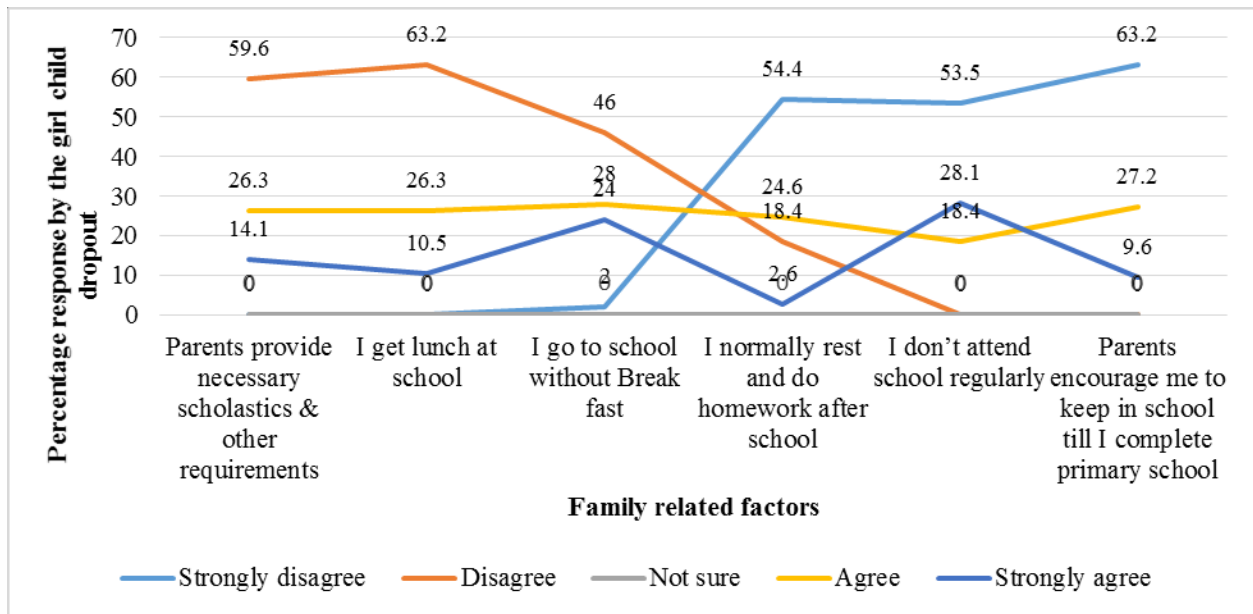
5 pupils agreed that absenteeism causes dropout. Similarly, it can be seen from table 11 that the majority (60.4%) of the primary 6 pupils strongly disagreed that absenteeism causes dropout,(23.8%) strongly agreed while,(15.8%) of the primary 6 pupils agreed that absenteeism causes dropout. This shows that absenteeism does not cause school dropout in both Western Division and Eastern Division Counties.

Finally, table 12 shows that the majority (56%) of the primary 5 pupils strongly disagreed that they had guidance and counseling at home, (30.3%) agreed while (13.7) of the of primary 5 pupils strongly agreed that they had guidance and counseling at home. Similarly the majority (70.4%) of primary 6 pupils strongly disagreed that they had guidance and counseling at home,(24.1%) agreed while (5.5%)of the primary 6 pupils strongly agreed that they had guidance and counseling at home. This implies that most of the parents in both Western Division and Eastern Division Counties do not take time to guide nor counsel their children..

4.4 FINDINGS ON FAMILY RELATED FACTORS THAT INFLUENCE THE GIRL CHILD TO DROP OUT OF PRIMARY SCHOOLS

The study investigated family related factors that influence the girl child to drop out of primary school in Tororo District before they complete the primary education level. That was addressed by use of a 5–point likert scale (SA- Strongly Agree, A-Agree, D-Disagree, SD- Strongly Disagree and NS- Not sure) questionnaires for upper primary school pupils (P5 and P6) from selected primary schools and primary school dropout girls. Family related factors were measured and these included; parents providing scholastic materials, lunch at school, absenteeism and parents guidance and counselling.

Figure 4: A graph representing percentage response given by the girl child from upper primary based on family related factors.



According to the findings in figure 4 above ,(59.6%) accounted for the respondents who mentioned that parents provide necessary scholastic materials, (63.2%) of respondents argued that pupils get lunch at school, (46%) said that they go to school without breakfast ,others represented by (54.4%)represented the pupils in upper primary who normally rest and do homework after school,(53.5%)of upper primary pupils do not attend school regularly ,while(63.2%) accounted for respondents who reported that parents encourage them to keep in school till they complete primary school.

Multiple Regression Model

A regression model was run to examine the family related factors that influence girl child school dropout in Tororo District. The study conducted a multiple regression analysis from the regression equation thus: $P_g = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon_i$

Where P_g = Girl child school dropout, α = constant, X_1 = Income of parents, X_2 = Early marriage and X_3 = Cultural belief

Ho: Girl child school dropout does not depend on income of parents.

Ho: Girl child school dropout does not depend on early marriage.

Ho: Girl child school dropout does not depend on cultural beliefs.

Table 4.13: Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.862 ^a	.648	.669	.58719

a. Predictors: (Constant), Cultural belief, Early marriage ,
Income of parents

Adjusted R squared is coefficient of determination which tells us the variation in the dependent variable due to changes in the independent variable. According to the findings in the table above, the value of adjusted R squared (0.648) shows that 64.8% of the variations in girl child drop out can be well explained by Income of parents, early marriage and Cultural belief. Hence a moderate fit.

Table 4.14: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-147.02	.444		9.215	.000
	Income of parents	-.722	.199	.173	1.984	.332
	Early marriage	.533	.089	.093	-.733	.000
	Cultural belief	-.882	.122	-.932	-7.855	.389

a. Dependent Variable: Girl child school dropout

From the results in the above table the established regression equation was;

$$P_g = -147.02 - 722X_1 + 0.533 X_2 - 0.882X_3$$

Higher level of Income of parents in families would on average (722) decrease the level of absenteeism of pupils hence reduces the level of girl child school dropout. However, this is statistically insignificant at 5% level of significance since the p value $0.332 > 0.05$. Hence we fail to reject the null hypothesis and conclude that Girl child school dropout does not depend on Income of parents in families. However, the researcher's observation it is not true because the higher the level of Income of parents in families that means girl child school dropout has to be reduced and also the lower the level of Income of parents in families, the lower the level of girl child school dropout.

Early marriage in families would on average (0.553) contributes to low enrolment of pupils which increases girl child school dropout level and this is statistically significant at 5% level of

significance since the p value (0.000) < 0.05. Hence we reject the null hypothesis and conclude that girl child school dropout depends on early marriage in families. Therefore, this is very true because the higher the level of early marriage means we will also see an increase in girl child dropout, the lower the level of early marriage, it means the level of girl child school dropout has to reduce.

Favorable cultural belief policies would on average (0.882) decrease the level of poor academic Performance of pupils which also reduces the level of girl child school dropout. However this is statistically insignificant at 5% level of significance since the p value 0.296 > 0.05. Hence we fail to reject the null hypothesis and conclude that girl child school dropout does not only depend on cultural belief.

4.5 EXISTING LEGAL MEASURES TO MINIMIZE THE RATE OF THE GIRL CHILD DROP OUT OF PRIMARY SCHOOLS IN TORORO DISTRICT.

Objective three was to identify legal measures that can be applied to minimize the rate of girl Child dropout

In this dissertation existing legal measurers mean permissible legitimate approaches that are in existence to reduce the rate at which the girl child is dropping out of primary schools in Tororo District. To ascertain the existing legal measures, members of the School Management Committees (SMCs) and Inspectors of schools (IS) were asked “*What are the existing legal measurers in villages that contribute to addressing issues of the girl child dropping out of school?*” Their responses were all hinged on school management systems, law enforcement, rising awareness and livelihoods at household levels. The followings in the table were reported as existing legal measures to minimize the rate at which girls drop out of primary schools:

Table 4.15: Existing legal measures to minimize the rate of the girl child drop out in selected primary schools in Tororo District

Responses	SA	A	NS	D	SD
Reprimands and final warnings to the school dropouts.	22%	41%	6%	19%	11%
Law enforcement to target parents and school dropouts.	18%	31%	15%	22%	14%
Suing guardians of school dropouts.	30%	11%	13%	24%	22%
Arresting all the school dropouts and their parents	22%	41%	6%	19%	11%

Source: Primary Data

According to the findings in the table (41%) accounted for respondents who agreed that reprimands and arresting all the school dropouts and their parents was the best way to minimize the rate of girl child dropout from primary schools and (24%). This implies that reprimands and final warnings are the criminal records but not convictions governed by provisions of the rehabilitation of Offenders Act on the matter of school dropouts. According to the interviews, it was found out that young people aged 10–17 years old can receive a reprimand provided that they had not previously been given a reprimand, a final warning or been found guilty at court. A reprimand which was a formal verbal warning should be given by a police officer to a young person who admitted they are guilty of a 'minor' first offence.

The respondents were asked whether law enforcement should be done to minimize the rate of the girl child drop out of primary schools in Tororo District and(31%)agreed, (18%) strongly agreed,(15%)were not sure, (22%) disagreed and 14% accounted for upper primary pupils who strongly disagreed with finding. This means that law enforcement Act as a strategy to minimize girl child school dropout in Tororo District.

Respondents were asked whether suing guardians of school dropouts is a key to minimize the rate of girl child dropout from primary schools and (30%) strongly agreed, (11%) also agreed, (13%) were not sure, (24%) disagreed and (22%) strongly disagreed with the findings. This implies that Girl child drop outs is one of the reasons one might have for considering suing parents of girl child school dropouts, with this they consider the actual legal grounds under which this may be done and school systems can be sued, the circumstances under which this may be done are limited. In most cases, as they already touched on, you cannot jump directly to suing the school system, but must complete certain steps first. This may include going through the administrative remedies offered by a school or a school system.

The findings in the table 4.15 above show that (41%) of the upper primary pupils agreed that arresting all the school dropouts and their parents can play a vital role in minimizing girl child dropout in Tororo District. Police stations passed a resolution to arrest and charge parents who neglect their responsibility of sending children especially girls to school. Parents in the area had failed to take their children to school even with free education programmes for primary which led to a high rate of girl child school dropouts. However, one of the teachers was interviewed and attributed the high girl child drop out to ignorance of parents who instead of sending their children to school send them to herd cattle and dig in farms.

The teacher had this to say:

“They had already launched a crackdown and so far five parents have been arrested in the district. The parents were detained for four days in police custody but some have since been released and cautioned” 19/06/2019.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to investigate environmental factors influencing the girl child school dropout in selected primary schools in Tororo District, Uganda. This chapter discusses the finding of the study, and draws conclusion and recommendations based on the study objectives.

5.2 Discussion of Findings

School related factors on girl child dropout.

The study demonstrates that long distance from the female pupils residence to school and from school back home contributed to female pupils' dropout of school in the studied counties in Tororo District. Majority of the parents are poor to regularly transport the girl child to school, money only accumulates during season of harvesting cocoa. This finding is similar to that of Carlos et al. (2018) in their study who demonstrated that distance was a negative determinant of academic performance. The authors recommended the need to reflect over the impact of the spatial organization of education institutions.

Additionally, inadequate female sanitation facilities like changing rooms for girls while in their menstrual periods and lack of incinerators also influenced the girl children to drop out of primary school before completion of the primary education cycle in Eastern Division and Western Division Counties in Tororo District. This finding collaborates with that of Gupta. (2019), who

indicated that sanitation facilities positively impacted on education especially for the girl children. [More](#)

studies were conducted by Kebirungi et al. (2015), who investigated gender perspectives of student's perceptions to access and utilization of water and sanitation facilities in East African Universities. Findings revealed inadequate water, sanitation and hygiene conditions disproportionately affected more female than their male student counterparts in East African Universities. As a coping strategy, female students postponed lectures whenever they were in their menstrual periods due to unfavorable water and sanitation conditions. This scenario may lead to declines in female pupil's academic performance, confidence and self-esteem, conditions that may lead them to drop out of school.

Although some schools have embarked School feeding programmes (SFPs) intended to alleviate short-term hunger, improve nutrition and cognition of children, and transfer income to families, the studied schools did not provide food in terms of breakfast or lunch. According to Jomma (2011), school feeding programmes have an impact on nutritional, health, and educational outcomes of school-aged children in developing and can increase retention of children in school and reduce absenteeism and can provide social safety net and help promote human capital investments (Alderman and Bundy, 2011). On the contrary, Alderman and Bundy, (2011) in their study on school feeding programme and development found out that school breakfast produced small benefits in children's nutritional status, school attendance and achievement. It is important to note that although School Feeding Programmes have contributed to literature, they have not tackled their impact on how they promote reduction of girl child drop out of school especially in developing countries.

It was also noted that majority of the respondents did not receive guidance and counseling from the school by a school counsellor or from home by parents or anybody trusted to provide such services. Yet the existence and effectiveness of the guidance and counseling teachers and parents would partly help the continuing female pupils or those that have dropped out of school to

strategize and lobby for the girl's re-entry policy guidelines including implementation of activities that would be put in place for the reentered girls so as to help them remain and perform well in school. Although counseling sessions are perceived to be helpful, Mulenga and Mukaba, (2018) titled Policy and practice: roles of the guidance and counseling teachers in the implementation of the girls' reentry policy in selected schools in Lusaka, Zambia, found out that there were some girls who did not want to go through counseling sessions. This is because the girls had a lot of problems and dropped out of school due to lack of skills to help them contain the pressure and stigma from their peers. There is also need for regular contacts of guidance and counseling teachers and parents with the girl child dropouts in the studied schools reentered girls as a result the girls faced a lot of problems both at home and at school which they struggled with on their own (Mulenga and Mukaba, 2018). Based on the findings of this study, there could have been professional gaps especially among teachers specialized in school psychology with specialization in guidance and counseling teachers to effectively conduct the sessions with the girls.

The study found out that Short distance from the school would on average decrease the low level of enrolment of pupils thus girl child school dropout level remains lower. However this is statistically insignificant at 5% level of significance since the p value $0.296 > 0$. Although a unit increase in provision of provision of female sanitation facilities would on average decreases the level of absenteeism of pupils and as a result the level of girl child school dropout is reduced. This is statistically insignificant at 5% level of significance since the p value $0.221 > 0.05$. It was found out that an increase in Teacher-pupil relationship practices would on average lead to poor academic performance of pupils which increases the level of girl child school dropout and this is statistically significant at 5% level of significance since the p value $(0.000) < 0.05$.

Family related factors on girl child drop out.

The study also revealed family related factors that influenced girls to drop out of school like marrying off girls of primary school going age. For example, Hari (2014) also observed that in some parts of Ghana many parents and community members had negative attitude that educating girls was a waste of time and money. According to Hari (2014) parents assumed that investment in the education of the girl child would benefit only their husbands and families with no returns on biological parents of the girl. Therefore it was perceived that money spent on the girls' education would then be considered a loss to the families of the girls. This is also supported by Nyoike (2015) who said that teenage pregnancy was a prevalent problem in many countries. Young school going girls had relationships with boys and older men (sugar daddies) and bodaboda cyclists in exchange of little gifts and money which lead them to become pregnant and at worse infected with HIV/AIDS (Nyoike, 2015). Related studies by (Mikisa 2019; Warria 2019), investigated retention of girls at primary school in the Busolwe Sub-County Butaleja District, Eastern Uganda. It was revealed that family environment like perceived parental attitude to girls' education, perceived parental ability to provide for the family, and staying home to do household chores instead of going to school were significantly associated with girls' dropping out of school (Mikisa (2019). Additionally, Iwara, and Obadire (2018), assessed the annual upsurge of high school dropouts, especially in the rural areas of South Africa. Findings revealed that parents' poor supervision and academic support, stereotype on female education, parents' separation, and mockery over the failure of their children, parents' eagerness to be supported by their children, and rape by parent and relatives are the major parental causes. The study recommended that parents should be sensitized while government should take a radical measure on high school rape and female stereotype.

It was noted that favorable cultural belief policies would on average decrease the level of poor academic performance of pupils which also reduces the level of girl child school dropout. However, this is statistically insignificant at 5% level of significance since the p value $0.296 > 0.05$. The study demonstrated that early marriage in families would on average contribute to low enrolment of pupils which increases girl child school dropout level and this is statistically significant at 5% level of significance since the p value $(0.000) < 0.05$ hence girl child school dropout depends on early marriage in families.

Existing legal measures that can be utilized to minimize the girl child dropout

This study also investigated existing legal measures to minimize the rate of the girl child drop out in selected primary schools in Tororo District. The study demonstrates that reprimands and the arrest of all the school dropouts and their parents were being used as the best way to minimize the rate of girl child dropout from primary schools. Although this finding was reported, many times it's not the reality in many contexts in Uganda. For example, Tromp and Datzberger. (2019), in their study on global education policies versus local realities: Insights from Uganda and Mexico indicated that policies differed widely from universal agenda. The authors argued that global education norms in education can also reproduce existing inequalities or even lead to new forms of inequalities at the local level (Tromp and Datzberger, 2019). This is especially true strategy by families (Warria, 2019). when girl child marriages have also been used as a survival It is also true especially when a male pupil impregnant a female pupil, the female pupil is made to drop out of school while the male pupil is encouraged to continue with his studies.

According to Warria. (2019), in their study on child marriages, child protection and sustainable .development in Kenya revealed that although Kenya has a strong legal framework to fight child marriages and to prosecute perpetrators, the practice still remains rampant and is on the increase

Indeed, child marriage policies and reproductive health measures targeting children should reflect a child-rights approach and also focus on socio-economic vulnerabilities to address the root causes. In addition, it should be acknowledged that child protection and reproductive well-being are collective processes requiring collective responsibility and not only legislative and policy reforms.

Although school and family factors perceived to be influencing the girl child dropout from school were the focus of this study, other factors that might contribute to the girls drop out of school have been identified including family educational background. For example Patel et al. (2018) investigated whether mother's education or household poverty a better predictor for girl's school dropout? evidence from aggregated community effects in rural India. Result suggested that communities with high concentrations of poverty and mother illiteracy are disadvantages with low gender perception and high levels of dropouts and 70% more if belonged to communities with lower mother literacy. The study concluded that girls from poor communities with low levels of mother literacy and non-egalitarian gender attitudes were at higher risk of school dropout.

Taddesse et al. (2018) investigated causes of early school leaving or school dropout in Africa and Asia, from the year 2001 to present (2018). Results revealed that among the most common causes for early school leaving include lack of parents' employment, living in a single parent household, being an illegitimate child, age, region of residence and school performance and urban to rural migrations. The authors (Taddesse et al, 2018) recommended that policies to prevent early school leaving require multi-perspective targeting, involving individual, school, community and family. There is also need for improved individual and family awareness on the positive impact of education as well as the dangers of certain cultural beliefs.

Existing legal measures that can be utilized to minimize the rate of girl child dropout.

This study, identified some strategies and practices (that were out of scope of this study) which the studied communities were using to minimize the girl child drop out from school. For example communities were utilising the existence of primary school management systems that include the Parents, Teachers' Association (PTA) and School Management Committees (SMCs) to fulfil their responsibilities such as regular monitoring of school activities, conducting regular meetings with parents. Such meetings were being used as avenues to enable parents and teachers share experiences and come up with strategies of keeping girl children in primary schools. The studied schools are also utilising the judicial system at village level where by members of the SMCs and PTA are being tasked to be watchdogs on parents that marry off their girls at an early age and convict anybody found out to have impregnated a girl child. Women were being encouraged to work in groups in order to increase income for their families for example there are many women groups who are involved in rotating micro credit and savings schemes. This had helped mothers to improve on their income to provide educational requirements for their children and keeping them in school.

Other scholars suggest strategies to minimize the girl child drop out of school. For example, Warria (2019), demonstrated that despite Kenya's legal framework to fight child marriages and to prosecute perpetrators, the practice still remains rampant and on the increase. Child marriage policies and reproductive health measures targeting children needed to reflect a child-rights approach and also focus on socio-economic vulnerabilities to address the root causes (Warria, 2019). The author concluded that child protection and reproductive well-being are collective processes requiring collective responsibility and not only legislative and policy reforms.

5.3 Conclusions

At the studied schools, school related factors like distance to school, inadequate sanitation facilities and provision of instructional materials have continued to influence the girl child drop out of school. Family related factors such as income of parents, early marriage and cultural beliefs have continued to impact on the education of the girl child.

The existence of measures put in place to minimize the practice are not strong enough as they are not backed by the provisions in the legal laws and policies of the land.

5.4 Recommendations

The recommendations provided will complement the already strategies used by community members to minimize girl child school drop out in the studied communities:

There is need to create awareness on gender and water as a human right with all stakeholders at every planning unit of the schools.

There is need for continuous monitoring gender friendly water and sanitation facilities to promote efficiency particularly for female pupils and those pupils with disabilities.

There need for individual and family awareness on the positive impact and importance of education for the girl child as well as the dangers of certain cultural beliefs.

There is need to carryout sensitization on safer sex and abstinence for the girls in schools especially in the studied schools.

There is need to establish and implement programmes meant to help the re-entered girls and for those who drop out of school, there should be a system of following them up.

5.5 Suggestions for further research

The suggested areas for further research.

A similar study be done in private primary schools in Tororo District to compare the results to public primary school.

A similar study be conducted on factors influencing both girls and boys drop out of school in public primary school in Tororo District.

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APPENDICES

Appendix A: Questionnaire for Upper Class Pupils (P.5 & P.6)

This questionnaire is designed to assist the researcher to find out the factors contributing to pupils drop out from selected primary schools in Tororo District. The information you provide will be used for research purposes only and will be treated with utmost confidentiality. Please do not write your name that of your school.

SECTION A: Demographic information about the respondent.

1. Gender a) Male b) Female
2. How old are you.....?
3. Orphan hood status (tick one appropriate answer)
 - Both mother and father are alive
 - Mother only alive
 - Father only alive
 - Both Mother and father died

SECTION B: The influence of school related factors on the girl child school dropout in selected primary schools in Tororo District.

Please respondent indicate the extent to which you Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A), Strongly Agree (SA) (Tick where appropriate)

SN	STATEMENT	SD	D	NS	A	SA
1	Is your home far from school?					
2	Do the teachers treat pupils well?					
3	Boys and girls share latrines (stances)					

4	My school has a changing room for the girls who are in menstruation.					
5	Our school has a library with enough text books.					
6	Our school has an incinerator for the girls.					
7	Do you normally have guidance and counseling sessions at school?					

SECTION C: The influence of family related factors on the girl child school dropout in selected primary schools in Tororo District.

Please indicate the extent which you strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A), Strongly Agree (SA) (Tick where appropriate)

S/N	STATEMENT	SD	D	NS	A	SA
1	My parents provide scholastic materials like exercise books, pens and mathematical set	1	2	3	4	5
2	I normally have lunch at school.					
3	I normally go to school on an empty stomach.					
4	I always get enough time to rest and do my homework after class hours.					
5	I do not attend school regularly.					
6	My parents normally discourage me from getting married before completion of primary cycle.					
7	I am always encouraged by my parents to keep in school until I complete primary cycle.					

THANK YOU FOR YOUR CO-OPERATION

Appendix B: Questionnaire for the Dropouts

This questionnaire is designed to help the researcher to find out the factors contributing to pupils drop out from selected primary schools in Tororo District. The information you provide will be used for research purposes only and will be treated with utmost confidentiality. Please do not write your name.

SECTION A: Demographic information about the respondent.

1. Gender a) Male b) Female
2. How old are you?
3. Orphan hood status (tick one appropriate answer)
 - Both mother and father are alive
 - Mother only alive
 - Father only alive
 - Both Mother and father died

SECTION B: The influence of school related factors on the girl child school dropout in Tororo District. Please indicate the extent to which you Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A), Strongly Agree (SA) (Tick where appropriate)

S/N	STATEMENT	SD	D	NS	A	SA
1	Is your home far from school?	1	2	3	4	5
2	Did the teachers use to treat you well?					
3	Boys and girls would share latrine stances					
4	My school had a changing room for the girls who would be in menstruation.					
5	The school had an incinerator for the girls.					
6	My school had a library and enough text books and a lab with science equipment.					

7	We would have guidance and counseling sessions on daily basis.					
8	I dropped out of school because I was older than other pupils.					
9	Poor academic performance influenced me to drop out of school.					
10	My parents would not give me enough scholastic materials like exercise books, pens and mathematical sets.					
11	Over crowded classroom influenced me to drop out of school.					

SECTION C: The influence of family related factors on the girl child drop out in Tororo District.

Please respondent indicate the extent to which you strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A), Strongly Agree (SA). (Tick where appropriate)

S/N	STATEMENT	SD	D	NS	A	SA
1	My parents would give me scholastic materials like exercise books, pens and mathematical sets.	1	2	3	4	5
2	I could have lunch at school.					
3	I would go to school on an empty stomach.					
4	I would be given enough time to rest and do my homework after class hour.					
5	Absenteeism was the major cause of dropping out of school.					
6	My parents would tell me to stop schooling and get married.					
7	Cultural belief was the major issue that enabled me to dropout out of school.					
8	Is it good for the girl child to leave schooling?					

THANK YOU FOR YOUR COOPERATION

Appendix C: Questionnaire for the Teachers

Dear respondent,

I am Abbo Joyce a student of Busitema University. I am conducting a study on Environmental factors and the girl child school dropout in selected primary schools in Tororo District.

You are required to read the questionnaire provided and answer the questions appropriately. The information given will be treated with utmost confidentiality and be used for academic purposes.

SECTION A: Demographic information about the respondent.

1. Gender (Please tick where appropriate)

Male

Female

2. What is your age bracket?

A) 19-24 years

b) 25-30 ars

c) 31-40 rs

D) 41-45 years

e) 46-50 years

f) 51 and above

3. How many years have you been in the teaching profession?

A) 1-5 years

b) 6-10 years

c) 11-20 years

d) 21 years and above

SECTION B: School related factors on the girl child school dropout in selected primary schools in Tororo District.

Which of the following statements explain, “Please indicate the extent to which you Strongly Disagree, (SD), Disagree (D), Not Sure (NS), Agree (A), Strongly Agree (SA),”.(Tick where appropriate).

S/N	STATEMENT	SD	D	NS	A	SA
1	Pupils attend class daily.	1	2	3	4	5
2	Pupils walk long distance to school.					
3	Good teacher/pupil relationship among the pupils and teachers.					
4	The school has good sanitation.					
5	Girls have changing room when they are in menstruation.					
6	Water source is available at school.					
7	The school provides sanitary pads to the girl child when she is in menstruation period.					
8	The school has enough text books, chalkboards and laboratory equipment.					
9	All pupils have writing materials, pens and mathematical sets					
10	Some pupils drop out of school due to poor academic performance.					
11	Overcrowded classrooms have influenced the girl child to drop out of school.					
12	Guidance and counseling is done regularly.					
13	High enrolment of the pupils’ influence pupils to drop out of school					
14	Over age of the pupils influence pupils to drop out of school.					

SECTION C: Family related factors on the girl child school dropout in selected primary schools in Tororo District.

S/N	STATEMENT	SD	D	NS	A	SA
1	Low income of the parents influence pupils to drop out of school.	1	2	3	4	5
2	Pupils do not get enough time to do homework at home.					
3	Some parents force the girl child to get married at an early age so as to get wealth.					
4	Cultural beliefs have influenced the girl child to drop out of school in some communities.					
5	Sensitization should be provided to the parents so as to enable the girl child to stay in school and complete primary cycle.					

THANK YOU FOR YOUR COOPERATION

Appendix D: Interview Guide for the SMC and I S

Dear Respondent,

I am Abbo Joyce student of Busitema University. I am conducting a study on “Environmental Factors and the girl child school dropout in selected primary schools in Tororo District.” I kindly request you to provide correct information for academic purpose. The data collected will strictly be kept confidential.

Age: Sex:

- 1. Do you have cases of school dropouts in your school/s?

.....

- 2. What do you think are the major causes of pupils’ dropout in Tororo District?

.....

- 3. Mention school related factors contributing to the girl child school dropout in Tororo District.

.....

.....

.....

- 4. What are the family related factors contributing to the girl child school dropout in Tororo District?

.....

.....

.....

5. What could be the factors in the communities that contribute to the girl child school drop out?

.....
.....
.....

6. Suggest solutions that parents can put in place to ensure that female pupils keep in school till completion of the primary cycle.

.....
.....
.....

7. What are the existing legal measures in villages that contribute to addressing issues of the girl child dropping out of school?

.....
.....
.....

8. How can government reduce the rate of the girl child dropout from primary schools?

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THANK YOU VERY MUCH FOR YOUR CO-OPERATION

APPENDIX E: Observation Checklist

S/N	ITEM	SATISFACTORY	UNSATISFACTORY
1	Teachers arrive early on duty		
2	Good teacher/ pupil relationship		
3	Good sanitation at school.		
4	The chalkboard is in good condition and big enough.		
5	All pupils have writing materials and pens.		
6	Classes are overcrowded		
7	Over age pupils in upper primary classes.		
8	Class Registers portray pupils and teachers commitment to school attendance.		
9	Continuous Assessment record demonstrate good results.		
10	All pupils' books are marked daily.		

Appendix F: Gant Chart/ Time Schedule for the Study 2024

ACTIVITY	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUG	SEPT.	OCT.
Topic identification										
Topic Approval										
Presentation of the concept paper										
Presentation of the research proposal										
Incorporating comment from peers and supervisor										
Submission of the proposal										
Briefing of the study to the primary stakeholders in the community										
Questionnaire design. Final meeting with peers, approval of tools and put logistics in place and prioritising issue specific pilot activities for testing										
Administration of research tools										
Compilation coding and editing of study findings Evaluation of the report										
Finalisation and submission of the thesis.										

Appendix G: Budget Frame Work

S/No	Inputs	Cost	Amount
01	Materials: Maps Stationery Typing, printing and other secretarial services Total	60,000= 190,000= 600,000=	850,000=
02	Logistics: Internet Transport Miscellaneous Phone calls Data Analysis Sub total	170,000= 300,000= 400,000= 250,000= 1,000,000=	2,120,000=
	Grand Total		2,970,000=

