

**AN ASSESSMENT OF THE EFFECTS OF GIRL CHILD SCHOOL DROP OUT
ON SOCIAL ECONOMIC DEVELOPMENT IN KAPTANYA PRIMARY
SCHOOLS IN KAPTANYA SUB COUNTY,
KAPCHORWA DISTRICT**

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**A RESEARCH REPORT SUBMITTED TO THE SCHOOL OF PROFESSIONALS,
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DECLARATION

I declare that I personally did the work presented in this report and that it has not been presented before to any other university, college or institution for any award.

Sign _____

Name: MZEE SIMON

Date: _____

APPROVAL

This research report has been carried under my supervision as a University Lecturer.

Signed:.....

Date:.....

For.....

DEDICATION

I dedicate this work to my beloved parents Mrs. Chelimo Irene, and father Max Mzee for the support they gave me in my education. My friends and secretaries Chebet Joy and Chebet Juliet who helped me in typing this report.

Much thanks goes to my supervisor Mr. Okiror George who supported me during my research days, may the almighty father reward him abundantly.

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My respondents who accepted to answer my questionnaires and interviews conducted did a commendable job. Their part has been fundamental indeed in this research because if they didn't welcome my request, then this research would not exist. I tried my best but God gave breath of life and guide.

LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Disease Syndrome
HIV	Human Immune Virus
PTA	Parents Teachers Association
JDHS	Uganda Demographic Health Survey
UNAID	Uganda National Aid
UNEPI	Uganda National Expanded Programme on Immunization
UNFPA	United Nation Population Fund
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education
USAID	United States AID
WHO	World Health Organization

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ABSTRACT

This study was carried out in Kaptanya Sub County, Kapchorwa District. On an assessment of the effect on girl child school drop out on social economic development. The objectives of the study were to establish the major causes of girl child school dropout, the effects of girl child school drop out on the social economic development and the possible solutions to combat the girl child school drop out on the social economic development in Kaptanya sub county, Kapchorwa District. The findings of the study were based on 65 respondents and this include 5 Teachers per school, 5 Sub County Officials, 15 House Wives, 15 Opinion Leaders and 15 Religious Leaders under methodology. The methods used by the researcher included interviews, questionnaires and focused group discussion, chapter four shows data presentation, interpretations and analysis of the study. Finally chapter five summaries the discussion, conclusion and recommendations derived from the researcher's findings.

CHAPTER ONE

INTRODUCTION

1.0 Background to the study

This study was intended to look at an assessment of the effects of girl child school dropout on socio-economic development in Uganda specifically in Kaptanya Sub county. Dropout was an issue in education system that has aroused interest of many professionals academicians and the public in general. Insignificant attention has been devoted to examine the causes and effects of girl child dropout in primary school especially in the country side where the problem is wide spread and Kaptanya sub county schools in particular, Girl child dropout is a serious problem that drastically effects on African's general development and Uganda's national development in particular.

Uganda now has an average literacy rate of 60 percent, up from 54 percent in 1991 (population Reference Bureau, 2000) . Though the enrolment of both boys and girls in primary one is often equal, from primary four the dropout rate for girls is higher than that of boys. Thus a very small fraction of girls have access to higher education and skill training, this phenomenon is equally manifested in Kaptanya Sub County.

By 2000, the proportion of children between seven and thirteen years of age in schools in Uganda was 70 percent nationally. The net enrolment for girls was 76 per cent and that of boys was 73 percent (world bank,2000,65). Dropout rates of girls are high (UNICEF 2001) and evidence from the 1992/3 integrated household survey (HIS) shows that they have increased over time.

According to Solomon Chow Aburu (2007) issues in research studies, conceptual frame work has the purpose of coursing the research to have simplicity, order, unit and coherence in all aspects. It explains the relationship that exists between independent and dependent variable.

The causes for such dropout rate are mainly due to lack of school fees , pregnancy and early marriages lack of school fees account for about 60 percent of dropout of girls at primary and secondary school level while early pregnancies and marriages are responsible for 13 percent of girls who drop out at primary level (Ministry of Education and Sports ,2000n; Kayita and Kyakulaga 2003).

It was against this background that the researcher went and established the causes and effects of girl child school dropout in Kaptanya Sub County.

1.1 Statement of the problem

The government of Uganda initiated Universal Primary Education (UPE) in the year 1997 which emphasized girl child education for a number of reasons. Top on the agenda was girl child education which was meant to Champion Uganda's social – economic development. To achieve this objective , tough laws were put up to protect the girl child such as compulsory education, 1.5 points top up for Makerere University Female entrants, strong defilement laws, raising the age for marriage to 18 years and so forth.

Despite the above efforts by government, the number of girls dropping out of school before completing the primary school cycle has been continually increasing for over time. The researcher therefore sought to establish, the cause of the above phenomenon so as to come up with washable solutions to this problem.

1.2 General objectives

The study was designed to assess the effects of girl child school dropout on socio-economic development in Kaptanya Sub County , Kween District.

1.2.1 Specific objectives include

- To establish the major causes of girls child school dropout in Kaptanya Sub county, Kapchorwa District.

- To assess the effects of girl child school dropout on the socio economic development in Kaptanya sub county, Kapchorwa District.
- To establish the possible solutions to combat the effect of girl child school dropout on the socio-economic development of Kaptanya Sub County , Kapchorwa District.

1.3 Research questions

- What are the major causes of girl child school dropout in Kaptanya Sub County Kapchorwa District.
- What were the effects of girl child school dropout on the socio-economic development of Kaptanya Sub County, Kapchorwa District.
- What were the possible solutions to combat the effect of girl child school dropout on the socio-economic development in Kaptanya sub county

1.4 Scope of the study

The study was based on content scope of the effects of girl child school dropout in socio economic development in Kaptanya Sub County although the study was meant for the whole sub county, primary schools due to limited funds , the researcher conducted few selected primary schools.

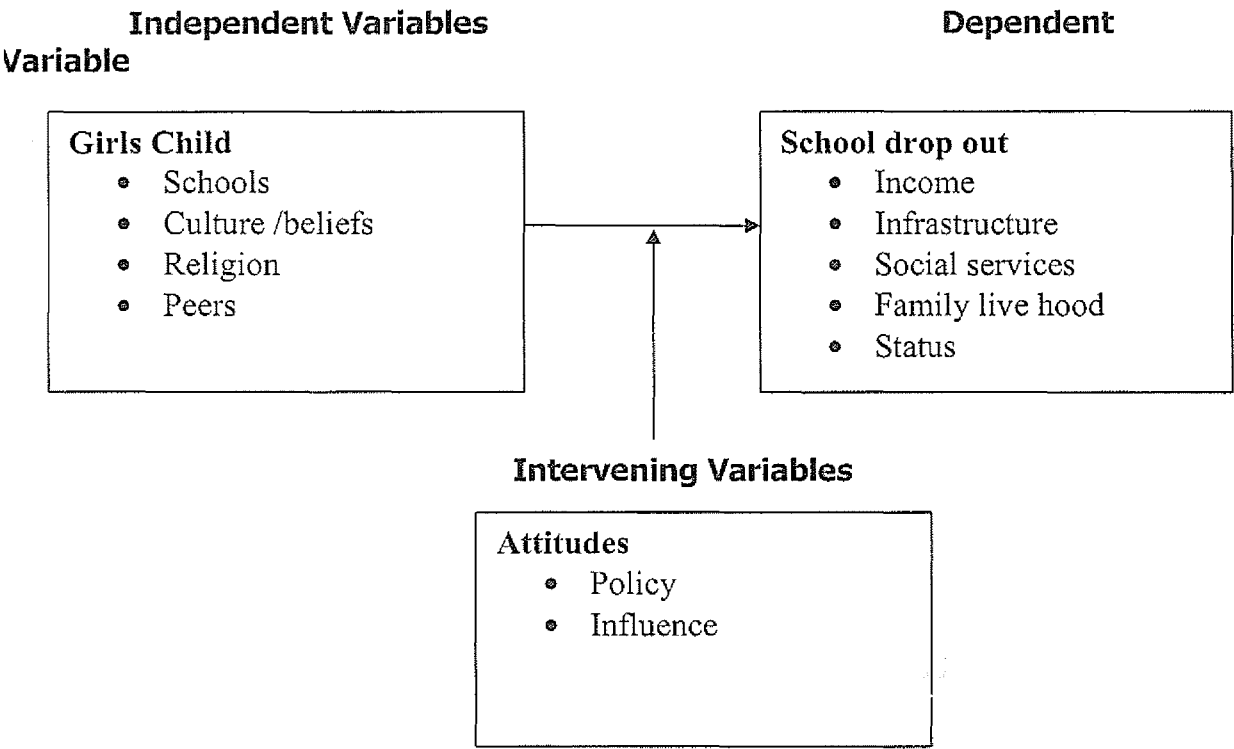
1.4.1. Geographical scope

The study was carried out in Kaptanya Sub County, Kapchorwa District. The study was located at the slopes of mount Elgon forest and it is boarded by Kween district on the east, Kapchorwa town council on the West , Mt. Elgon National Park on the south

1.4.2 Time Scope

The study be carried out for the period 2009 to 2015 because this is the time when most the Primary School girls in Benet Sub County dropped out of school as per the District Education officers annual report 2013.

1.5 Conceptual frame work.



Source : Researcher own formation 2016

The above, the conceptual frame work operates in such way that incase independent variables operates positively in the intervening or moderating variables , then we shall have the positive result from dependent variable . The nervures of the intervention will also give us negative results from the dependent.

1.6 Significance of the study

- Findings of the study are expected to provide a local database for policy makers and implementers for any possible intervention to cater for victims of school dropouts
- The findings are expected to also provoke other researchers to carry out further investigation in the related areas of study.

- The study might enable policy makers at the local government level to come up with appropriate measures to address the problem of girl child school drop out in the area of study

1.7 Operating definition of terms

Girl child: Refer to female young gender between the age of 7-14 who are supposed to be at school

Culture It refer to the traditional customs and practices of the sabinys

Peers A group of children with common interest

Family live hood The level of standard of living of particular home state

Infrastructure This is inclusive of roads, schools , hospitals , good house etc.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presented the related literature of the study to the investigation to be undertaken, sourced according to the objectives of the research study. This included library books and other written books such as journals, news papers and internet among others.

2.1 Objective one: Causes of girl child school dropout

Early pregnancy is a serious problems. In Luwero District alone , for example , 60 girls got pregnant and dropped out of school in 2002 academic year (Mulindwa 2002).

This defeats one of the objectives of UPE, namely, to increase the enrolment and literacy levels of girls and women. Fathers often refuse to acknowledge paternity in such cases and the child-mothers are unable to care for their children of irresponsible and uncaring men (Chiums .5.) . As a result, these children live with their grandparents. The study revealed that 2.4 percent of the children in household are the grand children of the household head. The term was coined by Kathleen cravero, UNICE Country representative in march 2006, during a workshop of research findings. This phenomenon seems to be happening in Kaptanya sub county therefore the need to carry out the research to find out whether this problem is happening or not.

According to the ministry of education and sports manual report, VoI 111(2020 and journal of social development in Africa volume 16 no 2 July 2001 atekyereza/educating girls and women in Uganda in early sexual relations though this could also be attributed to other contextual factors. It was for example, observed that there is a widespread housing problem in Kamuli district. In some families, a small temporary house is both a sitting room and bedroom for all family members . A curtain or an incomplete will may

separate rooms. Sometimes, parents have sexual intercourse when their children are listening. As girls enter puberty, they also try test sexuality. Such girls may get pregnant or decide to marry early to have their own husbands. This problem seem to be happening in Kaptanya sub county therefore is needed to carry out research to find out whether this phenomenon is on the ground or not.

The problem of AIDs has aggravated the problem by turning the attention of order men towards school –aged girls who are believed to be a risk-free alternative (ministry of finance and economic planning ,2000). This seems to be a cause of girls child school dropout in Kaptanya sub county thus need to carry out the research to find out whether this problem is happening or not.

Early Marriage; Throughout the world, marriage is regarded as a moment of celebration and a milestone in adult life. Sadly, the practice of early marriage gives no such cause for celebration . All too often , the imposition of a marriage partner upon a child means that a girl or boys childhood is cut short and their fundamental rights are compromised (UNICEF 2000). This seems to be one of the causes of girl child school dropout in Kaptanya sub county therefore there is need to carry out the research to establish whether this phenomenon is real or not.

According to (Le febvre, Quiroga and Murphy 2004), young girls are robbed of their youth and required to take on roles for which they are not psychologically or physically prepared . Many have no choice but the timing of marriage or their partner . Some are coerced into marriage while others are too young to make an informed decision .

Premature marriage deprives them of the opportunity for personal development as well as their rights to full reproductive health and wellbeing, education and participation in civic life. This phenomenon seem to be the cause of girl child school dropout in Kaptanya sub county therefore the researcher would want to carry out a research to find out whether this problem is a causes or not.

The literature identifies many interrelated factors almost similar worldwide with small variations between societies that interact or place a girl child at risk of early marriage . Those factors include among others, search for economic survival, protection of young girls, peer group and family pressure , controlling female behavior and sexuality , wars and civil conflicts , maximization of fertility where infant mortality is very high. The working group (2000); UNICEF (2001); Mathur et' al (2003) This seems to be one of the causes of girls child school dropout in Kaptanya sub-county therefore research has to be carried out to find out whether is it a cause in that area.

According to Umar farad (2008) early marriage contributes to a series of negative consequences both young girls and the society in which they live. It is a violation of human rights in general and of girls rights in particular . For both girls and boys , early marriage has profound physical , intellectual , psychological and emotional effects cutting off educational and employment opportunities and chances of personal growth . In this paper more emphasis is given to girls and this is an issue that effects upon girls in far larger numbers and with more intensity . Besides having a negative effects on girls themselves, the practice of early marriage also has negative consequences on their children, families and society as a whole . UNICEF (2000) argues that is not only girls that pay for early marriage but also the society as a whole . Population pressure, health care costs and lost opportunities of human development are just a few of the growing burdens that society shoulders because of teenage pregnancies . This phenomenon seems to be happening in Kaptanya sub county therefore the need to carry out the research is to assess whether this problem is a cause of girl child school dropout or not.

Early marriage also undermines international efforts to fight against poverty in developing countries . Bunch (2005) makes it clear that the widespread practice of child marriage makes it increasing difficult for families to escape poverty in the developing world , thereby undermining critical international efforts to fight poverty

, HIV/AIDS and other development challenges and making billions of dollars in development assistance less effective. The First one, it argues that a number of factors such as poverty, social cultural and religious norms, civil conflict, value of virginity and fears about marital sexual activity are the major factors that contribute to early marriage of girls in African. secondly, it asserts that early marriage is a violation of girls human rights as it deprives her from freedom, opportunity for personal development and other rights including health and wellbeing, education and participation in civic life. Lastly, it argues that "early marriage is a developmental challenge for the growing burdens such as population pressure, health care costs and lost opportunities of human development that society shouldn't". This problem seems to be common in Kaptanya sub county and due to that research has to be carried out to find out whether it is a cause of girl child school dropout in Kaptanya sub county or not.

The Uganda media often carry evidence of early marriages as a cause of low female enrolment rates. For example, in 2000, 30 female students of Budiope Secondary School in Kamuli District were reported to have either eloped or got married within a period of six months. The reporter was wondering how many would remain by the end of the year since the school had an enrolment of only 70 girls and 170 boys. (UDHS 2000). Average age at first marriage has risen over the years, from 15 in 1995 to 17.1998. The 2000/2001 UDHS shows that 17% of women of child bearing age were married before age 15 and more than a half by age 18. Current findings shows that 3 in 10 women aged 15-19 are already mothers (DHS 2001). This challenge seems to be happening in Kaptanya sub county therefore there is need of research to be carried out analyze whether this challenge is happening or not.

A Sudanese teenage girl has sought protection from the Uganda police to avoid forceful marriage to a senior army officer in the Sudanese people's liberation army. The 16 years old girl said her mother is forcing her to leave studies and marry a 56 years old Lieutenant Colonel who has been financially supporting them. "They wasn't me to get

married against my will and now the man is mounting pressure because he gave my parents lots of dollars” the student of Maryland High School in Entebbe said (Daily Monitors, 2009 December 3)

Could afford their family daily and developmental needs, gender discrimination would be less likely, as shown by indicators in urban areas where income levels are comparatively higher. The gain of 53 percent made in access to primary education by girls in Kampala and major urban areas is offset for some people refer to a school dropout as a person who goes to school but does not get either a certificate or a job and an office. Volume 16 number 2 July 2001 Journal of Social Development in Africa 123 by the low numbers in the rural districts such as Kotido and Kitgum in Northern Uganda. Even with positive discrimination practices aimed at registering more girls under the Universal Primary Education policy the gap still remains, with boys exceeding the number of girls by 16.6 percent. This phenomenon seems to be a cause of girl child school dropout in Kaptanya Sub County therefore there is needed to carry out research and assess if this problem is happening or not. **Poverty;** According to the Republic of Uganda, (2000a;3) poverty exacerbates socio cultural problems since it constrains the choices available to parents, even if they are willing to educate their daughters. If parents were well educated and employed so they

Euulenna Adden et’al (2003:39:44) state that the community especially the parents living below poverty line in line with high cost do give a negative response disregarding the existence of schools in the community.

In summary, poverty and other economic factors limit the accessibility to education of girls and make them vulnerable in terms of opportunities for „gainful employment. Indeed, due to the lack of a clear government employment policy and to the negative consequences arising from the World Bank and IMF- backed economic reforms, even those who are educated cannot easily get gainful and secure employment. Unless there is radical change and women are trained in skills that can lead them to acquire

better and secure employment and thus become economically emancipated, they will remain vulnerable. (Republic of Uganda , 2001:3)

Stability and instability in families; According to UNICEF , (2000a) the stability or instability of families is another important factor mainly caused by divorce or the deserts, divorce or dies, a man marries another wife. It is then highly probable that the children of the previous wife will stop attending school, it they go to school at all in the first place. Their fathers, without their knowledge or consent, marry off their daughters in bars in exchange for money to buy alcohol. Pons (2000:70) found that Kamwokya (as suburb off Kampala) girls as young as eight or nine years old are sent to Town to work as maids. He also notes that the proportion of girls at school aged 15 to 19 years falls more sharply than that of boys and the net result is there are many girls who have either left school or never attended it. Some children lose interest in studying. This sometimes arises from copying bad habits from classmates or from unsuitable movies and disco dances at night. School dropouts without adequate or employable skills are forced to engage in activities which require little training. This phenomenon seems to be the cause of girl child school dropout in Kaptanya sub county and thus research need to be carried out to establish whether it is a cause or not.

2.2 Objective two : Effects of girls child school dropout

Resource wastage in education investment

This being the case, the Ministry of Education should always fully account for all educational expenditure. According to Chanakira (2006:13), "It is imperative that the government eliminates all forms of resource wastage, financial, material and human" if it is to avoid wastage in education. From an educational perspective, educational wastage is a term that can be used to describe the total number of years spent by repeaters and dropouts in the education system, that is, before they repeat or dropout respectively. It implies the loss of resources by the government through the Ministry of Education, Sports and Culture as a result of dropouts and repeaters. In some quarters,

"the promotion of good classroom teachers to positions outside the classroom promotes educational wastage" (Chanakira, 2006:13). This problem seems to be one of the effects of girl child school dropout in Kaptanya sub county therefore research has to be carried out to assess whether this phenomenon is happening or not.

Another effect is the under- utilization and misuse of educational facilities (like school library) by the school is an indication of wastage and may promote dropouts (Many chi, 2000). The time and money spent on dropouts at any grade level means a great loss to the government investment. As given by Chivore (2006:11), the implications for dropouts are that they cause educational wastage in following ways:

- The money which is invested by the state is under- utilized
- Materials and resources are not put into use, which is uneconomic
- The dropout cannot attain a full educational capacity.
- Consequent, the dropout cannot maximally contribute to the country's economy building.
- As a result, the dropout becomes a liability to the country instead of being an asset.

The dropout reduces opportunities for other children who could have better utilized those resources to the benefit of the country. The above points by Chivore and Postlewhite's (2005:12) sentiments that "the money invested and lost through someone who does not complete an educational cycle, cannot be recovered. This problem seems to be happening in Kaptanya Sub County and thus research has to be carried out to find out whether this problems is happening or not.

Increases in illiteracy; Zimbabwe, with a population of 14.5 million, has an estimated literacy rate of 80 percent, one of the highest in sub- Saharan Africa (Ipsnewsnet, 2001). Surprisingly girls child dropout rate remains high. High dropout rate poses a threat to the development of the country as this reduces the educational level of the people in the country. Also dropouts increase illiteracy levels in the country. Yet it is not only the question of percentage that should be checked, but the fact that mothers are the first teachers of children and that in today's society a woman is valued because of

her education and not beauty, little has been done in Zimbabwe to reduce girl child dropout. Results from open ended questionnaires revealed that majority (90%) of the respondents believe that a woman for whom higher education has not been attained has no full dignity and socio- economic value to his husband and the society at large. This problem seems to be the effects of girl child school dropout on socio- economic development in Kaptanya Sub County therefore research has to be carried out to establish whether this phenomenon is real or not.

According to Census, (2001). The female literacy gap is 21.70. This means there are 226,754,947 illiterate women and about 113,223,101 more female illiterates than males due to girl child school dropout despite the fact that there are 35,538,909 less women in the country than men. This phenomenon seems to be happening in Kaptanya Sub County therefore the need to carry out the research to find out whether this is happening or not.

Anti social behavior and increases in crime rates and HIV/AIDS; Early marriage contributes to a series of negative consequences both for young girls and the society in which they live. It is a violation of human rights in general and of girl's rights in particular. For both girls and boys, early marriage has profound physical, intellectual, psychological and emotional effects; cutting off educational and employment opportunities and chances of personal growth. (WHO , 2006). This challenges seems to be open of the effects of girl child school dropout in Kaptanya sub county therefore the need to carry out the research to assess whether this challenge is real or not.

Besides having negative effects on girls themselves, the practice of early marriage also has negative consequences on their children, families, and society as a whole. UNICEF (2000) argues that it is not only girls that pay for early marriage but also the society as a whole. Population pressure, health care costs and lost opportunities of human development are just a few of the growing burdens that society shouldn't because of teenage pregnancies. Early marriage also undermines international efforts to fight

against poverty in developing countries. This problem seems to be common in Kaptanya sub county therefore research has to be carried out to find out whether this phenomenon is happening or not.

Bunch (2005) makes it clear that the widespread practice of child marriage makes it increasingly difficult for families to escape poverty in the developing world, thereby undermining critical international efforts to fight poverty, HIV/AIDS and other development challenges, and making billions of dollars in assistance less effective, underestimating or ignored.

The HIV/AIDs pandemic has critical implications for girl child welfare and their role in economic development. Over 17 million girl child world in the world face the triple challenge of school dropout, poverty and living with HIV/AIDs. Young girls are more likely to be taken out of school to help with domestic chores and look after patients (UNAIDS/UNFP/UNIFEMS, 2004) this phenomenon seems to be happening in Benet Sub County thus research has to be carried out to find out whether this problem is an effect of girl child school dropout or not.

Unemployment; In Zimbabwe, the education system and the society at large has over the years been affected in various ways by girl child drop out. Girl child dropouts in many schools, for example, have resulted in some teachers losing their jobs overstaffing causing some teachers to transfer forcibly to other schools. Such situations create socio- economic and unemployment problems as those teachers who loose jobs are negatively affected. Besides , school dropouts in any society become a liability of the larger society as they are unable to contribute meaningfully and maximally to nation building (Ministry of education and sports , 2007), this phenomenon seems to be common in Kaptanya Sub County therefore there is need to carry out research to assess whether this problem is happening or not.

Most of the dropouts engage in anti- social and criminal activities that causes disharmony and socio- economic instability to neighboring countries like South Africa, Botswana and Mozambique are on the rise for reasons among which are school dropouts. On the other hand, most of the street kids in the country are consequence of school dropouts. All these problems constitute a socio- economic burden to the country there by making dropouts a prejudice to the development of the community in which the school is found and the nation at large. Also, people are nowadays employed on the basis of their qualifications. Those with higher qualifications, academic or otherwise, have higher chances of getting employment. This means that least educated like dropouts risk being unemployed (United Nations Convention of Women issues, 2006). This challenges seems to be one of the effects of girls child school dropout on socio- economic development in Kaptanya sub county therefore there is need to carry out research to assess whether this problem is on the ground or not.

Domestic violence and sexual abuse; As young girls are often married to men who are much older than themselves, the age difference tends to reinforce the powerlessness of the girl, who is thus at greater risk of abuse and less likely to assert herself. Young married girls are more likely to be beaten or threatened and more likely to believe that a husband might sometimes be justified in beating his wife. Women who believe that are more likely to have been married before age 18 than those who believe that there is never justification. Child brides are often more susceptible to domestic violence. *(USAID gender assessment, 2003- 2005)*. This problem seems to be happening in Kaptanya sub county therefore the need to carry out research to find out whether this problem is happening or not.

In Egypt, data indicates that 29% of married adolescents were beaten by their spouses or their spouses and others of these , 41% were beaten when they were pregnant. (Population Council, 2000 cited by ICRW, 2008). This challenges seems to be common in Kaptanya sub county therefore there is need to carry out research to assess whether this problem is happening or not.

2.3 Objectives three; Mitigate measures on girl child drop out

Pregnant school girls ; The government education policy of expelling pregnant girls and not allowing them to re-register after delivery while the men responsible (who are often teachers, fellow students, businessmen and politicians) go scot-free is discriminatory, sexist and contrary to the general effort to educate women. Teenage pregnancy is now a reality? worldwide teenage pregnancy rates are high and continue to rise and Uganda is leading sub Saharan African in teenage pregnancy at 43 percent. At the end of November 2000, for district were expelled and a girl from Arua Public Secondary School was not allowed to sit O" level examinations because she was pregnant, after she had studied for four years and paid all school expenses there (Federo Vিয়েuna, 2009). Teenage pregnancy is responsible for 60-90 percent of girls who drop out of school (Ian Masembo, 2000). So, though the white paper (1992) proposed free and compulsory primary school attendance for all children of the relevant age starting by the year 2010 and free education for every four children in every family with effect from February 1997, this will not work without the cooperation and participation of parents and guardians and flexibility in the enrolment policy. Research has to be carried out to establish the solutions of the causes and effects of girl child school dropout in Kaptanya Sub County.

Under the United Nations in Ethiopia the United Nation Population Fund (UNFPA) supports programmed called' Berthane Hawan' which advocates putting an end to child marriages and keeping girls in school . To encourage families to let the girls complete schooling in Malawi UNFPA is working with youth councils to repeal a law allowing girls as young as 16 years to be married and to support campaigns to keep girls in school (The Millennium Development Goals Fact Sheet, 2010). For instance through engaging girls in income generating activities such as poultry keeping, basket knee ting, clean town in order to get an income for their upkeep while in school.

Universal Primary Education , other policies that would be effective in the education of girls are rendered ineffective by the barriers described above. The UPE policy of 12

Casual laborers' earn less than US\$ 1 per day, working from 8:00am in the morning to 2:30pm or sometimes to 4:30 pm in the evening . The minimum fees per child per term are approximately US\$ 12.5 at primary school level.

In addition, the policy guidelines on how the four children would be selected (thus , two girls and two boys) do not take into account the strategies and responses of the parents and guardians . many policies that fail in developing countries do so through the passive resistance of the people and from sabotage by the bureaucracy implementing the policies. As longer as these factors prevail, girls will be considered last or not at all. A part from selection of children to study free, fees are still generally very high. The tuition fees that the government pays constitute a small fraction of what the parents or guardians have to pay. This includes additional fees for the PTA and the building fund and buying uniforms, books and all the other equipment. The government promises to cover the costs of building, teaching and other teaching- related materials but experience has shown that, if parents do not do the work themselves, their schools collapse (UNICEF 2009a). This seems to be one of the ways to mitigate the causes and effects of girl child school dropout in Benet Sub County hence research has to be carried out.

In most progressive private and government schools, additional payments have not been removed. Some have even been secretly retained with the mutual agreement of the school authorities and parents. Thus , the policy looks more political than practical.

Admission to University; Another important point related to the admission of women students to institutions of higher learning. Makerere University, for example, started admitting female students in first year from 1989 on 1.5 points less than those used to admit male students. This was intended to increase the enrolment of women students in the university across all volume 16 number 2 July 2011 Journal of Social Development in Africa 137 courses. However, the policy appears to have been ill-conceived, given the facts on the ground. As noted earlier , most girls drop out of

school. The enrolment figures of 1993/94 indicate that only 8,310 students enrolled in the University. These constituted 0.3 percent of the original cohort that entered primary school (World Bank, 1996:171). With affirmative action, the percentage of women at university has recently risen to 35 percent. The implication is that the 1.5 points policy is helping only those families that are capable and care about the education of both sexes. The vast majority is not helped in any way by this policy. The policy is not bad but it is ill- focused. It assists the female elite rather than solving the root of gender disparity in the education system; it treats the symptoms rather than the source or causes. It would be more effective to implement policies that can bring up more women to the level where they can earn the 1.5 points . for example giving girl child bursaries, scholarships from the sub county , involving them in income generating activities like sweeping of town, car washing among others.

According to the Ministry of education and Sports, (2003) many aspects of life affects girls access to education, good practices in every field must be published, publicized and tried elsewhere. According to the particular environment and context, affirmative action programs, in the political arena and at decision making levels are equally relevant. The Uganda case has shown that, contrary to the view advanced by detractors, affirmative action does not demotivate or stifle efforts of those who benefit from it. The 1.5 points bonus scheme for increasing the number of women undergraduate students in public universities in Uganda has not demoralized women students. The scheme has served to raise women's enrolment to one- third of all students. Kaptanya Sub County inclusive.

In conclusion, on this chapter of literature review the researcher had given different scholars with intern- related views on the causes, effects and solution of girl child school dropout as explained above.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presented the methods that the researcher used to gather relevant data for the study. It was comprised of the research design, study population, sample size, geographical area, sampling techniques, data collection techniques, reliability , validity of the instruments, data analysis and data presentations.

3.1 Research Design

This research adopted both qualitative and quantitative, design for the study.

3.2 Study Population

The population of the study comprised 100 categorized as 30 community leaders , 30 primary teacher and 40 community members who do not fall within community leaders and teachers

3.3 Sample Size

The size of the sample was 65 respondents who were chosen from within the study area. These respondents were got from households i.e the women were found within Benet sub county, the sample size included community leaders, sub county officials, opinion leaders and primary teachers. Kneje and Morgan (1970) table was used in establishing the sample size.

3.4 Sampling Techniques

For the cases of the households where women were expected, the researcher intended to use random sampling because they were many.

As for community leaders and opinion leaders; purposive sampling was applied because they were few and knowledgeable about the research problem . While for the sub county officials and opinion leaders, purposive and random sampling was used because they were quite few also.

3.5 Data collection Instruments

Four basic instruments were used to collect data. These included questionnaires, interviews , observation and focus group discussion.

3.6 Questionnaire

Open ended questionnaires involved administering structured set of questions to each respondent who were able to read and write. This tool was elected because of its ability to gather large amount of data in the shortest time possible. A structured and self-administered questionnaire was administered to sub county officials and opinion leaders. That was expected to allow the respondents to freely speak their mind without any restrictions.

Interview Schedules

An interview schedule involved a face- to – face interaction with the respondents. Interviews were used since they were easily adaptable and effective because they encouraged for deeper information on the part of the researcher whenever need arised. The tool also offered a chance to seek for clarity incase the researcher had not understood the response from the respondents.

Observation

This referred to physical participation of the researcher personally in order to get some answers on spot which in turn provide more reliable information. The researcher also consulted the concerned parties for clarity reasons. The respondents were expected to avail the researcher with adequate knowledge in the particular field.

Focus Group Discussions

This was a qualitative type of research in which the researcher brought together small groups of people 6-12 in numbers with similar characteristic that was homogenous to discuss a particular topic of a research. This tool was used since it enabled rapid generation of information and it also helps respondents to raise issues and concerns that the researcher might not have considered.

3.7 Reliability and Validity

The reliability of research were pretested on 10 respondents from all categories and this helped the researcher to ascertain the ability to elicit accurate information thus minimize biased results.

3.8 Data Analysis

The researcher analyzed data manually on a sheet containing statistical inferences which tables will support with detailed narratives from simplicity and proper understanding of the answers.

Editing; This was done just after data collection. The completed interview response schedules were thoroughly checked noting the relationships between the given answers and the questions to be asked. The information collected were edited for completeness, accuracy, uniformity, consistency and comprehensibility.

Responses were recorded inform of abbreviations or symbols written out in full to make it simple to facilitate the coding process.

Coding; Coding were done by classifying all the answers given by the respondents into meaningful categories for the purpose of bringing out their important patterns. A representative sample of the completed interview schedule was selected and all their corresponding answers will be listed down.

Tabulation; After editing and coding, tabulation was done to give a clear presentation of various responses and the significance of each interpretation. This was based on the magnitude of the corresponding numbers and percentages of total respondents.

Tabulation was involved the counting and adding of all the answers to a particular question that enabled the statistical analysis of the data to be presented in form of tables. It was done manually using descriptive tables since the study is expected to be relatively small.

3.9 Data gathering procedure

Data collection is often formalised through a data collection plan which should include:

- Pre collection activity – Agree goals, target data, definitions and methods
- Collection – data collection
- Present Findings –
usually involving some form of sorting, analysis and/or presentation.

The precollection activity is one of the most crucial steps in the process. The quality of the data collected can be devalued as a consequence of poor design or sampling of both questions and informants, and poor elicitation techniques. After an effective pre-collection phase, data collection can be carried out in a structured, systematic and scientific way.

If the data is to be relied on for decision making, a formal data collection process is necessary to ensure that data gathered is both defined and accurate, and that subsequent decisions based on the findings are valid.

3.10 Ethical consideration

Ethical considerations can be addressed at individual and at societal levels. The way that individuals are affected by the conduct of others merits ethical consideration. The effects on a person of being informed that his father died of Huntington's disease (and that, therefore, there is a fifty percent chance that he has inherited the genetic mutation) can be personally and profoundly harmful. The risk of harm to that person becomes an essential ethical consideration in deciding what information to disclose and how to disclose it. That risk will need to be balanced against the ethical interests in respecting the autonomy of the person affected, and their choice about whether to know or not.

3.11 Limitation of the study

The researcher got the following challenges in the course of his study.

- Movement challenges in terms of bad weather , long distances and transport
- The time of the study was short for the proper analysis of the study
- Cooperations from the respondents as some of them were suspicious of the interview might wish to be paid for the responses.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND FINDINGS

4.0 Introduction

The data is collected from the field to investigate the effects of the girl child school dropout in Kaptanya Schools, Kaptanya Sub County , Kapchorwa District.

The collected information was analyzed and it was in line with the causes and solutions on social economic development on girl child school dropout.

4.1 Respondent's Bio Data.

This table shows the number of categories of sampled population who participated in the study.

Table I: Education Level

SCHOOLS	FREQUENCY	PERCENTAGE
GT	0	0%
DIP	9	60%
CERT.	06	40%
TOTAL	15	100%

Source: Primary Data (2016).

The table indicates that GT were 0%, the Diploma were 60% and the certificate were 40%. This shows that (60%) of the respondents were Diploma holder and these sufficiently informed and could better interpreted issues related to the girl child school dropout as compared to 40% of the staff who are certificate holders.

Table 2 : Response by House wives on girl child drop out

HOUSE HOLDS	Frequency	PERCENTAGE
Yes	15	100%
No	00	00%
TOTALS	15	100%

Source: Primary Data (2016).

This indicates that the house wives were better informed about girl child school dropout because most of them found out to be victims of girl child drop out which forced them to leave school.

Table 3 : Response by the Sub County Leaders

RESPONSE	FREQUENCY	PERCENTAGE
Yes	05	100%
No	00	00%
TOTALS	05	100%

Source: Primary Data (2016)

The response by the Sub County Leaders on girl child school dropout. This indicates that the leaders were better informed about the issue of girl child school dropout and therefore they were able to answer questions both objectively basing on their experiences.

Table 4: Response by the opinion leaders

RESPONDENT	FREQUENCY	PERCENTAGE
Yes	10	66.7%
No	05	33.3%
TOTALS	15	100%

Source: Primary Data (2016)

The results responses by the opinion leaders on girl child school dropout indicates that 66.7% response was yes while 33.3% was No. The 33.3% disagreed that it is a plan to somebody's life arranged by God and it is not an abrupt journey of life. The researchers concurs with 66.7% because it's in line with Lefebvre (2004) who states that young girls are raped in their youth and required to take up roles for which they are not psychologically or physically prepared.

Table 5: Response by the religious leaders on girl child drop out

RESPONSE	FREQUENCY	PERCENTAGE
Yes	13	87%
No	02	13%
TOTALS	15	100%

Source: Primary Data (2016)

The table indicates that 13% disagreed because 'faith' looks at it as normal to get married. Others say it is biblical to go and multiply so it shouldn't be taken as a crime. 37% agreed that it is an effect to the girl child school dropout since the girls who drop out of school are not above eighteen (18) years of age.

Table 6: Response by the teachers on girl child school dropout

RESPONDENT	FREQUENCY	PERCENTAGE
Yes	15	100%
No	00	00%
TOTALS	15	100%

Source: Primary Data (2016)

The table indicates that 100% of teacher respondents were better informed on the issue of girl child school dropout in their schools because they are always with this problem in their classes and thus had appropriate answers to the problem.

Table 7: Response by the age bracket

RESPONSE	FREQUENCY	PERCENTAGE
10-18	04	6
20-35	30	46
36-45	25	39
Above 45	06	9
TOTALS	65	100%

Source: Primary Data (2016)

The table indicates that 6% they are still young, they do not know about girl child drop out , 9% could not interpret well the causes of girl child drop out , 39% were fairly able to interpret while 46% were the majority because they were the most active group. They were the majority who had enough experience to tell on girl child school dropout.

Table 8: Possible causes of girl child school dropout

Teenage Marriage	Frequency	Percentage
Common	010	15.4%
Most Common	55	84.6%
Sub Total	65	100%

Source: Primary Data (2016).

In the table it indicates 15.4% disagreed while 84.6% agreed that teenage marriage is one of the causes of girl child school dropout in Benet Sub County. The researcher found out that it was true that teenage marriage was the issue because it was in line with the report from Lefebvre , (2004) state young girls are raped in their youth and required to take up roles for which they are not psychologically or physically prepared.

Table 9: Possible cause of girl child school dropout

Child Pregnancy	Frequency	Percentage
Common	20	30.8%
Most Common	45	69.2%
Sub Total	65	100%

Source: Primary Data (2016).

The table indicates that 30.8% disagreed that child pregnancy is not the cause and it doesn't happened in the whole Sub County while 69.2% agreed that the commonest cause of girl child school dropout was child pregnancy. In the researcher finding child pregnancy is the most commonest cause in every school the girl child conceives more them one every year. This is also

In line with : Mulindwa (2002) Says that Premarital pregnancies is a serious problem in Luwero District alone for example , 60 girls got pregnant and dropped out of school in

2002 academic year. This defeats one of the objectives of UPE , namely to increase the enrolment and literacy levels of girls and women.

Table 10: Possible cause of girl child school dropout

Poverty	Frequency	Percentage
Common	07	10.8%
Most Common	58	89.2%
Sub Total	65	100%

Source: Primary Data (2016).

The results indicates that 10.8% said poverty is not a cause of girl child school drop out because most parents can buy scholastic materials for the girl child and there is free education for those who are un able to go to private while 89.2% suggested that poverty was one of the commonest issue on girl child school dropout in sub county. This is true and it is also in line with: Eeulenna Adden et ` al (2003:39:44) states that, community especially the parents living below poverty line in line with high cost do gives a negative response disregarding the existence of schools in the community.

Table 11: Possible cause of girl child school dropout.

Instability in Families	Frequency	Percentage
Common	30	46.2%
Most Common	35	53.8%
Sub Total	65	100%

Source: Primary Data (2016).

The results indicates that 46.2% disagreed that not all the families in the sub county face instability but they are not common while 53.8% say there was instability in every parish where by either parent is left with the children at home. The researcher agreed

with the 53.8% because they are in line with; UNICEF (2009 a) state instability of families is another important factor mainly caused by divorce or desertion of the children by one parent. When the wife is divorced, a man marries another wife and the children of the precious wife stop going to school.

Table 12: The response on the effects on the girl child school dropout.

Increase in Illiteracy	Frequency	Percentage
Common	05	7.7%
Most Common	60	92.3%
Sub Total	65	100%

Source: Primary Data (2016).

The results indicates that 7.7% of the respondents disagree that increase in illiteracy is not an effect since UPE is in place all the children now days are able to read and write. While 92.3% agreed that there is increase in illiteracy in the communities and this is in line with (ipsnewsnet, 2001), Zimbabwe with a population of 14.5 million has an estimated literacy rate of 80 percent, one of the highest in sub- Saharan Africa. Surprisingly girl child dropout rate remains high.

Table 13: The response on the effects of girl child school dropout.

Anti social behavior	Frequency	Percentage
Common	15	23.1%
Most Common	50	76.9%
Sub Total	65	100%

Source: Primary Data (2016).

In the table it shows that 23.1% of the respondents say anti social behavior is not common basing on the fact religion has changed the girls altitude of not committing sine. While 76.9% say that , there is a lot of anti- behavior in this generation. The researcher findings, it is true that girl child do a lot on anti- social behavior and this is in line with: (UNICEF 2000) argues that it is not only girls pay for early marriage but also the society as a whole, population, pressure, health care costs and lost opportunities of human development are just a few of the growing burden that society shoulders because of teenage pregnancies.

Table 14 : The response on the effect on the girl child school dropout.

HIV / AIDs	Frequency	Percentage
Common	05	7.7%
Most common	60	92.3%
Sub Total	65	100%

Source: Primary Data (2016).

The results indicates that 7.7% say that HIV/AIDs have not affected the girl child. While 92.3% agrees that HIV/AIDs has become a threat and there is outcry to everybody to be conscious especially the girl child. This is also in line with Bumch (2005). The HIV/AIDs pandemic has critical implications for the girl child welfare and their role in economic development. Over 17 million girl child in the world face the triple challenge of school dropout, poverty and living with HIV/AIDS.

Table 15 : The response on the Domestic Violence on girl child drop out.

Domestic Violence	Frequency	Percentage
Common	05	7.7%
Most common	60	92.3%
Sub Total	65	100%

Source: Primary Data (2016).

In the researchers findings 7.7% say domestic violence is not the most common in the sub county while 92.3% agreed and this is in line with (USAID gender assessment, 2003-2005). As young girls are often married to men who are much older than themselves, the age difference tends to reinforce the powerlessness of the girl child, who is thus at greater risk of abuse and less likely to assert herself of the girls in the district. Another effect was the HIV/AIDs being the pandemic which has critical implications for the girl child welfare in the sub county. Lastly domestic violence has age difference which tends to reinforce the powerlessness of the girl who is at risk of abuse and less likely to assert herself.

Table 1: Possible solutions on pregnant school girls on child drop out

Pregnant school girls	Frequency	Percentage
Common	20	31%
Most common	45	69%
Sub Total	65	100%

Source: Primary Data (2016).

In the table it indicates that 31% disagreed that pregnant school girls do not happened in all families , while 69% agreed that pregnant school girls is the most common in most of the schools in Benet sub county and in Uganda at large. According to Federo Vieuna (2009) states that teenage pregnancy is responsible for 60-90 percent of girls who drop out of school.

Table 2: Possible solution on income generating activities

Income generating activities	Frequency	Percentage
Common	15	23%
Most common	50	77%
Sub Total	65	100%

Source: Primary Data (2016).

In table 2 shows that 23% disagreed that income generating activities should not be engaged to young girls because they have no skills in handling business, they still need the parents care while 77% agreed that income generating activities be put in place and this is in line with the Millenium Development Goals Facts Sheet (2010) states that through engaging girls in income generating activities such as poultry keeping , basket kneeling , clean town in order to get an income for their up keep while in school.

Table 3: Possible solutions on government policies on girl child school drop out

Government policies	Frequency	Percentage
Common	10	15%
Most common	55	85%
Sub Total	65	100%

Source: Primary Data (2016).

In the table 3 it indicates that 15% disagreed on the government policies because some of them when convicted they negotiated with the family of the child while 85% agreed that when a government policies are followed well the victims will be given tough measures hence becoming a lesson to others.

Table 4: Possible solutions on NGOs to educate the public on girl child school dropout.

NGOs to educate public	Frequency	Percentage
Common	20	31%
Most common	45	69%
Sub Total	65	100%

Source: Primary Data (2016).

The table indicate that 31% disagreed that NGOs takes a lot of time on inquiries which may involves child birth certificate report card etc in which the parent may fail to produce while 79% agreed that educating the public is very important for the parent and the girl- child to her rights before and after the incident has happened. It helps one to go when she encounters such a situation.

Table 5: Possible solutions on sanitary pads for upper classes

Sanitary pads	Frequency	Percentage
Common	09	14%
Most common	56	86%
Sub Total	65	100%

Source: Primary Data (2016).

The table indicates that only 14% disagreed that sanitary pads are not necessary since mature girls know their days and they are able to keep themselves clean, while 86% agreed that sanitary pads both at school and home are important. They argued that

without them at school level may embarrass the girl – child when she is at school. Therefore there is need for the school and the parents to be well equipped all the months of the year because it is a must to every girl- child who has reached to adolescent stage.

Table 6: Possible solutions on guidance and counseling on girl child school dropout.

Guidance and counseling	Frequency	Percentage
Common	27	45 %
Most common	36	55%
Sub Total	65	100%

Source: Primary Data (2016).

The table indicates that 45% disagreed that guidance and counseling is not a possible solution because the girl child usually have advice from their parents while 55% agreed that it was important for the girl child to acquire the guidance and counseling from their senior women teachers who were once pupils and they still know how embarrassing when such periods gets one an ware while at school.

Table 7: Possible solutions on school age going girl – child on school dropout.

School age going girl child	Frequency	Percentage
Common	05	8%
Most common	60	92%
Sub Total	65	100%

Source: Primary Data (2016).

In the table 7 it indicates that only 8% disagreed that once girl child get spoiled it is hard to go back to school while 92% agreed that school age going girl child should be advised and goes back to register . It has been proved that those who go back to school after delivery succeed in their education.

Table 9: Possible solutions on bye- laws on girl child drop out

Bye- laws	Frequency	Percentage
Common	10	15%
Most common	55	85%%
Sub Total	65	100%

Source: Primary Data (2016).

The table shows that only 15% disagreed on bye- laws while 85% agreed that bye- laws be set right from village level to the sub county for those who are victimized be penalized heavily so that others can learn from them. I do conquer with the bye- laws be established at all levels and culprits be punished seriously.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.0 Introduction

The summary on the causes and the effects of the girl child school dropout on socio economic development in Kaptanya primary schools, Kaptanya sub county, Kapchorwa District. Using schools A,B and C are drawn by the researcher in the investigation exercise. This was discussed, recommendations/ suggestions and conclusions made along the objectives of the study.

5.1 Summary

Research Question One

Research question one revealed that the major causes of girl child school dropout was a teenage pregnancy which was rampant in the sub county. Also there was child marriage where by young girls get married when they are still young. In addition to the above there was poverty many households hence contributing to girl child drop out . Lastly there was also instability in some families where children are left to one parent hence an able to administer them in both fatherly and motherly love.

Research Question Two

Research question two revealed that the effects of girl child school dropout are: one anti social behavior has contributed to a series of negative consequences to both for young girls and the society, there was also increase in illiteracy since most them ended in primary level, domestic violence in some families were by the husband was left with the children, hence unable to go to the school. HIV/AIDs has affected some of the girl child dropout because of some of them practices prostitution when selling in bars and hotels. Another was high dropout rates poses a threat to the development of the sub county as this reduces the educational level.

Research Question Three

Government policies should be implemented within Sub County, police and at the District levels.

NGOs should come in to educate the masses on child rights to education, treatment, security and welfare.

Initiation of income generating capital within the locality activities for example poultry keeping, vegetables growing .

The teenage pregnancy of girls who are still young should be advice to go back to school after delivery.

Schools should provide sanitary pads for upper classes in case any girl child follows into the victim she is helped well.

Guidance and counseling should be emphasized in schools by establishing guide and counseling office/ room.

The senior woman and senior man teachers be trained more especially the females. They should be more knowledgeable on how to help, guide and counsel not to look at them as careless girls.

There is need for all school age going girl child be encouraged to go to school until she completes her primary cycle of education.

Bye- laws be formulated by parents and other opinion leaders within local councils one. Schools should provide the washing and change rooms for the girl child for used during monthly period.

5.2 Conclusion

In conclusion therefore, the girl child dropout is the most challenge in Benet Sub County in Kween District in relation to the girl child education was low because of rampant girl child drop out with the major causes as :- teenage pregnancy , early marriage , poverty, instability in families and with this causes , it has cased low development in the sub county. The effects of girl child school dropout like increase in illiteracy, anti social behavior , increase in crime rate , unemployment , domestic

violence and sexual abuse has been so common where by the girl child is left home doing un prepared activities. The mitigate measures on girl child which I involves the admission to university, UPE should be observes the and be implemented at local levels

5.3 Recommendations

- To solve the problems above basing on the information gathered by the researcher, below are the suggestions and recommendations:-
- The teenage pregnancy of girls who are still young should be advice to go back to school after delivery. There is need for all school age going girl child be encouraged to go to school until they completes her primary cycle of education.
- Bye- laws should be formulated by parents and other opinion leaders within local councils one.
- Government policies should be implemented within Sub County, police and at the District levels.
- NGOs should come in to educate the masses on child rights to education, treatment, security and welfare.
- Initiation of income generating projects within the locality activities for example poultry keeping, vegetables growing.
- Schools should provide the washing and change rooms for the girl child for used during monthly period.
- Schools should provide sanitary pads for upper classes in case any girl child follows into the victim she is helped well.
- Guidance and counseling should be emphasized in schools by establishing guide and counseling office/ room.
- The senior woman and senior man teachers be trained more especially the females. They should be more knowledgeable on how to help, guide and counsel not to look at them as careless girls.

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APPENDIX 1

QUESTIONNAIRE FOR TEACHERS

Dear respondent, I am a student of Kampala international University carrying out a study on the effects of girl child school dropout on the socio economic development of the schools in Kaptanya Sub County , Kapchorwa District . I kindly request for your cooperation to answer the questions below according to your own understanding and knowledge. The information you will provide is for academic purpose and therefore it will be kept with most confidentiality. Please do not mention your names.

BIO- DATA

Respondents are to tick the appropriate alternatives

SECTION A

1. Gender

Male

☐

Female

☐

2. Age bracket

10-18

☐

20-35

☐

36-45

☐

above 45

☐

3. Level of education?

Informal

☐

Secondary

☐

Primary

☐

Tertiary

☐

4. Position in leadership, if any

5. Occupation?

Self- Employed

☐

Civil Servant

☐

Student

☐

6. Level of income monthly

Less than shs 60,000shs

☐

61,000- shs 100,000

☐

Shs 101,000- shs 150,000

☐

shs 151,000- shs 200,000

☐

Above shs 201,000

☐

7. Present condition.

Property owned:

Permanent Home

☐

Semi- Permanent Home

☐

Temporary Homes

☐

Rented House

☐

QUESTIONNAIRES

1. Have you every hard of girl child drop out in your community?

Yes ☐

No ☐

2. When did you hear of it?

A month ☐

A year ☐

Two years ☐

5 years above ☐

3. Where did you hear from?

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

4. What do you think are the possible causes of girl child drop out in your community?

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

5. What are the economic activities in your community?

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

6. Of the economic activities mentioned in the above is the girl child engaged in it?

Yes ☐

No ☐

7. If the answer is yes to the above, are they empowered?

Yes ☐

No ☐

I don't know ☐

8. Do you think the economic activities the girl child is engaged is sustainable?

.....
.....

9. What do you think are the effects of girl child drop out from school in your:-

(a) Community

.....
.....

(b) Home

.....
.....

(c) School

.....
.....

10. What are the possible solutions to girl child drop out?

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

APPENDIX II

QUESTIONNAIRE FOR SUB COUNTY LEADERS

Dear respondent, I am a student of Kampala University carrying out a study on the effects of girl child school dropout on the socio economic development of the schools in Benet Sub County , Kween District . I kindly request for your cooperation to answer the questions below according to your own understanding and knowledge. The information you will provide is for academic purpose and therefore it will be kept with most confidentiality. Please do not mention your names.

BIO- DATA

Respondents are to tick the appropriate alternatives

SECTION A

1. Gender

Male

☐

Female

☐

2. Age bracket

10-18

☐

20-35

☐

36-45

☐

above 45

☐

3. Level of education?

Informal

☐

Secondary

☐

Primary

☐

Tertiary

☐

4. Position in leadership, if any

5. Occupation?

Self- Employed

☐

Civil Servant

☐

Student

☐

6. Level of income monthly

Less than shs 60,000shs

☐

61,000- shs 100,000

☐

Shs 101,000- shs 150,000

☐

shs 151,000- shs 200,000

☐

Above shs 201,000

☐

7. Present condition.
Property owned:

Permanent Home ☐

Semi- Permanent Home ☐

Temporary Homes ☐

Rented House ☐

QUESTIONNAIRES

1. Have you every hard of girl child drop out in your community?

Yes ☐

No ☐

2. When did you hear of it?

A month ☐

A year ☐

Two years ☐

5 years above ☐

3. Where did you hear from?

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4. What do you think are the possible causes of girl child drop out in your community?

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5. What are the economic activities in your community?

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6. Of the economic activities mentioned in the above is the girl child engaged in it?

Yes ☐

No ☐

7. If the answer is yes to the above, are they empowered?

Yes ☐

No ☐

I don't know ☐

8. Do you think the economic activities the girl child is engaged is sustainable?

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9. What do you think are the effects of girl child drop out from school in your:-
(d) Community

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(e) Home

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(f) School

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10. What are the possible solutions to girl child drop out?

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APPENDIX III

QUESTIONNAIRE FOR OPINION LEADERS

Dear respondent, I am a student of Kampala International University carrying out a study on the effects of girl child school dropout on the socio economic development of the schools in Kaptanya Sub County, Kapchorwa District . I kindly request for your cooperation to answer the questions below according to your own understanding and knowledge. The information you will provide is for academic purpose and therefore it will be kept with most confidentiality. Please do not mention your names.

BIO- DATA

Respondents are to tick the appropriate alternatives

SECTION A

1. Gender
Male ☐ Female ☐
2. Age bracket
10-18 ☐ 20-35 ☐ 36-45 ☐ above 45 ☐
3. Level of education?
Informal ☐ Secondary ☐
Primary ☐ Tertiary ☐
4. Position in leadership, if any
5. Occupation?
Self- Employed ☐ Civil Servant ☐ Student ☐
6. Level of income monthly
Less than shs 60,000shs ☐ 61,000- shs 100,000 ☐
Shs 101,000- shs 150,000 ☐ shs 151,000- shs 200,000 ☐
Above shs 201,000 ☐

7. Present condition.

Property owned:

☐

Permanent Home

Semi- Permanent Home

☐

Temporary Homes

☐

Rented House

☐

QUESTIONNAIRES

1. Have you every hard of girl child drop out in your community?

Yes ☐

No ☐

2. When did you hear of it?

A month ☐

A year ☐

Two years ☐

5 years above ☐

3. Where did you hear from?

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4. What do you think are the possible causes of girl child drop out in your community?

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5. What are the economic activities in your community?

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6. Of the economic activities mentioned in the above is the girl child engaged in it?

Yes ☐

No ☐

7. If the answer is yes to the above, are they empowered?

Yes ☐

No ☐

I don't know ☐

8. Do you think the economic activities the girl child is engaged is sustainable?

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9. What do you think are the effects of girl child drop out from school in your:-

(g) Community

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(h) Home

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(i) School

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10. What are the possible solutions to girl child drop out?

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APPENDIX IV

QUESTIONNAIRE FOR RELIGIOUS LEADERS

Dear respondent, I am a student of Kampala International University carrying out a study on the effects of girl child school dropout on the socio economic development of the schools in Kapchorwa Sub County , Kapchorwa District . I kindly request for your cooperation to answer the questions below according to your own understanding and knowledge. The information you will provide is for academic purpose and therefore it will be kept with most confidentiality. Please do not mention your names.

BIO- DATA

Respondents are to tick the appropriate alternatives

SECTION A

1. Gender
Male ☐ Female ☐
2. Age bracket
10-18 ☐ 20-35 ☐ 36-45 ☐ above 45 ☐
3. Level of education?
Informal ☐ Secondary ☐
Primary ☐ Tertiary ☐
4. Position in leadership, if any
5. Occupation?
Self- Employed ☐ Civil Servant ☐ Student ☐
6. Level of income monthly
Less than shs 60,000shs ☐ 61,000- shs 100,000 ☐
Shs 101,000- shs 150,000 ☐ shs 151,000- shs 200,000 ☐
Above shs 201,000 ☐

7. Present condition.
Property owned:

Permanent Home ☐

Semi- Permanent Home ☐

Temporary Homes ☐

Rented House ☐

QUESTIONNAIRES

1. Have you every hard of girl child drop out in your community?

Yes ☐

No ☐

2. When did you hear of it?

A month ☐

A year ☐

Two years ☐

5 years above ☐

3. Where did you hear from?

.....

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.....

4. What do you think are the possible causes of girl child drop out in your community?

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5. What are the economic activities in your community?

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6. Of the economic activities mentioned in the above is the girl child engaged in it?

Yes ☐

No ☐

7. If the answer is yes to the above, are they empowered?

Yes ☐

No ☐

I don't know ☐

9. Do you think the economic activities the girl child is engaged is sustainable?

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9. What do you think are the effects of girl child drop out from school in your:-

(j) Community

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(k) Home

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(l) School

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10. What are the possible solutions to girl child drop out?

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APPENDIX V

QUESTIONNAIRE FOR HOUSEHOLD WIVES

Dear respondent, I am a student of Kampala International University carrying out a study on the effects of girl child school dropout on the socio economic development of the schools in Benet Sub County , Kween District . I kindly request for your cooperation to answer the questions below according to your own understanding and knowledge. The information you will provide is for academic purpose and therefore it will be kept with most confidentiality. Please do not mention your names.

BIO- DATA

Respondents are to tick the appropriate alternatives

SECTION A

1. Gender
Male ☐ Female ☐
2. Age bracket
10-18 ☐ 20-35 ☐ 36-45 ☐ above 45 ☐
3. Level of education?
Informal ☐ Secondary ☐
Primary ☐ Tertiary ☐
4. Position in leadership, if any
5. Occupation?
Self- Employed ☐ Civil Servant ☐ Student ☐
6. Level of income monthly
Less than shs 60,000shs ☐ 61,000- shs 100,000 ☐
Shs 101,000- shs 150,000 ☐ shs 151,000- shs 200,000 ☐
Above shs 201,000 ☐

I don't know ☐

8. Do you think the economic activities the girl child is engaged is sustainable?

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9. What do you think are the effects of girl child drop out from school in your:-

(m) Community

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(n) Home

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(o) School

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10. What are the possible solutions to girl child drop out?

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