MORAL VALUES AND DROP OUT RATES OF GIRL - CHILD IN PRIMARY SCHOOLS IN JAGUSI ISLAND SUB COUNTY, MAYUGE DISTRICT, UGANDA.

BY

WABWIRE NATHAN
1173-07096-12170

A THESIS SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN, DISTANCE AND E- LEARNING IN PARTIAL FULFILLMENTOF THE REQUIREMENT FOR THE AWARD OF MASTERS DEGREE IN EDUCATIONAL ADMINISTRATION AND MANAGEMENT OF KAMPALA INTERNATIONAL UNIVERSITY

MARCH, 2020

DECLARATION

I, Wabwire Nathan declare that this thesis is my original work and has never been submitted in any institution for the award of a Masters degree.

Signed: ……... Date: ……

Wabwire Nathan

1173-07096-12170

APPROVAL

I confirm that this thesis was carried out by the candidate under my supervision.

Signature……. Date…….

DR. SOFIA SOL T. GAITE
Supervisor

DEDICATION

I dearly dedicate this research to the Almighty God and my family, My Father Mr. Mulondo Christopher my mother Mulondo Lakeri and my children Sendagire Edirne, Patricia, Sandra, Viana , Daniel, and Jovia for the support they rendered to me which gave me strength and courage to move forward and complete my masters degree. I would like to dedicate this work to my first lady Mrs. Naigaga Teopista, all my friends especially Ojilong Charles , Rose Okurut Ariko, Asiimwe Patrick, and Winner Nesemba. Thank you for being there for me.

ACKNOWLDGEMENTS

I am grateful to the Almighty God for helping me fulfilling this academic struggle through which I passed very many lessons of which I wouldn't perform without this support.

My sincere gratitude to my supervisor Dr. Sofia Sol T. Gaite who guided me from the beginning of the study, Dr. Kibuuka Mohammed and Dr. Tindi Seje who taught me research methods, Mr. Siraje Kamulegeya, HOD, Department of Educational foundation who gave me information required during the study and other lecturers like Dr. Wunti, Prof. Ijeoma, Ms.Billy Janet, Dr. Kiweewa. Dr. Malinga Ramathan and Ms. Nakingi Sarah.

I thank my brothers Mr. Jackson Mulondo and Mr. Moses Mulondo, My Father Mr. Mulondo Christopher my mother Mulondo Lakeri and children Sendagire Edirne, Patricia, Sandra, Viana , Daniel, and Jovia for the support they rendered to me which gave me strength and courage to move forward and complete my master's degree. To my first lady Mrs. Naigaga Teopista for the confidence she instilled in me and urged me to move on. Moreover, I thank all my family members and my young sisters and brothers for their endless love, support, cooperation and prayers. In addition, I express my gratitude to all my friends who assisted and encouraged me directly and indirectly.

LIST OF ACRONYMS

CPS: Central Police Station

DEO: District Education Officer

PIASCY: Presidential Initiative on Aids Strategy for Communications to Youth.

RDC: Residential District Commissioner

SHSU: School Healthy Service for Uganda.

UDHS: Uganda Demographic and healthy Survey

UPE: Universal Primary Education

UNICEF: United Nationals International Children's Education Funds.

LIST OF TABLES

Table 3.1 Target Population and Sample Size..... 26
Table 4.1: Demographic Characteristics of Respondents 30
Table 4.2: Frequencies and Percentages showing the moral values of the girl -child (N= 315) 32
Table 4.3: Girl Child Enrolment and Dropout Rate since 2010 for the four sampled schools 34
Table 4.4: Summary of Average Dropout Rate..... 36
Table 4.5: To establish the relationship between Moral Values and Dropout rate of Girl Child (n = 242)..... 37
Table 4.6: Computation of the mean..... 37
Table 4.7: Rating of the Mean Scores from Table 4.4 38
Table 4.8: Computing the relationship between the moral values and dropout..... 38
Table 4.9: Computation of Observed frequencies (f_0) and Expected frequencies (f_e) 39
Table 4.10: Observed and Expected frequencies 39
Table 4.11: Computation of Chi-square 39

LIST OF FIGURE

Figure 1 Conceptual framework showing Relationship between dropout rate and Moral values of Girl Child..... 12

ABSTRACT

The study investigated the relationship between moral values and drop-out rate of girl-child in primary school in Jagusi Island Sub County Mayuge District, Uganda. The specific objectives were: to find out the moral values of girl child, to assess the dropout rates of girl child to establish the relationship between moral values and dropout rates of girl-child. The study employed descriptive correlation design. Questionnaires and interview guide were used to gather data from 188 respondents. Frequency, percentage and chi-square were used to analyze the data. The findings showed that girl-child have fair moral values as shown by their responses.. The dropout rates of girl –child in primary schools is average which between 25-50 percent. The study also found out that there was no relationship between moral values and drop-out rates of girl-child education. Based on the findings the following conclusions were made; that the parents should teach their children good morals. The drop- out rates can be improved if parents and other stakeholders come together to address the causes of drop-out. The findings also showed that moral values does not influence drop –out rate of girl- child. That there could be other factors that affect drop-out rates of girl-child. It is recommended that parents should follow the law as stipulated in the Children's Act in the Constitution of 1996 of the Republic of Uganda about the children's rights and be able to promote girl child education. Parents should be strict in their daughters' movements especially to school, water sources, market and other social places, monitoring the kind of peer groups their children get attached to. Teachers should play the greatest part of the modeling the girl child through PIASCY messages at school, holding regular meetings and using a talking compound. Political leaders, religious leaders and other responsible people should equip girls with life skills to help them get equal opportunities as boys to continue with their education. The government through the National Curriculum Development Centre should develop a policy that favor and promotes girls enjoy education policy in place.

TABLE OF CONTENTS

DECLARATION i

APPROVAL ii

DEDICATION iii

ACKNOWLDGEMENTS iv

LIST OF ACRONYMS v

LIST OF TABLES vi

LIST OF FIGURE vii

ABSTRACT viii

CHAPTER ONE 1

INTRODUCTION 1

1.0 Introduction 1

1.1 Background of the Study 1

1.1.1 Historical Perspective 1

1.1.2 Theoretical Perspective 3

1.1.3 Conceptual Perspective 4

1.1.4 Contextual Perspective 5

1.2 Statement of Problem 7

1.3 Purpose of the Study 8

1.4 Specific Objectives of the Study 8

1.5 Research Questions 8

1.6 Null Hypothesis 8

1.7 Scope of the Study 9

1.7.1 Geographical Scope 9

1.7.2 Content Scope 9

1.7. 3. Theoretical Scope 9

1.7.4 Time Scope 10

1.7.5. Methodological Scope 10
1.8 Significance of the Study. 10
CHAPTER TWO 11
LITERATURE REVIEW 11
2.0. Introduction 11
2.1 Theoretical Review 11
2.2. Conceptual Framework 12
2.3. Related Studies 13
2.3.1 Moral Values of Girl-Child 13
2.3.2 Dropout Rates of Girl- Child 17
2.3.3 Relationship between Moral Values and Drop-out Rate of Girl-Child 23
2.4 Gaps Identified 24
CHAPTER THREE 25
METHODOLOGY 25
3.0. Introduction 25
3.1. Research Design 25
3.2 Target Population 25
3.3 Sample Size 26
Table 3.1 Target Population and Sample Size 26
3.4 Sampling Technique 26
3.5 Data Quality Control 26
3.5.1 Validity 27
3.5.2 Reliability 27
3.6 Research Instruments 28
3.6.1 Face Sheet 28
3.6.2 Questionnaires 28
3.7 Data Gathering Procedure 28
3.8 Data Analysis 28
3.9. Ethical Consideration 29
3.10. Limitations of the Study 29
1. Intervening Variables that were beyond the control of the researcher like 29

honesty of the respondents. 29
CHAPTER FOUR 30
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA 30
4.0. Introduction 30
4.1 Demographic Characteristics of Respondents 30
4.2 Moral Values of Girl child in Jagusi Sub County in Mayuge District. 31
ITEMS ON MORAL VALUES 32
4.3. Relationship between Moral Values and Dropout rate of Girl Child in Jagusi Sub County in Mayuge District. 36
CHAPTER FIVE 41
DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS 41
5.0. Introduction 41
5.1. Discussions of the Results 41
5.2. Conclusions 43
5.3. Recommendations 44
5.4. Areas for Further Research 44
REFERENCES 45
APPENDIX I 51
TRANSMITTAL LETTER 51
APPENDIX II 52
LETTER TO THE RESPONDENTS 52
APPENDIX III 53
INFORMED CONSENT 53
APPENDIX IV 54
RESEARCH INSTRUMENTS 54
INTERVIEW GUIDE FOR LEARNERS 56
SECTION A: QUESTIONNAIRE TO THE HEAD TEACHERS AND TEACHERS 57
APPENDIX V 60

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The chapter presents the background of the study, statement of the problem, purpose and objectives of the study, research questions, scope of study, and significance of the study.

1.1 Background of the Study

The background of the study presents historical, theoretical, conceptual and contextual perspectives.

1.1.1 Historical Perspective

All of us have grown listening stories where “Thirsty Crow, The Fox and Grapes” that always end up with a strong conclusion. We might have forgotten those stories but their teachings some way or the other have contributed to what we call our moral values. Moral values are the principles that guide us throughout our lives. From childhood to adulthood we keep on learning and transforming ourselves and so do our morals. (Padmanabhan Venkatesan, 2018)

Moral values are important in life because: If a person has never learned about moral values then how can he/she decide between the good and the bad. Moral values reflect an individual`s character and spirituality. They help in binding good relationship in personnel as well as professional life. They can help in eradicating problems like dishonesty, violence, cheating, jealousy from one`s life. Not only this, they can counter bad influences in society like disregarding women, child abuse, violence, crimes and agitations. They can help you deal with tough situations in life. They can be a key to self-motivation. Some of the most important values can be: honesty, hard work, respect for others, kindness and forgiveness. (Padmanabhan Venkatesan, 2018)

Globally, quoting from India, the question was: What are the good moral values "Indian women should have according to men?" I see the mind of the people and know a little bit of Psychology too! (Padmanabhan Venkatesan 2018). Morals are common for both men and women. The character of every person is built upon the moral values honored by the individual. Ancient literature of all the religions emphasized on self-discipline for a peaceful life on earth. Most of the men and women are educated and they to obey the law of the land whatever they live. The men who are righteous will surely expect their women to be righteous and adorable. Women are the pride of every family chastity is their most beautiful ornament. It devotes her to the high society. Women are the guardians of the family system. Whatever their educational qualifications they may have or positions they may occupy in the society, domestic excellence make them complete women. This may be an added responsibility of women to succeed as perfect mothers. We cannot find noble people without great mothers. Thus women are expected to build a healthy society with good children.

Men as parents can participate in the upbringing of children but women will be required to contribute more than men in this regard. This is not an imposed burden. The nature has blessed the motherhood on women. This is a natural cycle of life. Whoever neglected it has not lived peacefully. Noble children are the ultimate pleasure on this earth. This is not possible without divine mothers. Chaste women alone are the real beautiful people of the feminine gender. Truly they are the most respectable people. This is the axis of Indian culture.

Are moral values of girls and women declining in India? (Prachi Althorn consultant at Global logic, 2018). There might be certain parameters which our society has divided views on, according to which moral values are decided especially for girls. The parameters include: Clothing. This has been treated as the first and foremost criteria for judging a girl`s morals and character. Clothing styles were never a part of any culture but were totally based on the climatic conditions and scientific reasons. "Jeans" fabric was discovered to beat the cold since it`s severe in Western world like U.K, the U.S, etc. Bikinis for beach side countries, cotton fabric in southern regions of India and wool in northern region of India.

The Tone of Speech. Another factor which is used to measure moral values. As far as moral values are concerned, girls were never taught to suffer and compromise unlike what started to actually happen when education degraded, literacy faded and invasion took place after an era of

flourishing rich Indian culture. Girls had their own choices to take the move in Vidushis or Rishis, Grisharta – jivan (married life) and Devotees – women. Choices and balance between work and household: Working from 8 am till 11 pm in the night. No domains were ever assigned to men and women.

In Africa evidence indicate that children are starting primary school in greater numbers than ever before but dropout rates are significant in many countries. For, example, the study by Sabates et al (2010), on primary school completion rates indicated low primary school completion rate in 2005 for countries like Benin and Democratic Republic of Congo, due high dropout rate. As a result of substantial rates of drop out and non-completion of primary school, many children are leaving schooling without acquiring the most basic skills. The same study by Sabates et al. (2010), found that failure to complete a basic cycle of primary school not only limits future opportunities for children but also represents a significant drain on the limited resources that countries have for the provision of primary education.

The origins of the "Dropout Problem": History of Education. Quarterly Vol. 33. (Sherman Dorn, 1993). Failure to complete high school has been recognized as a social problem in the United States for decades and, policy makes journalists, and the public have pondered questions about why students dropout, how many dropout, what happens to dropouts, and how young people might be kept from dropping out. Currently, many voices are arguing about the effects of standards-based reforms and graduation tests on students` decisions to dropout, body research has examined questions about dropouts, and this section of report provides an overview of current knowledge about these young people. We begin by a look at the history of school completion.

1.1.2 Theoretical Perspective

The theory used in this study was Lawrence Kohlberg`s theory of moral development which states that: "We progress in three levels of moral thinking that build on our cognitive development". Lawrence Kohlberg expanded on the earlier work of cognitive theorist "Jean Piaget" to explain the moral development of children, which he believed follows a series of stages. Lawrence Kohlberg defined the three levels of moral development as: Pre-conventional, Conventional and Post conventional. Each level has two distinct stages.

Pre conventional level. A child`s sense of morality is externally controlled. Children accept and believe the rules of authority figures such as parents, teachers and they judge an action based on its consequences. In Conventional level, an individual`s sense of morality is tied to personal and societal relationship. Children continue to accept the rules of authority figures, but this is now because they believe that this is necessary to ensure positive relationship and societal order. During the Post conventional level, a person`s sense of morality is defined in terms of more abstract principles and values. People now believe that some laws are unjust and should be changed or eliminated.

Lawrence Kohlberg`s theory has been criticized for its cultural and gendered bias toward white, upper – class men and boys. It also fails to account for inconsistencies with in moral judgments. The term "Morality". Re-cognitive of the distinction between good and evil or between right and wrong; respect for and obedience of rules of right conduct, the mental disposition or characteristics of behaving in a manner intended to produce good results.

Lawrence Kohlberg`s full test. He believed that moral development like cognitive development follows a series of stages. He used the idea of moral dilemmas – stories that present conflicting ideas about morality and values. The best known moral dilemma created by Lawrence Kohlberg is the "Heinz" dilemma, which discusses the idea of obeying the law versus saving a life. Kohlberg emphasized that it is the way an individual reasons a dilemma that determines positive moral development.

1.1.3 Conceptual Perspective

The independent Variable of the study was moral values. Moral values refers to as principles that guide us throughout our lives. From childhood to adulthood we keep on learning and transforming ourselves and so do our morals. Values refer to what motivates our behavior. They ground our judgments about what is good or bad, desirable or undesirable. Any form of activity that involves making judgments about what is better or worse, good or bad, high quality or low quality, right or wrong, successful or unsuccessful, desirable or undesirable all of these judgments involve values in one form or another. There are values in sports, values in art, values in social and cultural practices, values in science, values in relationships, values in economic transactions, religious values our everyday experience is saturated with values and value judgments. While Moral values refer to the way we care about moral values is different from the

way we care about non-moral values. Moral values are connected to fundamental human emotions and experiences that motivate us in distinctive ways. In this study moral values include integrity or honesty, trustworthiness. loyalty and respectfulness.

Dropout rates of girl child was the dependent variable. School Drop-out refers to leaving high school, college, university or another group for practical reasons, necessities, or disillusionment with the system from which the individual in question leaves *(*Fall et al, 2012). In this study dropout rates of girl-child was determine from 2010 -2018.

Before schools can tackle the problem of school dropouts, they need to know who is considered a dropout and who is a graduate. Numerous definitions of dropouts appear in the educational literature and the lack of a common definition and standard data collection procedures have left educators and policy makers with little accurate and reliable information about dropouts. Research shows that leaving school early is the outcome of a long process of disengagement from the school (Christon &Godler, 2001); dropout is preceded by indicators of withdrawal (e.g., poor attendance) or unsuccessful school experiences (e.g., academic or behavioral difficulties) that often beginning elementary school. Overt indicators of disengagement are generally accompanied by feelings of alienation, poor sense of belonging, and a general dislike of school.

1.1.4 Contextual Perspective

In the context of this study, it was done in Jagusi Island Sub-County in Mayuge District which attained its district status in December 2000 by an act of parliament. The district is located in the Eastern Region of Uganda.

In this sub-county, the dropout rate of learners especially that of the girl child is quite alarming. The researcher assumed a number of problems that could have caused the high dropout rate of girl child, such as early pregnancy, elopement, defilement, early marriage, parent neglect, poverty, peer group pressure, failure to provide basic necessities for girls and moral values of the girl child herself which include: integrity, trustfulness, respectfulness, honesty and loyalty. Dropout statistics used in the district to monitor the success of schools revealed a big number of girls starting their primary education in P.1 did not complete the primary cycle.

However, dropout rate was more worrying for girls than boys countrywide (National education statistics 2010-2018). Of the 6,243,532 female pupils who went through the seven primary school cycles (P1-P7), only 3,347,348 (53.6 per cent) completed primary seven, while 2,896,184 (46.4 per cent) dropped out. The number of female dropouts was equivalent to the total population size of Arua, Kasese, Mubende and Mukono districts of Uganda. The dropout rate for girl learners was just above the general average dropout rate of 42.8 per cent. For seven school cycles, just over a half of the number of female pupils who started primary school did not complete. These learning cycle years were: 1996-2002 (59 per cent); 1997-2003 (53 per cent); 1999-2005 (53 per cent); 2000-2006(58 per cent); 2001-2007(56 per cent); 2002-2008 (53 per cent); 2003-2009 (52 per cent). For three more cycles, the dropout rate was above the average of 42.8 per cent but not above 50 per cent: 1995-2001 (45.1 per cent); 1998-2004 (46 per cent); 2004-2010 (49 per cent). However, between 2005 and 2014, the dropout rates for females reduced slightly, then steadily, from 37 per cent (about 149,000 dropouts) in the 2005-2011 cycle; to 34 per cent (over 138,000 dropouts) in 2006-12; to 33 per cent (about 136,800 female pupils) in 2007-13; to 28 per cent (over 113,000) between 2008-14. The steady reduction in the dropout rates was however interrupted by a retention reversal in the 2009-15 cycle with the dropout rate rising to 36.7 per cent (about 178,000 dropouts).

Unfortunately, girls were nor denied education but the majority who go to schools dropout before completing cycle 57.1% of the ages 13 – 14 drop out annually before sitting for Primary Leaving Examinations, as evidenced. according to District Education Officer's report to the Minister of Education and Sports on 1st July 2018.As the government is fighting hard to reduce illiteracy and uplift her economy, statically the girl child is failing to achieve. This has caused the researcher to find out why high dropout rate of girls in school? This may help the government and responsible stake holders to find out solutions to the above challenge. If this problem is not handled, a high rate of purposeful illiteracy among females may rise. Also it may affect Uganda's economy negatively because many females will be unemployed in future and have big number of non-performers.

Dropout statistics used in the district to monitor the success of schools revealed a big number of girls starting their primary education in P.1 did not complete the primary cycle. According to the

UNEB (2018) figures, in just two decades, about 12.2 million pupils started primary one but only 6.95 million (57.2 per cent) completed their primary schooling cycles – over 5.2 million (42.8 per cent) dropped out. This means that at least 43 out of every 100 (or four out of every 10) pupils, who started school, dropped out before completing P7.Thus in the 15 years (seven primary school cycles) over 4.9 million school children (about 42.6 per cent) of the 11.5 million who started school dropped out.

Unfortunately, girls were denied education but the majority who go to schools dropped before completing primary cycle. About 57.1% of the ages 13 – 14 dropped out annually before sitting for Primary Leaving Examinations, as evidenced by the national education statistics of the years 2010-2018. According to the different district education officers` report to the Minister of Education and Sports on 1st July 2018, while the government is fighting hard to reduce illiteracy and uplift her economy, statically the girl child is failing to achieve the completion status. This caused the researcher to take a study to find out why high dropout rate of girls is rampant in most schools.

1.2 Statement of Problem

Based on the Mayuge District Education Report by the District Inspectors of Schools (2018) it was found out that girls sitting for Primary Leaving Examination (PLE) was very low especially in Jagusi Island Sub-County. The drop-out rate of the girl child is quite alarming. The high dropout rate was associated to a number of causes ranging from early pregnancy, elopement, defilement, early marriage, parent neglect, poverty, and peer group pressure, failure to provide basic necessities for girls, and moral values that included: integrity, trustfulness, respectfulness, honesty and loyalty. All the above indicators of poor morals in the place were noticed in the sub county. The researcher was prompted by these situation that existed in Jagusi Island Sub-County and took an interest to conduct a study on moral values and drop-out rate of girl-child, hence this study.

1.3 Purpose of the Study

The study investigated the relationship between moral values and dropout rates of girl- child in primary schools in Jagusi Island Sub County in Mayuge District.

1.4 Specific Objectives of the Study

The objectives of the study were;

1. To assess the extent of moral values of girl child in Jagusi Island Sub County in Mayuge District.
2. To find out the level of dropout rates of girl child in Jagusi Island Sub County in Mayuge district.
3. To establish the relationship between moral values and dropout rates girl child in Jagusi Island Sub County, Mayuge District.

1.5 Research Questions

The research was guided by the following questions.

1. What is the extent of moral values of girl child in Jagusi Island Sub County, Mayuge District?
2. What is the level of dropout rates of girl child in Jagusi Island Sub County, Mayuge District?
3. Is there a relationship between moral values and dropout rates of girl child in Jagusi Island Sub County, Mayuge District?

1.6 Null Hypothesis

H_{o1}: There is no relationship between moral values and dropout rates of girl child in Jagusi Island Sub County, Mayuge District.

1.7 Scope of the Study

The scope of the study was presented in terms of geographical, content scope,

theoretical scope, time scope and methodological scope.

1.7.1 Geographical Scope

The study was carried out in primary schools in Jagusi Sub County Mayuge district. This district is located in Eastern Uganda. Originally the District was made of six sub counties. It is located on the shores of Lake Victoria and the major economic activity carried out in this area is fishing. This is because to the presence of water body (Lake Victoria) and variety of different fish species which promotes fishing activity. This sub county is made up of seven public primary schools out of the seven primary schools, four were chosen to be part of the study because the area has got highest dropout of girl child. (see appendix v for the map of Mayuge District which was taken from Uganda Atlas).

1.7.2 Content Scope

The study focused moral values in terms of integrity, trustfulness, respectfulness, honesty and loyalty and dropout rate of girl child in terms of the percentage of pupils that did not complete their primary cycle.

1.7. 3. Theoretical Scope

The theory that underpinned the study was Lawrence Kohlberg Theory on Moral Development.

1.7.4 Time Scope

The data gathering was covered from November 2018 to June 2019.

1.7.5. Methodological Scope

In the methodological scope, the study employed qualitative and quantitative methods.

1.8 Significance of the Study.

This study was to benefit the following categories of people.

To the administrators, it would help them on moral values that affect girl child education in their schools and take measures to reduce or stop girl child dropout. The wider community would become aware of the moral values that affect the girl child causing high dropout rate and adopt a policy that would promote girl child education.To the policy makers, the information in form of the study was to make them aware as to why girls dropout from schools. With such factors, policies were to be put in place as a control measure to solve such problems. The girls themselves would develop interest in education after realizing the control measures towards dropout from school.The teachers would be able to support the girl child by protecting them from such vices that make them drop out of school. Girls would benefit from teachers by way of supportive counseling and guidance provided to them. It would also help parents to morally support their children.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter presents theoretical review, conceptual framework and review of literature related to the study done objective by objective and gaps identified.

2.1 Theoretical Review

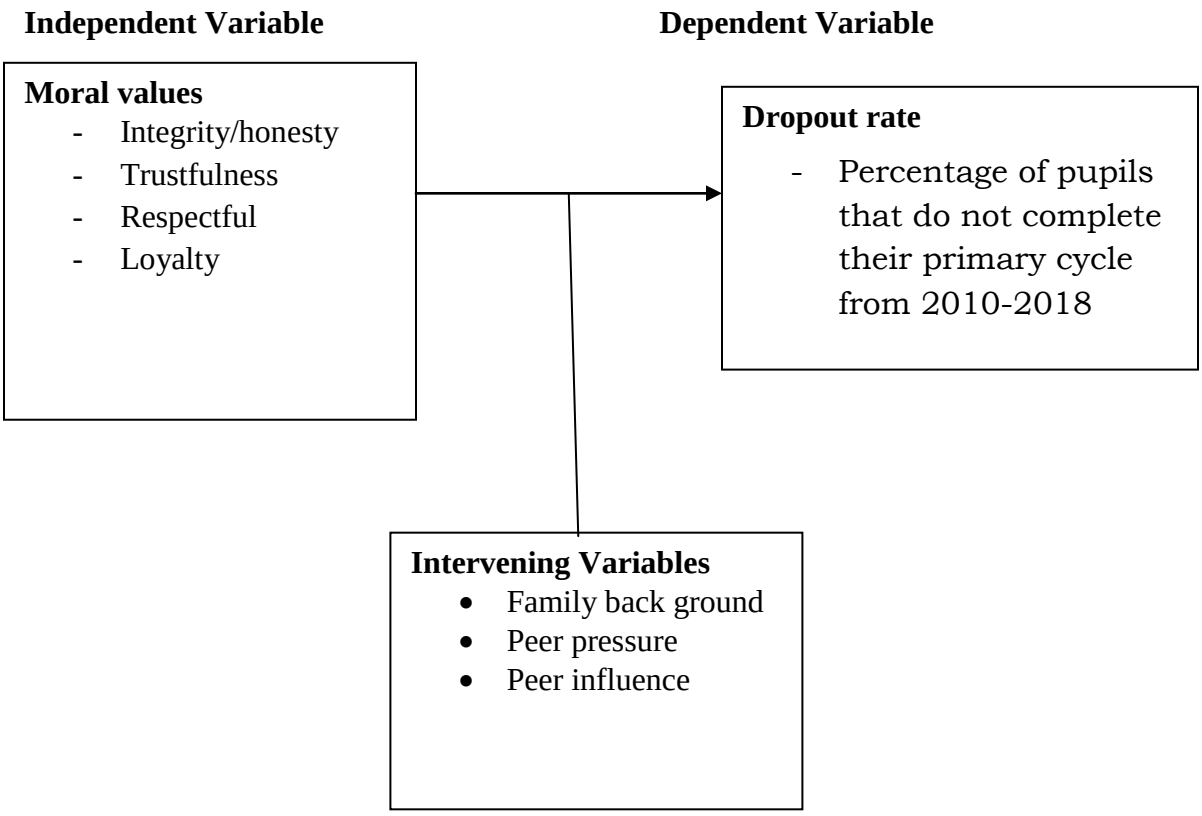
The theory used in this study is that from Lawrence Kohlberg. Lawrence Kohlberg`s theory of moral development states that: "We progress in three levels of moral thinking that build on our cognitive development". Lawrence Kohlberg expanded on the earlier work of cognitive theorist "Jean Piaget" to explain the moral development of children, which he believed follows a series of stages. Lawrence Kohlberg defined the three levels of moral development as: Pre-conventional, Conventional and Post conventional. Each level has two distinct stages.

Pre conventional level. A child`s sense of morality is externally controlled. Children accept and believe the rules of authority figures such as parents, teachers and they judge an action based on its consequences. In Conventional level, an individual`s sense of morality is tied to personal and societal relationship. Children continue to accept the rules of authority figures, but this is now because they believe that this is necessary to ensure positive relationship and societal order. During the Post conventional level, a person`s sense of morality is defined in terms of more abstract principles and values. People now believe that some laws are unjust and should be changed or eliminated.

Lawrence Kohlberg`s theory has been criticized for its cultural and gendered bias toward white, upper – class men and boys. It also fails to account for inconsistencies with in moral judgments. The term "Morality". Re-cognitive of the distinction between good and evil or between right and wrong; respect for and obedience of rules of right conduct, the mental disposition or characteristics of behaving in a manner intended to produce good results.

Lawrence Kohlberg`s full test: He believed that moral development like cognitive development follows a series of stages. He used the idea of moral dilemmas – stories that present conflicting ideas about morality and values. The best known moral dilemma created by Lawrence Kohlberg is the "Heinz" dilemma, which discusses the idea of obeying the law versus saving a life. Kohlberg emphasized that, it is the way an individual reasons a dilemma that determines positive moral development.

2.2. Conceptual Framework



Source : Related Studies (2019)

Figure 1 Diagram showing the relationship between moral values and dropout rate of girl-child in primary schools of Jagusi Island Sub County.

The above diagram shows the relationship between Independent Variable (IV) which is Moral values and the Dependent Variable (DV) which is the Dropout rate of girl-child Moral values include integrity or honesty, trust worthy, respectful, and loyalty. Integrity is the quality of being

honest and having strong moral principles or the state of being whole and undivided. Trust worthy is a description of someone who is able to be relied or truthful. Respectful is a feeling or showing deference and respect. Loyalty is a quality of being loyal, and honesty is also the quality of being honest. Dropout rate refers to the percentage of pupils that do not complete their primary cycle from 2010 t0 2018. The Intervening Variables include the family background, peer pressure and peer influence.

2.3. Related Studies

This covered findings of other researchers about moral values, drop-out rates of girl child and the relationship between moral values and drop-out rates of girl child.

2.3.1 Moral Values of Girl-Child

The voice of the teachers (UNATU, July 2016) according to Mr. Nalibantya Job. a school representative from Limit Primary School in Palisa District. He said that this "I use this opportunity to raise my voice against early child marriage and stress and call up all other stake holders to do the same. There is need for all children to have a right to Education regardless of sex, Age, religion, Community and parental status. What happen when all girls are married? This question specifically goes to parents with in my sphere of work in Palisa District what will happen when all boys leave school? The question also goes to political leaders and civil society. One may wonder if early marriage is such a national problem warrant special attention. Unfortunately, most girl children in Palisa District between 12 to 15 years are involved in early marriage.

However, in Palisa District the number of early marriage has increased compared to other districts in Uganda. Many girls do not attend school regularly. Other combine school and domestic work but often loose morale in class work. Teachers do ask where the girls are. In the rich fields? At home? Gone visiting? No one seems to know for sure. In other corner, parents are whispering" let the girls get married so that we can get something to sustain the family poverty and seeing marriage as a simple way to get rich quick is one of the motivating factors of early

marriages." The researcher contends to jobs findings and observes that this kind of situation is not only common Palisain Jagusi sub county primary schools where girls are involved in activities like drying fish nets smoking fish collecting fire wood for smoking fish and watching films hence resulting into school dropout.

While, the voice of the teachers UNATU (July 2016) Gonza Sensamba (Former National Vice Chairperson –UNATU). In school related gender based violence: A sad reality in Uganda Commented. When God created of respect for one another was clear from the day of creation. Gender based violence is a complex phenomenon that is in a total contradiction with God's will and finds in relation its origin partly from our negative traditions among others it continues to manifest itself in our community different work places and un fortunately in the school community. School related gender violence inflicted on children in and around the school and manifests in the three main forms including corporal punishment, the most widing reported form in Uganda and also sexual violence and bullying. Some of the perpetrators of SRGBV unfortunately, as period by research are people like me and you fellow teacher who are supposed to protect the learners.

Also an evident example in Uganda. A teacher in one of the districts beat up pupils and by mistake, the stick hit the eye which was extracted to save the life of the child. On being asking to explain, the teacher cried because he was in shock and could not take it back. In another incident, a matron beat up a girl child and damaged her spinal cord leaving the child in a wheelchair. These example show gross violence of children rights and the teacher or matron will continue to live in psychological torture. This is why the ministry of Education and sports is strongly against corporal punishment in schools and is fully supported by UNATU. In relation to Gonza Sensamba's observation the researcher supported the idea and says that the above mentioned factors thus corporal punishment teacher's absenteeism, negative attitude towards education by stake holders can contribute towards high school dropout rate among the girls.

On the other hand, Save the Children Norway Uganda (2000), Status that where learning is conducted in climate of traditional authoritarianism, development of the mind and person ability of the child are stifled. Save the children Norway Uganda advocates for a learning environment that enhances democratic values is commented to create schools which recognize a variety of

learning methods and child play as aright during child wood. It is a time to challenge harmful traditional teaching approaches that infringe upon children's rights to play and private time such attitude inhibit children's creativity and interfere with holistic development of the child. Approaches in Uganda such as corporal punishment and over leading children with unnecessary demanding academic assignments to be carried out during children's private time. Education quality requires that both the learning content takes into account children's needs, aspiration, competences and limitations.
In relation to Norway Uganda the researcher was in line with the above observation.

In a situation where learners are imposed to corporal punishment they were to lose interest in learning hence dropping out of school. Negative attitudes by parents, community and local authorities' education. In regard the national Assessment of progress in education report (2000), the link between the school and society is a vital aspect of Education quality. Involvement of local authorities, communities and parents in planning and managing education initiatives is recognized as a strong factor in realizing rights based Education for children.

But it was not only known to increase parents and local communities understanding and support for children's learning but also enhances sharing of responsibility in resourcing Education. It was emerged to safe guard, to ensure sustainability of Education programs in Uganda. Further reports indicated that parental participation in children's learning has a strong positive implication for children's achievement, school discipline, teachers' motivation, school accountability, child safety at school, school classroom management. The researchers contend that: Every stakeholder has a role or responsibility to play in order to promote the quality of Education in any given society and failure of any stakeholder to play his role than education is affected negatively hence high rates of school dropout and moral value decadence of a girl child.

According to Mutibwa Tonny Healthy Educator (2016) "youths friendly service" page 3 states that lack of sexual reproductive health counseling has caused stigma, poor life skills to girls leading to poor performance at school. According to Raluca Zaharioa (1990) education officer UNICEF "Early school dropout UNICEF" factors that may dropout in connection with pupils in and their families include: Financial problems, Parents education levels, Siblings, Dysfunctional families, Employment opportunities in an area, Lack of trust in education system and Migration.

Betty Adiima, RDC Nebbi (2005) stated that rate of school drop out of girl child is due to negligence of parents who lack at marriage as the most important avenue in life. Also, according to Wilolud Journals, case study Ayadause Township, economic activities in area among the cause of female drop out and financial impact on government budget. According to Burton and Gimoni (1994) in their study analysis of women in Uganda, girls' enrolment is low at every level of education. This was attributed to the tendency of parents top assign more domestic duties to their daughters rather their sons. This was commended on by Fatimah (1984) as quoted by Wahirya (1995) in Fatimah's study about the limitation for girls particularly are faced with too many domestic chores that appear to prevent them from attending education.

PIASCY hand book for teachers' P.4 – P. 7 first edition page 46. "How adult violate children's right."Gem was a bright pupil. She was in P.3 when her father died. Her father's relatives sent her mother away and took all the family property. Gem was taken to an uncle. He gave her school fees for one term. Then her uncle said." There was no more money." Gem stayed at home the whole of the third term and became their house girl. Her uncle later defiled her every night until she became pregnant. The uncle took her for an abortion.
When she recovered, he gave her to an old man as a wife. Her uncle was paid one goat and jerry can of local brew. After three years Gem died of HIV/AIDS. Francis Hunt: To review of what facilitated children dropout. In this case, the girls take on some domestic duties of a mother.

While, Dradly and lenton (2007),the model captures the effects of parental aspiration for children. The effect of teenage pregnancy on the educational System. Eilworth (2003) suggested statistically (1993) 27,000,000 in India entered primary one but only 10 million succeeded.
According to Black (1981), more did not enroll in schools due to poverty of their parents to support their education. It was believed that the social status of parents. The girl child leaves with either encouragement or discouragement in her education. It was also noted that poor parents pre refer sending boys to school than girls due to mega financial resources that also dedicate social status of their families.

According to Forum for African Women Education (FAWE), Uganda (2005) gender disparities are more pronounced in upper primary leading to high rate of female school dropout. According

to Eggen.et.al. (1989) states that "most of the girls are at risk" more dropout of school due to illiterate parents and some are physically or mentally handicapped, likewise in Jagusi Island Sub County, girls dropout due to careless parenting, garden work, drying fish nets and divorce. According to Sunday Vision 4th August 2013 page 68,000 girls dropout of schools annually due to lack of sanitary pads and other related sexuality, reproductive health problems. Sunday Vision 4th August 2013 page 24 "Parenting; why you child might not be talking to you" parents no time to talk their children thus lack of guidance and counseling.

2.3.2 Dropout Rates of Girl- Child

Global Report on education stated that there was an urgent need to address the high numbers of children leaving school before completing primary education. The findings by UNESCO (2011) on the global picture towards attainment of Universal Primary Education (UPE) indicated that about 31.2million primary pupils in 2010 dropped out of school globally and may never return (UNESCO 2012).

The findings of UNESCO (2006) study on global gains made towards attainment of Universal Primary Education (UPE) indicated that many countries have relatively high initial enrolment figures but poor primary school completion rates. This due to continued dropping out of school making attainment of Universal Primary Education (UPE) difficulty in several countries of the world like Malawi, Bangladesh, Pakistan, Bolivia to name a few. Completion rates provide a much stronger test of UPE than enrolment rate alone.

Studies by Lloyd, Mete and Grant, (2009) in rural Pakistan on primary completion rates was only 48% as a result of high dropout rate. Cameron (2005) conducted studies on dropout rates in the United States of America (USA) and Canada. He found that USA national dropout rate in 2011 stood at 25% with some places like Mississippi having a dropout rate of as high as 38%. On the contrary, in Canada dropout rate has declined from 1990-1991 (16.6%) to 2011-2012 (7.8%). steadily since the academic year 1990- 1991, reaching a low of 7.8% in 2011-2012. Dropout rates for girls were consistently lower than for boys. The decline in dropout rate in Canada was most evident in the Atlantic Provinces where dropout rates fell by more than 50%.

A study by Cairns et al (1989), on Early School Dropout: Configurations and Determinants observed that several longitudinal studies conducted in the United States of America revealed the extent of the problem in that country estimating the early dropout rate for boys and girls in at risk categories to be at 82% and 47% respectively. A survey carried out in 1983 found that of the 10,331,000 who had been enrolled in grades 9,10, or 11 in 1982, 535,000 reported that they were no longer in school in 1983 giving a dropout rate of about 15%.

Bacolod and Ranjan (2005) in their study on dropouts in America found that the annual number of high school dropouts in the USA alone in 2012 was estimated to be about 3,030,000 translating into 8,300 dropouts per day. The study by Hall (2008) on primary school dropout rates in Latin American and the Caribbean region found the region to have the third-highest regional dropout rate to the last grade of primary education at 17%, though, the situation has been improving over the past decade, especially in Belize, Guatemala, Honduras and El Salvador, although rates remain within the range of 15% to 24%. The lowest rates (below 5%) are found in Argentina, Cuba, Jamaica, Mexico and Uruguay. Nevertheless, he found that high dropout rates persist in the following countries: Nicaragua, where 52% of pupils leave school without completing primary education. Guatemala has a dropout rate of 35%, followed by, Saint Kitts and Nevis (26%), and Honduras (24%)

A study by Cairns et al. (1989) in the USA on dropout determinants came up with the following findings: students who drop out are more likely to be male. Females who drop out often do so due to reasons associated with pregnancy. Dropouts were more likely to come from low-income families. The rate of dropout was higher on average for Black, Hispanic, and Native American youth. Students were more likely to drop out if they lived in urban settings as compared to suburban or nonmetropolitan areas. Dropout rates were higher in the South and West than in the Northeast region of the United States of America. High levels of household mobility contributed to increased likelihood of dropping out. He further found that students with disabilities (especially those with emotional/behavioral disabilities) were more at risk of dropping out. Dropouts were more likely to come from families in which the parents were 15 unemployed. Students who come from single-parent families were at greater risk of dropping out. Homes characterized by permissive parenting styles have been linked with higher rates of dropout. Students whose families provide higher levels of educational support for learning were less likely to drop out. Increased levels of stress and the presence of stressors (e.g., financial

difficulty, health problems, and early parenthood) were associated with increased rates of dropout.

Verkuyten and Thijs, (2002) conducted a study to examined the role of performance, peer relations, ethnicity and gender on school satisfaction in Netherlands. The study involved 26 schools, 51 classes and 1,090 respondents on school satisfaction of elementary school children. School satisfaction is a measure of children's quality of life and determined by the extent to which children feel good about themselves and the institutions in which they function. Individual and Classroom variables were examined simultaneously, using multilevel analysis. The study found that ethnic minority groups were more satisfied with school than the Dutch pupils, and girls were more satisfied than boys. The study further found that, the level of school satisfaction was important because it affects pupils' psychological well-being, as well as school engagement, absentee rate, drop-out and behavioral problems. The study recommended that schools should be caring and supporting settings that children value and enjoy. This will help to reduce the risk of pupils dropping out of school.

Though few studies have been conducted on pupils' reasons for staying in school, however, the study by Alexander (2008) in the United Kingdom on reasons why pupils remain in school found the following list of school interventions that has been developed based on a synthesis of information from a variety of studies: Interaction with and the involvement of committed, concerned educators and other adults, Development of perseverance and optimism, Improved attitude toward school and increased motivation to obtain a certificate, Positive, respectful relationships between staff and pupils, Satisfaction with the learning experience (e.g., social climate, instructional climate, school course offerings, and school rules), Relevance of curriculum and Fair discipline policies.

Policies to improve school progression and reduce the numbers of children dropping out of school are critical if UPE is to be achieved. They cited the World Bank 2007 report on the Government of Malawi for example, which allocated 4.2 percent of Gross Domestic Product (GDP) towards public educational expenditure in 2007, which represented around 195 million dollars. Of this, 55 percent was allocated towards primary school. With a primary school dropout rate of 65 percent in 2007, it is estimated that children, who fail to complete primary school, took up nearly half a million-school places. In monetary terms, this broadly represented an annual

expenditure of 60 million dollars, 1.3 percent of GDP in 2007, on the education of children who probably left schooling without any basic skills.

A study by Hadley (2010) on primary school dropout rates of Sub-Saharan Africa region found that the region has the highest dropout rate, which rose from 40% to 42% between 1999 and 2009. This meant that more than two in five children who start school may not reach the last grade of primary education. Dropout rates were highest in Chad (72%), Uganda (68%) and Angola (68%), where more than two out of three children starting primary school were expected to leave before reaching the last grade. In contrast, dropout rates were lowest in Mauritius (2%) and Botswana (7%).

A study carried out in Kenya in Nyandarua District by Kinuthia, (1995) on factors leading to secondary school drop-out in Nyandarua district identified school factors such as poor teaching, teacher resource, discipline, school type, and category, poor 17 pupil-teacher relationship, dilapidated school infrastructure, mockery, lack of guidance and counseling programs in secondary schools, poor administration and transfer of teachers as some of the factors that led to secondary school drop-out.

In South Africa a study by Modisaotsile, (2012), on failing standards of basic education in South Africa found that dropout rate was very high, triggered by low levels of literacy and numeracy skills. In her study she found other challenges associated with dropping out of school to include: poor teacher training; unskilled teachers; lack of commitment to teach by teachers; poor support for learners at home; and a shortage of resources in education. The same study also found that almost 20 per cent of teachers are absent on Mondays and Fridays. Absentee rates increase to one-third at month end. Teachers in black schools (schools that were designated for blacks Africans during apartheid era) teach an average of 3.5 hours a day, compared with about 6.5 hours a day in former white schools. The other teacher behavior that contributed dropouts at school was teachers' sexual involvement with learners. Some shocking reports indicated that sexual harassment of female pupils was a serious problem in many South African schools. More than 30 percent of girls were raped at school

According to UNESCO, (2010), report, Ghana has had a steady decline in the proportion of children dropping out of primary school since it launched its major education reforms in 1987. Ghana had introduced programs such as capitation grant scheme and school feeding program at

basic school level. These programs helped reduce the overall rates of dropout. “Capitation is a fee-free policy providing direct funding to all public basic schools based on enrolment.” What it has achieved is to remove the cost burden to parents of enrolling their children in school and attracted many children to enroll, including those who previously dropped out because of fees. In 2005, when capitation was introduced enrolment across primary to junior high school increased by about 17 per cent (MOESS, 2007) as cited in UNESCO (2010). The Ghanaian experience shows that research based evidence and strategies are critical towards combating problems associated with school dropouts. The study into school factors contributing to school dropout is essential in dealing with problems of school dropouts associated with school factors.

In another related study conducted in Ghana by Ananga, (2010) on understanding the push and pull factors in school dropout, found that, there is some evidence that when teachers take a more proactive approach to the problem of drop out, the situation is able to improve. For example, the Consortium for Research on Educational Access, Transitions and Equity (CREATE) work in southern Ghana has revealed that a few teachers in some schools sensitive to the problem of dropout were able to intervene to prevent drop out and encourage ‘drop-in’. This was achieved through identifying children at risk of dropping out and attended to the factors that contribute to their chances of dropping out. Other schools organized teachers to visit truant children and their parents and encouraged these children to attend classes. These measures are indicative of what schools can do if sensitized about their role in reducing drop out.

A study by Dalton and Watson, (1997) in America on classrooms where caring and learning prevail found that a school environment characterized by care and support to pupils at risk of dropping out is vital in preventing school dropouts. When teachers observe signs of dropping out and provide support and care to such pupils, the study showed that such pupils never dropped out but instead remained in school and signs of dropping out such as absenteeism, misbehavior and other disciplinary problems diminished. A related study by Deal and Celotti, (1980) on the influence school administrators do and can have on classrooms, also found that school and other educational administrators had an influence on the child’s decision to drop out or to remain in school. The study observed that, formulation of inclusive school policies, aimed creating a supportive school environment by educational administrators were vital in preventing pupil dropouts.

A study on achievements in primary education in Tanzania by Hakielimu (2007) found that Tanzania has an unusual profile of high enrolment, relatively low drop out and some 24.3 percent of students over age but remaining in primary school. According to available statistics in the Tanzanian Ministry of Education and Vocational Training (MoEVT, 2009), the dropout rate has declined significantly since the implementation of UPE in 2002 though with a slight upward trend in 2008-9 of 3.70%, up from 3.20% in 2006-7. Several factors contributed towards this. Firstly, there was a political and budgetary focus on UPE and completion rates with 19 compulsory enrolment of all children from 7 upwards including over age children not yet enrolled. Secondly, education was devolved to the regions with a community approach to education from the village upwards. Thirdly, learning was made more beneficial to young children in the classroom, and finally, alternative forms of education exist for out-of-school and over age students. Tanzania is a typical example of how government will is critical in combating the problem of school dropouts.

According to Eggen P. et.al (1989). She stated that most of the girls are at risk "more dropout of school due to illiterate parent and some are physically or mentally handicapped. Likewise girl child dropout due to careless parenting, garden work, and divorce. Therefore parent should be able to pressure and ignorance among parents; Therefore would be need for sensitization. According to Godfrey Omuruga (Restless development) "highlights of draft National school health policy 2015 pages 3-4, objectives of the policy (i) is to promote effective teaching and learning of health related knowledge and life skills.

2.3.3 Relationship between Moral Values and Drop-out Rate of Girl-Child

Important and lasting beliefs or ideas shared by the members of a culture about what is good or bad and desirable or undesirable. Values have major influence on a person's behavior and attitude and serve as broad guidelines in all situations. Some common business values are fairness, innovation and community involvement. The monetary worth of something in areas such as accounting, economics, marketing or mathematics.

The voice of teachers Nalibantya Job (July 2016). In his answer to the question: what happen when all girls are married? He came up with the following solutions:-Keep all girls in school: government should make universal primary and secondary compulsory for all learners of school going age. Schools should also be friendly to encourage children especially the girls to remain in schools. Legal action. Concentrate legal action must be taken for those presenting involved in early marriages. Stronger parental and community involvement: parents and the community must play their role in the protection of girl child while at home school and in the community. Counseling and parental guidance is needed to prevent the young girls from being trapped with an acceptable gifts and presents. Empowering teachers: Teachers should be empowered with the required knowledge and skills to act as lead agents in guiding, supporting and mentoring the girl child to remain in schools. Enacting of bylaws: by laws and policies that discuss strategies on how of girl child education can be handled particularly in remote villages, districts of Uganda should be enacted. The researcher is in support of Nalibantyo's solutions, however, Police Officials should also stop conniving with parents when situations such as defilement and early marriages arise.

In relation to H.E Mubiru Charles (2005) RDC Kumi District described the high drop out of girl child as a result of forced marriages by the parents. It could be the lack of seriousness of the parent who seem to be irresponsible about their children. The government would protect girl child by putting laws governing their children. According to Nathan Etengu in his article "un educated women" in the New Vision Wednesday 3rdMay 2005, Kadaga the Deputy Speaker stated that drop outs should go back to school; UPE program was not restricted to the youth alone. She further said three millions women are illiterate. She encouraged women to go to school and learn how to count and avoid being cheated.

2.4 Gaps Identified

Basing on the literature above, different studies had been carried out related to dropout rate and moral values of girl child or both. However none of the current studies had been done on the relationship between dropout rate and moral values of girl child. Besides this, none of the studies targeted teachers, parents, and pupils as respondents in primary schools. Contextually, none of the studies were carried out in Jagusi Island Sub County in Mayuge District in Uganda. This study bridged this gap left by previous researchers.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

The chapter presents research design, target population, sampling techniques, measurement of the variables, validity and reliability of instruments, data analysis, and data gathering procedure, data processing and analysis, ethical considerations and limitation of the study.

3.1. Research Design

The study employed descriptive correlation research design to determine the relationship between moral values and dropout rate for a girl child in Jagusi Island Sub County primary schools. The researcher also used quantitative and qualitative approach. Qualitative approach was used to get the perception of the girls about the moral values and dropout rate of girl child. Qualitative approach was used to get the in-depth information about moral values and girl child dropout.

3.2 Target Population

The target population was 1,914 which includes the pupils (1,500), the teachers (60), head teachers (4) and parents (350) in the primary schools in Jagusi Island Sub-County, Mayuge District.

3.3 Sample Size

The sample size was determined by using of Sloven's formula. Table 3.1 has the data.

Table 3.01 Target Population and Sample Size

Respondents	**Target population**	**Sample size**
Pupils	1500	315
Parents	350	186
Teacher	60	52
Head teachers	4	4
Total	**1,914**	**557**

Source: Primary data, 2018

3.4 Sampling Technique

Purposive sampling was used to choose the head teachers, where all the head teachers of the selected primary schools were taken for the study. Simple random sampling was used to select the pupils, teachers and parents. The name of the sampled pupils, teachers and parents were obtained from the office of the head teacher. The name of the pupils, teachers and parents were written in a small piece of paper and put in a separate boxes. The researcher picked the names of pupils, parents and teachers until it reach the desired number.

3.5 Data Quality Control

Quality control refers to the quality of data collection instruments.

3.5.1 Validity

Validity of the instrument refers to the extent to which the instrument measures what it is supposed to measure which should be appropriate for the research objectives to be achieved (Amin, 2005). The content validity index (CVI) of 0.8 was obtained by using the following formula,

$$\textbf{CVI} = \frac{\text{Number of items rated as relevant}}{\text{Total number of items rated in the questionnaire}}$$

Where items rated relevant were 20 and number of items were 25.

$$\textit{CVI} = \frac{20}{25} = \textit{0.8}$$

Thus, if the CVI computed is above 0.7, the standard Cronbach Alpha, the instruments was considered valid. This is in line with Amin (2005) who noted that the overall CVI for the instrument should be calculated by computing the average of the instrument and for the instrument to be accepted as valid the average index should be 0.7 or above. Since the CVI component of 0.8 was above the 0.7 standard value, the instrument is considered valid.

3.5.2 Reliability

This is the degree to which an instrument consistently measures what it is supposed to measure. According to Amin (2005), reliability of an instrument refers to the extent to which the research instruments are without bias thus, presenting consistent measurements especially in data collection process. To ensure reliability for interview guides, recorded interviews, extensive interview notes and field notes was ensured so as to determine reliability. These processes highlight potential problems and areas that may be omitted. The test employed to contribute to the credibility, dependability and trustworthiness of a questionnaire. The findings from the test-retest was coded in the SPSS, a computer package to test for reliability at the Cronbach alpha

coefficient of 0.7 so as to assess the internal consistency . The Cronbach Alpha value is .819 which is higher the 0.7 which means that the instrument is reliable.

3.6 Research Instruments

The researcher used face sheet, questionnaires and interview guide to gather data.

3.6.1 Face Sheet

The face sheet was used to gather the demographic characteristics of respondents, head teachers, teachers and pupils.

3.6.2 Questionnaires

The questionnaires were used to get data from head teachers and teachers.

3.6.3 Interview Guide

An interview guide was designed for use by the researcher to get responses from the girl children.

3.7 Data Gathering Procedure

An introductory letter was obtained from the College of Education, Open, Distance and E-learning. The letter was presented to the District Education Officer of Mayuge District seeking for permission to be allowed to carry out data collection in different primary schools in Jagusi Island Sub-County. The District Education Officer permitted the exercise to be done in a letter written to the respective head teachers of the selected primary schools.

The questionnaires and interviews were administered by the researcher himself to the respondents such if there were items that were not clear to the respondents, he would immediately clarify it and the questionnaires was immediately retrieved after the respondents filled it up.

3.8 Data Analysis

Frequencies, and percentages were used to analyze moral values and drop-out rates of girl-child. Chi-square was used to establish the relationship between moral values and drop out rates of girl -child at 0.05 level of significance. Qualitative data were analyzed by themes.

3.9. Ethical Consideration

To ensure utmost confidentiality for the respondents for the data provided by them as well as reflect ethics practiced this study, the following were done:

1. All questionnaires were coded to provide anonymity of the respondents and to avoid embarrassing and harming respondents, especially if information got from them could be used politically or otherwise to harm the respondents.
2. The respondents were requested to sign the informed consent before participating in the research; the researcher did not use hidden mechanical devices to record the research findings.
3. All authors used in this study were quoted in recognition of what was cited from them and referenced accordingly.
4. The research findings got from the study were generalized.

3.10. Limitations of the Study

1. Intervening Variables that were beyond the control of the researcher like honesty of the respondents.
2. Attrition anticipated that all questionnaires would be retrieved.
3. The questionnaires were researcher made. Therefore validity and reliability were tested to test on the instruments.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0. Introduction

In this chapter contains data presentation, interpretation and analysis which was done by use of tables for each objective.

4.1 Demographic Characteristics of Respondents

The respondents included pupils, teachers, head teachers and parents. The demographic characteristics included gender, age, marital status, religion, parenthood, class entry details and educational level. Frequencies were used in each category and data put in percentages. All participants answered the questions in person apart from the pupils who were interviewed. Two separate tools were used on respondents, but pupils had theirs alone while the rest shared theirs.

Table 04.01: Demographic Characteristics of Respondents

Profile	Category	Frequency	%
Gender	Male	120	22
	Female	437	78
	Total	557	100
Age (in years)	5-24	399	72
	25-54	112	20
	55+	46	8
	Total	557	100
Marital status of adults	Single	49	20
	Married	106	44
	Divorced	32	13
	Widowed	18	8
	Separated	37	15
	Total	242	100
Religion	Christian	98	18
	Muslim	401	72
	Other	58	10
	Total	557	100
Parenthood of pupils	Both parents alive	401	72
	Only father alive	48	9
	Only mother alive	35	6
	Both parents dead	73	13
	Total	557	100
Education level of adults	Primary	118	49
	“O” level	63	26
	“A” level	44	18

	Other	17	7
	Total	242	100
Class entry details of pupils	New entrant	287	91
	Repeater	28	9
	Total	315	100

Source: Field data (2019)

Table 4.1 indicated that, there are more females (78%) than males (22%). There were many young people of age 5-24 years (72), followed by 25-54 years (20%). Most people are married (44%), although the single followed with 20%, divorced 13%, separated 15% and widowed 8%. Jagusi Sub County had a bigger sample composed of Muslims (72%), followed by Christian (18%) and other denominations 10%. Children with both parents alive were 72%, both parents dead 13%, father alive 9% and mother alive 6%. Most people seem to dropout at primary (49%), followed by 'O" level 26%, "A" level 18% and others 7%. And the new entrants in all classes are 91%, while repeaters in each class were 9%.

4.2 Moral Values of Girl child in Jagusi Sub County in Mayuge District.

Moral values are the principles that guide us throughout our lives. From childhood to adulthood we keep on learning and transforming ourselves and so do our morals. Two Likert scale questions were used to assess the level of moral values from the girl child thus: Yes and No. Interview guide was used to get the data from the respondents.

Table 04.2: Frequencies and Percentages showing the moral values of the girl -child (N= 315)

ITEMS ON MORAL VALUES	Y_f	N_f	%Y	%N
INTEGRITY or HONESTY	33	282	11	89
1. Do you do what you say you are going to do?				
2. Would you cover or protect a classmate that leaves class or school early?	150	165	48	52
3. Have you ever called in sick when you weren`t?	202	113	64	36
4. Have you ever been honest to a friend and lost the friendship because of it?	232	83	74	26
TRUSTWORTHINESS	111	204	35	65
1. Do people see you as an individual worth trusting?				
2. Have you ever felt unfit for the class you are in now?	79	236	25	75
3. Have you experienced any kind of loss for following something right?	88	227	28	72
4. Was there any situation where you had to admit your mistakes to your fellow pupils?	228	87	72	28
RESPECTFULNESS	147	168	47	53
1. Do children deserve as much respect as adults?				
2. Do you respect your own parents?	309	6	98	2
3. Do you aspire to being someone worthy of respect?	113	202	36	64
4. Do you follow school rules and regulations?	194	121	62	38
LOYALTY	255	60	81	19
1. Are you loyal to your parents?				
2. Do you have a good relationship with your parents and teachers?	249	66	79	21
3. Do you consider the offer of your parents to you in education good?	221	94	70	30
4. Do you find it difficult in dealing with rules at school and home?	103	212	33	67

Source: Primary data 2019

Legend

Y_f = Frequency of Yes option

N_f = Frequency of No option

%Y = Percentage of Yes option

%N = Percentage of No option

Analysis of the results above indicates that, most girl children do not do what they say (89%) and are not honest for fear of losing friendship relations (74%). The girl children also seem not

trustworthy (65%) and feel unfit in current classes they are in (75%) which may be due to peer influence or over size. But some of them admit that their mistakes (72%) and experience some loss for following right things. A much more number accepted that, they respect their parents (98%) and follow school rules (62%). But again some girl children said that, they don`t aspire being respected (64%) may be due to attitude of community towards the girl child. Most girl children are loyal to their parents (81%), have good relationship with their parents (79%) and consider education good (70%); although they find it a problem dealing with the rules of the schools and homes which may be due to poor home background and lack clear guidance.

Based on the interview with Head teachers, teachers and parents they said that most of the primary school pupils in Jagusi Island Sub-County showed no moral values. Most of them don't show respect to persons in authority like their parents, teachers and other old people in the community. Most of them are engaged in immoral conduct like early marriages and early pregnancies. And they are annoyed if they are given advices. Instead of studying, these pupils opted to leave school and do other things.

4.3 Dropout Rates of Girl child in Jagusi Sub County Mayuge District

The data presented was collected from teachers, parents and head teachers. A total of 242 respondents answered the questionnaires. Each respondent was asked to fill in the information in the data form. The data was analyzed using the mean and percentages.

Table 4.3: Girl Child Enrolment and Dropout Rate since 2010 for the four sampled schools

Year	Class	Ave. Enrolment	Ave. Dropout	% Dropout rate
2010	P.1	300	80	27
	P.2	260	90	35
	P.3	200	60	30
	P.4	22O	40	18
	P.5	180	55	31
	P.6	174	50	29
	P.7	120	30	25
	Total	**1454**	**405**	**28**
2011	P.1	350	112	32
	P.2	280	95	34
	P.3	220	78	35
	P.4	300	68	23
	P.5	160	35	22
	P.6	150	30	20
	P.7	130	24	19
	Total	**1590**	**442**	**28**
2012	P.1	370	121	33
	P.2	320	87	27
	P.3	250	72	29
	P.4	205	70	34
	P.5	255	44	17
	P.6	140	26	19
	P.7	125	17	14
	Total	**1665**	**437**	**26**
2013	P.1	310	96	31
	P.2	340	93	27
	P.3	290	77	27
	P.4	220	90	41
	P.5	185	69	37
	P.6	225	42	19
	P.7	110	21	19
	Total	**1680**	**488**	**29**
2014	P.1	370	92	25
	P.2	295	84	28
	P.3	290	37	13
	P.4	245	47	19
	P.5	180	41	23
	P.6	158	52	33
	P.7	193	23	12
	Total	**1731**	**376**	**23**
2015	P.1	405	122	30
	P.2	346	88	25
	P.3	268	40	15

	P.4	257	73	28
	P.5	222	62	28
	P.6	144	37	26
	P.7	129	14	11
	Total	**1771**	**436**	**25**
2016	P.1	397	109	27
	P.2	368	90	24
	P.3	306	66	22
	P.4	237	49	21
	P.5	229	30	13
	P.6	201	24	12
	P.7	106	13	12
	Total	**1844**	**381**	**21**
2017	P.1	444	117	26
	P.2	366	83	23
	P.3	348	67	19
	P.4	271	56	21
	P.5	203	42	21
	P.6	104	31	30
	P.7	177	22	12
	Total	**1913**	**418**	**22**
2018	P.1	414	97	23
	P.2	398	92	23
	P.3	340	51	15
	P.4	312	38	12
	P.5	252	32	13
	P.6	175	28	16
	P.7	86	9	10
	Total	**1977**	**347**	**17**

Source: Primary data 2019

Table 04.04: Summary of Average Dropout Rate

Year		Average total enrolment	Average Dropout	% Average Dropout rate	Ranking
2010		1454	405	28	2
2011		1590	442	28	2
2012		1665	437	26	4
2013		1680	488	29	1
2014		1731	376	23	6
2015		1771	436	25	5
2016		1844	381	21	8
2017		1913	418	22	7
2018		1977	347	17	9

The results in Table 4.3 and 4.4 reveal that, all the eight consecutive years beginning from 2010 had many girls dropping out of school although by ranking, 2013 had the greatest number. In each year, the entrants to P.1 were many but kept on reducing and by the time they reach P.7, the number of girls completing the primary cycle drastically reduces. This could be attributed to many factors such as early marriage, child labor, immorality and others.

According to the interview with Head Teachers, parents and teachers they said that usually the pupils drop-out of school in the middle of the term. Some of them drop-out from school because of poverty. They helped their parents support their family. They have to work at an early age to earn money. But some of them do immoral things. They engage with immoral relationships with older men to support themselves, some get married early and others do other things which sometimes their parents are not aware of.

4.3. Relationship between Moral Values and Dropout rate of Girl Child in Jagusi Sub County in Mayuge District.

The data below was collected from teachers, head teachers and parents of the four sampled primary schools. Four Likert system was used in this questionnaire and each respondent answered the tool personally. The results were analyzed using the mean, average mean and standard deviation which enabled the ranking to be done easily.

Table 4.5: To establish the relationship between Moral Values and Dropout rate of Girl Child (n = 242)

No	Item	A	B	C	D
1	Girls from your community dropout of school before finishing their primary education?	68	88	39	47
2	Cultural values greatly contribute towards early marriage among girls.	83	111	22	26
3	Parents and teachers promote girl child education in our school.	98	111	16	17
4	Girls are a source of wealth in my sub county.	63	63	34	39
5	Girls` participation in domestic affairs is highly recognized by parents than taking up primary education.	79	87	24	44
6	Girls` primary education is greatly supported by teachers and parents.	68	83	32	59
7	Parents have been the main obstacles of girls` access to primary education.	73	101	24	39
8	Parents' co-ordinate with teachers to monitor progress and performance in schools.	79	87	24	44

Legend

A = strongly agree C = disagree

B = agree D= strongly disagree

Table 4.6: Computation of the mean

Item	A	B	C	D	Score (X)				Product				Mean(Mn)
									XA	XB	XC	XD	
1	68	88	39	47	1	2	3	4	68	176	117	188	137.25
2	83	111	22	26	1	2	3	4	83	222	66	78	112.25
3	98	111	16	17	1	2	3	4	98	222	48	68	109.0
4	63	63	34	39	1	2	3	4	63	126	102	156	111.75
5	79	87	24	44	1	2	3	4	79	174	72	176	125.25
6	68	83	32	59	1	2	3	4	68	166	96	236	141.5
7	73	101	24	39	1	2	3	4	73	202	72	156	125.75
8	79	87	24	44	1	2	3	4	79	174	72	176	125.25
Total	**611**	**731**	**215**	**315**									**988**
													123.5

Table 04.07: Rating of the Mean Scores from Table 4.4

No	Mean (Mn)	(Mn-Xn)	$(Mn-Xn)^2$	Ranking	Rating
1	137.25	13.75	189.0625	3	High
2	112.25	-11.25	126.5625	5	High
3	109	-14.5	210.25	2	High
4	111.75	-11.75	138.0625	4	High
5	125.25	1.75	3.0625	7	Low
6	141.5	18	324	1	High
7	125.75	2.25	5.0625	6	Low
8	125.25	1.75	3.0625	7	Low
Total Mean 988			**999.125**		
Average Mean 123.5			**124.890625**		

Standard deviation is the root of 124.890625 = 11.17

Legend

High = 5 and low = 3

The findings indicated a strong relationship between moral values and dropout rate of girls in Jagusi sub county primary schools. This was revealed by the 5 out of 8 scores at a rating of high, against the 3 out of 8 of the low rating.

Table 04.08: Computing the relationship between the moral values and dropout

Item	Agreeing		Total	Disagreeing		Total
1-8	A	B		C	D	
	611	**731**	**1342**	**215**	**315**	**530**

Table 04..9: Computation of Observed frequencies (f_0) and Expected frequencies (f_e)

Dropout	**Moral values**				
	A	**B**	**Total**	**Computation (A)**	**Computation (D)**
Agreeing	611	731	1342	$\frac{1342 \times 826}{1872} = 606.7$	$\frac{1342 \times 1046}{1872} = 749.8$
Disagreeing	215	315	530	$\frac{530 \times 826}{1872} = 233.8$	$\frac{530 \times 1046}{1872} = 296.1$
Total	**826**	**1046**	**1872**		

Table 04.010: Observed and Expected frequencies

Dropout	**Options**			
	A (f_0)	**A (f_e)**	**D (f_0)**	**D (f_e)**
Agreeing	611	606.7	731	749.8
Disagreeing	215	233.8	315	296.1
Total	**826**	**840.5**	**1046**	**1045.9**

Table 04.11: Computation of Chi-square

Row	**Observed (f_0) frequencies**	**Expected (f_e) frequencies**	**Deviations (f_0-f_e)**	**Squared deviations $(f_0-f_e)^2$**	$\frac{(f_0-f_e)^2}{f_e}$
1st row	611	606.7	4.3	18.49	0.03
	731	749.8	-18.8	353.44	0.47
2nd row	215	233.8	-18.8	353.44	1.51
	315	296.1	18.1	327.61	1.10
				$X^2 = \sum\frac{(f_0-f_e)^2}{f_e} = 3.11$	

X^2 statistic is 3.11 and given the degree of freedom (df) = (r-1) x (c-1), then df = (2-1) x (2-1) which resulted to 1x1= 1. The value 3.11 does not exceed the critical value (X^2_c) Chi-square value of 7.82, thus at 0.05 level of significance, we can affirm the null hypothesis and infer that there was no relationship between moral values and dropout of girl child in Jagusi Island Sub county primary schools. This means that moral values has no influence on the drop-out rate of girl- child in primary schools in Jagusi Island Sub-County in Mayuge District. There could be other factors that affect the drop-out rates of girl-child.

Level of significant value

ues of Chi Square

df	0.05	0.01
1	3.84	6.64
2	5.99	9.21
3	7.82	11.34
4	9.49	13.28
5	11.07	15.09
6	12.59	16.81
7	14.07	18.48
8	15.51	20.09
9	16.92	21.67
10	18.31	23.21
15	25.00	30.58

df	0.05	0.01
16	26.30	32.00
17	27.59	33.41
18	28.87	34.80
19	30.14	36.19
20	31.41	37.57
21	32.67	38.93
22	33.92	40.29
23	35.17	41.64
24	36.42	42.98
25	37.65	44.31
26	38.88	45.64
27	40.11	46.96
28	41.34	48.28
29	42.56	49.59
30	43.77	50.89

X2 statistic level =3.11

Chi -square .values=7.82

CHAPTER FIVE

DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

The chapter presents how the findings were discussed and conclusion drawn; the recommendations about the study have also been drawn.

5.1. Discussions of the Results

The discussion of the results was done objective by objective. The demographic information was got to know the characteristics of the respondents which was measured by mean and percentages. An interview guide was used to extract data from the girl children, while the first questionnaire was used on the teachers and head teachers. It was to extract enrolment and dropout information of girls. Another questionnaire was given to teachers, head teachers and parents to get data on the relationship between moral values and girl child dropout.

Obective 1: To assess the moral values of girl child in Jagusi sub county in Mayuge district.

Analysis of the results indicated that, most girl children do not do what they say (89%) and are not honest for fear of losing friendship relations (74%). The girl children also seem not trustworthy (65%) and feel unfit in current classes they are in (75%) which may be due to peer influence or over size. But some of them admit that their mistakes (72%) and experience some loss for following right things. A much more number accepted that, they respect their parents (98%) and follow school rules (62%). But again some girl children said that, they don`t aspire being respected (64%) may be due to attitude of community towards the girl child. Most girl children are loyal to their parents (81%), have good relationship with their parents (79%) and consider education good (70%); although they find it a problem dealing with the rules of the schools and homes which may be due to poor home background and lack clear guidance. The findings of the study agreed with the findings of FAWE, Uganda (2005) which found out that gender disparities are more pronounced in upper primary leading to high rate of female drop-out.

Most of the pupils in primary schools in Jagusi Island Sub-County were not able to sit for Primary Leaving Examinations and these pupils were suppose to be in upper primary. Also in the study of Eggen, et.al. (1989), revealed that most girls are at risk, more drop-out of school to illiterate parents and some are physically and mentally handicaps.

Objective 2: To find out the level of drop-out rates of girl child in Jagusi Sub -County Mayuge District.

The results revealed that, all the eight consecutive years beginning from 2010 had many girls dropping out of school although by ranking, 2013 had the greatest number. In each year, the entrants to P.1 were many but kept on reducing and by the time they reach P.7, the number of girls completing the primary cycle drastically reduces. This could be attributed to many factors such as early marriage, child labor, immorality and others. The findings of the study agree with the findings of Ananga (2010) and UNESCO (2010) that the drop-out of children in primary schools can be attributed to many factors. In the study of Dalton and Watson (1997) conducted in the US that teachers were very supportive of their pupils when they were at the risk of dropping. But in the study of Hakielimu (2007) showed that there was relatively low drop-out rate among primary pupils.

Objective 3: To establish the relationship between Moral Values and Dropout rate of Girl Child in Jagusi sub county in Mayuge District.

Accordingly, the findings indicated a strong relationship between moral values and dropout rate of girls in Jagusi sub county primary schools. This was revealed by the 5 out of 8 scores at a rating of high, against the 3 out of 8 of the low rating.

The X^2 statistic was 3.11 and given the degree of freedom (df) = (r-1) x (c-1), then df = (2-1) x (2-1) which resulted to 1x1= 1. The value 3.11 does not exceed the critical value (X^2_c) Chi-square value of 7.82, thus at 0.05 level of significance, we can affirm the null hypothesis and infer that there was no relationship between moral values and dropout of girl child in Jagusi Island sub county primary schools. The null hypothesis was accepted that there is no

relationship between moral values and drop-out rates of girl-child in Jagusi Island Sub-County. It can be concluded that there are other factors that affect drop-out rates of girl-child as mentioned by Eggen, et. al. in their findings that illiterate parents and physical and mental handicap were some factors that affect drop-out rates of girl-child.

5.2. Conclusions

Based on the findings the following were the conclusions:

1. The moral values of girl child in Jagusi Sub County Mayuge District was poor as justified by the fact that, most girl children do not do what they say (89%) and are not honest for fear of losing friendship relations (74%). The girl children also seem not trustworthy (65%) and feel unfit in current classes they are in (75%) which may be due to peer influence or over size.
2. The dropout rates of girls was very high as revealed by the findings that, all the eight consecutive years beginning from 2010 had many girls dropping out of school although by ranking, 2013 had the greatest number. In each year, the entrants to P.1 were many but kept on reducing and by the time they reach P.7, the number of girls completing the primary cycle drastically reduces. This could be attributed to many factors such as early marriage, child labor, immorality and others.

3. The relationship between moral values and dropout of girls was strong. This was revealed by the 5 out of 8 scores at a rating of high, against the 3 out of 8 of the low rating. But the X^2 statistic of 3.11 and degree of freedom (df) = (r-1) x (c-1), then df = (2-1) x (2-1) which resulted to 1x1= 1 affirmed the null hypothesis and inferred that there was no relationship between moral values and dropout of girl child in Jagusi Island sub county primary schools. It means that moral values does not influence the drop out rates of pupils . There could be other factors that affect drop-out rates.

5.3. Recommendations

Based on the findings and conclusions the following were the recommendations:

1. The government should put tricked laws over defilement cases. Parents should not be bribed but follow the law as stipulated in the Children's Act in the Constitution of 1996 of the Republic of Uganda about the children's rights and be able to promote girl child education.

2. Parents should be strict in timing their daughters' movements especially to school, water sources, market and other social places. Monitoring the kind of peer groups their children get attached to.

3. Teachers should play the greatest part of the modeling the girl child through PIASCY messages at school, holding regular meetings and using a talking compound. Handling adolescents in a technique which can be achieved by teachers. Guidance and counseling by teachers' health workers, parents and all stakeholders should be done at schools, over radios, extra.

5.4. Areas for Further Research

In case for any further research to be carried out in this area, the researcher should do the following;-

1. Determinants of drop-out rates of girl child in primary schools.
2. Comparative study of moral values and drop-out rates of girl-child in primary schools in urban and rural areas.
3. Home Environment and Drop-out rates of Girl-child in Primary Schools in Mayuge District, Uganda.

.

REFERENCES

Bachu A.S (1980) Uganda demographic and healthy survey.

Betty Adiima (2005) Resident district commissioner, Nebbi.

Carol Ariba and natunda Sunday Vision 4th august 2013 pg 6,800 girls' dropout from school annually.

DA Candia (2018) non – school factors associated with school dropout in Uganda

Dietzman, T.M (2002). The Role of parental Support in the Home Environment and Student Academic Achievement. Thesis submitted in partial Fulfillment of the Requirements for the Masters of Science- School Guidance and Counseling, University of Wisconsin Stout.

Dietz WH, Strasburger V. (1991). Children, Adolescents and television. Cur. Probi Pediatr. 21:8:31. (PubMed)

Dradly and Lenton (2007) Model captures effects of parental aspiration.

Eggen P. etal (1989) Education Psychology classroom connections.

Eilworth (2003) statistical dropout in India.

Eunsola, A,O.E (2014) Influence of Home Envirolment on Academic Performance secondary School Students in Agricultural Science in Adamawa State Nigeria. Journal of Research & Method in Education. 4(4) , PP 46-53

Erikson, E.H. (R. Coles, Ed). (Identity: Youth and Crisis. New York: Norton

Ermisch, J. & Franceconi, M. (2001). The effectof parents' employement on outcomes for children. Available at https://www.jrf.org.uk/report/efect-parents-employement-outcomes-children.

Ermisch, J. (2008). Origins of Social Immobility and inequality: Parentint early child development, national Institute Economic Review, Vol.205, no 1,PP. 62-71.

Espy, K.A., Molfese, V.J. and Dilalla, L.F. (2001). Effects of Environmental measures on intelligence in Young children: Groth curve modeling of longitudinal data. Merril-palmer Quarterly, Vol.47, no. 1, PP.42-73, 2001.

Etikan,I, Musa, S., A & Alkassim, R . S (2006. Comparison of Convenience sampling and purposive Sampling. American Journal of Theoretical and Applied Statistics. Vol. 5, No. 1, PP. 1-4. Doi: 10.11648/j.atas.2016501.11.

Fantuzzo J, McWanyne C. 20020. The relationship between peer play interactions in the family context and dimensions of school readiness for low –income preschool children. J Educational Psychology. 94:79-87.

Forum for Africa Women Educationist (FAWE) Uganda (1999).

Francis Hunt: Review facilitate children dropout.

GB Eweniyi, IG Usman (2007) perception of parents on the social – cultural, Religious economic factor.

George, A, Hansan, K. and Schoon, I. (2007). Child Behavior and Cognitive development. In K. Hansan and H. Joshi, (Eds), Millennium cohort study second

Grusec J. E, Good now J.J (1994). Impact of parental discipline methods on the child's internalization of value: A reconceptualization of current points of view. Developmental psychology, 30(1): 1-19.

Godfrey Omuruga "highlights of draft National school health policy. Promoting effective teaching and learning of health related knowledge and life skills.

GZ Yindol (2016) assessment of the factor influencing girl child participation in Uganda.

H.E Museveni (2004) a report on PIASCY.

Harker, L. (2006). Chance of a lifetime: The impact of bad housing on children's lives shelter. ISBN 1 903595 64 9Huston, A. C., & Wright, J.C (1996). Herber spencer (1960) and EmeDurkhein (1947) Kenya University Institutional repository.

Harold, G (1990). Managing performance; Handbook Ltd.

Johnson JG, Cohen P, Smailes EM, Kasen S, Brook JS. (2002). Television viewing and Aggressive behavior during adolescence and adulthood. Science. 259:2468-71 (PubMed)

Josephson WL. (1995). Television violence: A review of the Effects on Children of Different Ages. Ottawa: National clearing house on Family Violence.

Kajubi, W.S. (1997). The challenge of Higher education in the 21st Century. A Paper presented at the training workshops; Nkumba University.

Kajubi W.S. (1989) The Education white paper policy Analysis. Kampala Ministry of Education and sports. Uganda.

Kerlinger, F.N (1983). Foundation of Behavioral Research. New York Holt, Renehard

Kids Health. (2001). Teaching your child self –control. Retrieved from http://kidshealth.org/parent/emotions/behavior/selfcontrol.html

KL Arzu (2012) high school dropout in Belize share ok.

Knight, X., & Ukpere W. I 2014). The Effectiveness and consistency of

Disciplinary actions and procedures with in a South Africa organization Mediterranean Journal of Social Sciences (MCSER). 5(4) 589-596.

Kombo, K. D. & Tromp, D. L. (2006). Proposal and thesis writing Nairobi Pauline's Publication Africa.

Krijcie, R. V.,& Morgan, D.W. (1970). "Determining sample size for research activities" (Educational & Psychological Measurement, No: 30, PP. 607-610).

Lotz, R., & Lee, L. (1999). Sociability, School experience and delinquency.

Youth & society 31(3), 199-224.

Lulat, Y.G.M (2003). The development of higher education in Africa: A Historical Survey. In D. Teffera & P. G. Altbach, (Eds.), African Higher

Education: An International reference handbook (PP. 15-31). Bloomington, IN: Indiana University press.

Luster, T. and Dubow, E. (1992). Home environment and mental intelligence as

predictors of verbal intelligence: a comparison of preschool and school age children Merrill-palmer Quarterly, Vol. 38 No, 2, PP 151-175

Maccoby E.E, Martin J. A. (1983). Socialization in the context of the family: parent- child interactions. In: Muss an PH, Hetherington EM, Eds. Handbook of child psychology. 4th Ed. New York. NY: Wiley; 1983:1-101. Socialization, personality, and social development; Vol. 4.

Marcia, J. E. (1980). Identity in adolescence. In J. Adel son (Ed.), Handbook of adolescent psychology. New York: Wiley.

Margaret K. Lubega (2003) handling adolescents.

MASC Arthur (10 Jan 2015) international center for research on women ex

MG Ogaro (2015) social cultural factors affecting girl child education in Nya chichi Kenya.

M Mawere (2012) causes and effects of girls' child dropout in Zimbabwean.

Mubiru Charles (2005) RDC Kumi.

Mutibwa Tonny Health Education 2016 "Youth friendly services sexual reproductive health.

National council of Higher for Education, (2005). Education challenges at Hand, a paper presented to University Administration 12th June 2001.

National council for Higher Education, (2005). Universities visitation committee Report.

Nathan Etengu 3rd/05/2005 New Vision un educated woman"

New Vision (8 March 2013) girl child education: An unresolved Battle.

Nawaz, A, & Jan, F. A. (2012). Impact of Demographic Diversities on the Job satisfaction and its consequences: Case of Academicians in Higher Learning Institutions of Pakistan. Global Journal of Management and Business Research, 12(19).

N Kotwal (2009) causes of school dropout among rural girls in Kathua District

Obeta, A. O. (2014). Home environment factors affecting students' academic performance in Abia State, Nigeria. Rural Environment. Education. Personality. 7(8), PP. 141-149.

Office of the United Nations High Commissioner for Human Rights. (1989).

Convention on the Rights of the child. General Assembly resolution 44/25 of 20 November 1989. Available at: www. Unhchr.ch/htm/menu3/b/k2crc.htm. Accessed July 22, 2017

OG Ouma (2013). Factors affecting participation of thee girl child.

Okwelle, P.C (2007). Strategies for eliminating wastages in primary schools, Vocational and Technical, Education for Sustainable technological Development in Nigeria. Journal of Research in Education, 4(2):30-36.

Orodho, A. j. (2009). Elements of education and social science research methods Nairobi: Kanzeja.

Orodho, (2003). Essentials of Educational and Social Science Research method Nairobi: Masola Publishers.

Osibanjo A.O., Abiodun A.J & Fadugba, A.O. (2012). Executive perception of the impact of Flexi time on organization performance: evidence from the Nigeria Private Sector. International Journal of Applied Behavioral Economics, IJABE, 1(3), P. 16-17.

Owolabi, J, (2006). Quantitative methods of Educational planning, lucky Odoni printers, Nigeria.

Philosophy of formalism. In A. Tashakkori & C. Teddlie (Eds) Handbook of Mixed Methods in Social and Behavioral Research. Thousand Oaks, CA: Sage.

RalucaZaharia (1990) early school dropout UNICEF.

R. PRAKASH (2017) correlates of school dropout and absenteeism among girl

Ruth Nakayima and carol Natukunda, Sunday vision 4th august 2013 pg 24Parenting: why child might not be talking to you?

Rowden, R. W. (2002). The relationship between workplace learning and job satisfaction in U.S. Small to midsize businesses. Human resource Development Quarterly, 13(4), 407-425.

Ryan, T., & Sagas, M. (2009) relationships between pay Satisfaction, work

Family conflict, and coaching turnover intentions. Team performance Management, 15(3/4), 128-140.

Saif-Ud-Din, K., Nawaz, A., & Jan, F. A. (2012). Impact of Demographic

Diversities on the job Satifaction and its consequences: case of Saira , Y., Academicians in Higher Learning institutions of Pakistan. Global Journal of Management and business and Business Research, 12(19), 35-43.

Saira, Y., Madiha, L., Sumaira, A. & Saddiqui, A. (2014). Impact of Financial and non- Finacial rewards on employee motivation. Middle –East Journal of Scientific Research 21(10): 1776-1786).

Sam B. Onek (2003) school Healthy services for Uganda.

SI Segumba (2015) factors influencing girl child dropout in primary school pupils.

SI Segumba (2015) factor leaching to problems of dropout in primary school pupils.

Smith JR, Brooks-Gunn J, Klebanov PK. (1997). Consequences of living in poverty for young children's cognitive and verbal and early school achievement. In: Russell Sage Foundation; 132-189.

SM Shahidul (2015) cited by 39 Factors contributing references to school dropout among girls.

SMShahidul 2015 cited by 39] Factors contributing to school Dropout among girls.

Sokol, J. T. (2009) "Identity Development throughout the Life time: An

Examination of Erikson Ian Theory", Graduate Journal of counseling psychology: Vol. 1: Iss. 2, Article 14. Available at: http://epublications.marquette.edu/gjcp/vol1/iss2/14

Strasburg VC. (1986). Does television affect learning and school performance?

Pediatrician. 38:141-7. (PubMed) Supplement. San Diego: J.M. Sattler.

Television and Socialization of young children. In Ilomo, O. & Chawanga, K. J. P (2015). Influence of Home Environment on Students' Academic performance in selected secondary schools in Arusha Municipality.

Journal of Novel Applied science. (10), PP. 1049-1054. ISSN 2322-5149

Thompson KM, Haniger K. (2001) Violence in video games. JAMA. 286:591-8. (PubMed)

TL. Michubu (2003) a study of the causes of dropout in public primary school in Ugandan

UNESCO report on 12/October/ 2016 Uganda school dropout rate a threat to the good free education.

Victor, O. E., & Maurice, A. C. (2012). Influence of staff discipline and attitude to work on job satisfaction lectures in tertiary institutions in cross River state. Public policy and Administration Research, 2(3), 25-33).

Vonai, C. (2012). Management of discipline for good performance: A theoretical perspective. Online Journal of Social Sciences Research, 2(7), 214-219.

Wals D, Gentile D. (2001). A validity test of Movie, television and video –game Ratings pediatrics. 107: 1302-8. (PubMed)

Weitzman, M., & Lee, L. (2017). Low Income and its Impact on Psychosocial child Development. Low income and Pregnancy.

Wilol Journals, case study Ayedause Township effects of female drop out and financial impact on government budget.

Wright JC, Huston A. (1985). Effects of Educational television viewing of lower income preschoolers on academic skills, school readiness and school Adjustment one to three years later. Lawrence, KS University of Kansas. Young American children Baltimore, MD US: Paul H Brookes Publishing.

APPENDIX I

TRANSMITTAL LETTER

KAMPALA INTERNATIONAL UNIVERSITY

Ggaba Road, Kansanga * PO BOX 20000 Kampala, Uganda
Tel: +256772365060 Fax: +256 (0) 41 - 501974 E-mail: dhdrinquiries@kiu.ac.ug * Website: http://www.kiu.ac.ug

Directorate of Higher Degrees and Research
Office of the Director

Our ref. 1173-07096-12170 **Thursday 28th February, 2019**

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR WABWIRE NATHAN
REG. NO. 1173-07096-12170

The above mentioned is a student of Kampala International University pursuing a Masters degree in Educational Management and Administration.

He is interested in conducting a research for his dissertation titled, "***Dropout Rate and Moral Values of Girl Child in Primary Schools in Jagusi Island Sub County, Mayuge District Uganda***"

Your organization has been identified as a valuable source of information pertaining to the research subject of interest. The purpose of this letter therefore is to request you to kindly cooperate and avail the researcher with the pertinent information he may need. It is our ardent belief that the findings from this research will benefit KIU and your organization.

Any information shared with the researcher will be used for academic purposes only and shall be kept with utmost confidentiality.

I appreciate any assistance rendered to the researcher

Yours Sincerely,

KIU 28 FEB 2019 DIRECTOR DHDR P.O. BOX 20000 KAMPALA

Dr. Claire M. Mugasa
Director

C.c. DVC Academic Affairs
Principal CEODL

APPENDIX II

LETTER TO THE RESPONDENTS

Dear Respondent,

My name is Wabwire Nathan. I am pursuing a master degree in educational administration and management of Kampala international university. My research is titled “Dropout Rate and Moral Values of Girl Child in Primary Schools in Jagusi Island Sub County, Mayuge District, Uganda and is purely for academic use. I am therefore requesting for your cooperation in answering the questions that follow. Be as honest as possible for us to have sincere findings.

Yours faithfully,

……..

APPENDIX III

INFORMED CONSENT

Study Title: Moral values and Dropout Rates of Girl child Educationin Primary Schools in Jagusi Island Sub-County, Mayuge District, Uganda.

To: .....

Date: .....

I am requesting you to participate in a study conducted by WABWIRE NATHAN from Kampala International University.

It is a voluntary participation and you will answer the questionnaire/ interview question as one of the stakeholders in the sampled area.

There will not be any anticipated risks on your work and likewise there are no direct benefits to you.

Please if you have any doubt or question, contact:

Wabwire Nathan

Kampala International University

P.O. Box 20000

Kampala

Kamulegeya Siraje

HOD CEODEL

Kampala International University

P.O. Box 20000

Kampala

APPENDIX IV

RESEARCH INSTRUMENTS

A. DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

Direction: Please tick the appropriate space provided by supplying the facts about you.

For Head Teachers, Teachers and Parents

Category: Head teacher / Teacher / Parent. (Tick one)

Gender: Male / Female. (Tick one)

Age: 20 -35 years old _____ 36 -50 years old _____ 51 years old and above _____

Marital Status: Single ____ Married_____ Widow/Widower _____ Separated ____

Highest Educational Attainment: Primary____ UCE_____ UACE _____ Others (Specify) _____

Religion: Christian _____ Muslim _____ Others (Specify) _____

B. DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

Direction: Please tick the appropriate space provided by supplying the facts about you.

For Pupils

Gender: Male / Female _____

Age : 6 years – 8 years old _____ 9 years old – 11 years old _____ 12 years old and above _____

Grade Level: Primary _____ (Class)

Class Entry Details: New entrant _____ Repeater _____

Religion: Christian _____ Muslim _____ other (specify) _____

Parenthood: Both parents alive _____only mother alive _____only father alive _____both parents dead _____

INTERVIEW GUIDE FOR LEARNERS

Instructions

1. Answer all questions.
2. Only one answer is correct for each question or statement.
3. Tick the answer you think is more correct.
4. All information will be kept confidential.

ITEMS ON MORAL VALUES	Yes	No
INTEGRITY or HONESTY		
5. Do you do what you say you are going to do?		
6. Would you cover or protect a classmate that leaves class or school early?		
7. Have you ever called in sick when you weren`t?		
8. Have you ever been honest to a friend and lost the friendship because of it?		
TRUSTWORTHINESS		
5. Do people see you as an individual worth trusting?		
6. Have you ever felt unfit for the class you are in now?		
7. Have you experienced any kind of loss for following something right?		
8. Was there any situation where you had to admit your mistakes to your fellow pupils?		
RESPECTFULNESS		
5. Do children deserve as much respect as adults?		
6. Do you respect your own parents?		
7. Do you aspire to being someone worthy of respect?		
8. Do you follow school rules and regulations?		
LOYALTY		
5. Are you loyal to your parents?		
6. Do you have a good relationship with your parents and teachers?		
7. Do you consider the offer of your parents to you in education good?		
8. Do you find it difficult in dealing with rules at school and home?		

SECTION A: QUESTIONNAIRE TO THE HEAD TEACHERS AND TEACHERS

Instructions:

1. Fill in the missing information.
2. All the information are treated confidential.

Year	**Class**	**Enrolment**	**Dropout**	**Rate of dropout**
2015	P.1			
	P.2			
	P.3			
	P.4			
	P.5			
	P.6			
	P.7			
	Total			

Year	**Class**	**Enrolment**	**Dropout**	**Rate of dropout**
2016	P.1			
	P.2			
	P.3			
	P.4			
	P.5			
	P.6			
	P.7			
	Total			

Year	Class	Enrolment	Dropout	Rate of dropout
2017	P.1			
	P.2			
	P.3			
	P.4			
	P.5			
	P.6			
	P.7			
	Total			

Year	Class	Enrolment	Dropout	Rate of dropout
2018	P.1			
	P.2			
	P.3			
	P.4			
	P.5			
	P.6			
	P.7			
	Total			

QUESTIONNAIRE FOR TEACHERS, HEAD TEACHERS AND PARENTS

Instructions

1. Answer all questions.
2. Only one answer is correct for each question or statement.
3. Tick the answer you think is more correct.
4. All information will be kept confidential.

No	Item	A	B	C	D
1	Girls from your community dropout of school before finishing their primary education?				
2	Cultural values greatly contribute towards early marriage among girls.				
3	Parents and teachers promote girl child education in our school.				
4	Girls are a source of wealth in my sub county.				
5	Girls` participation in domestic affairs is highly recognized by parents than taking up primary education.				
6	Girls` primary education is greatly supported by teachers and parents.				
7	Parents have been the main obstacles of girls` access to primary education.				
8	Parents' co-ordinate with teachers to monitor progress and performance in schools.				

Legend

A = Strongly agree

B = Agree

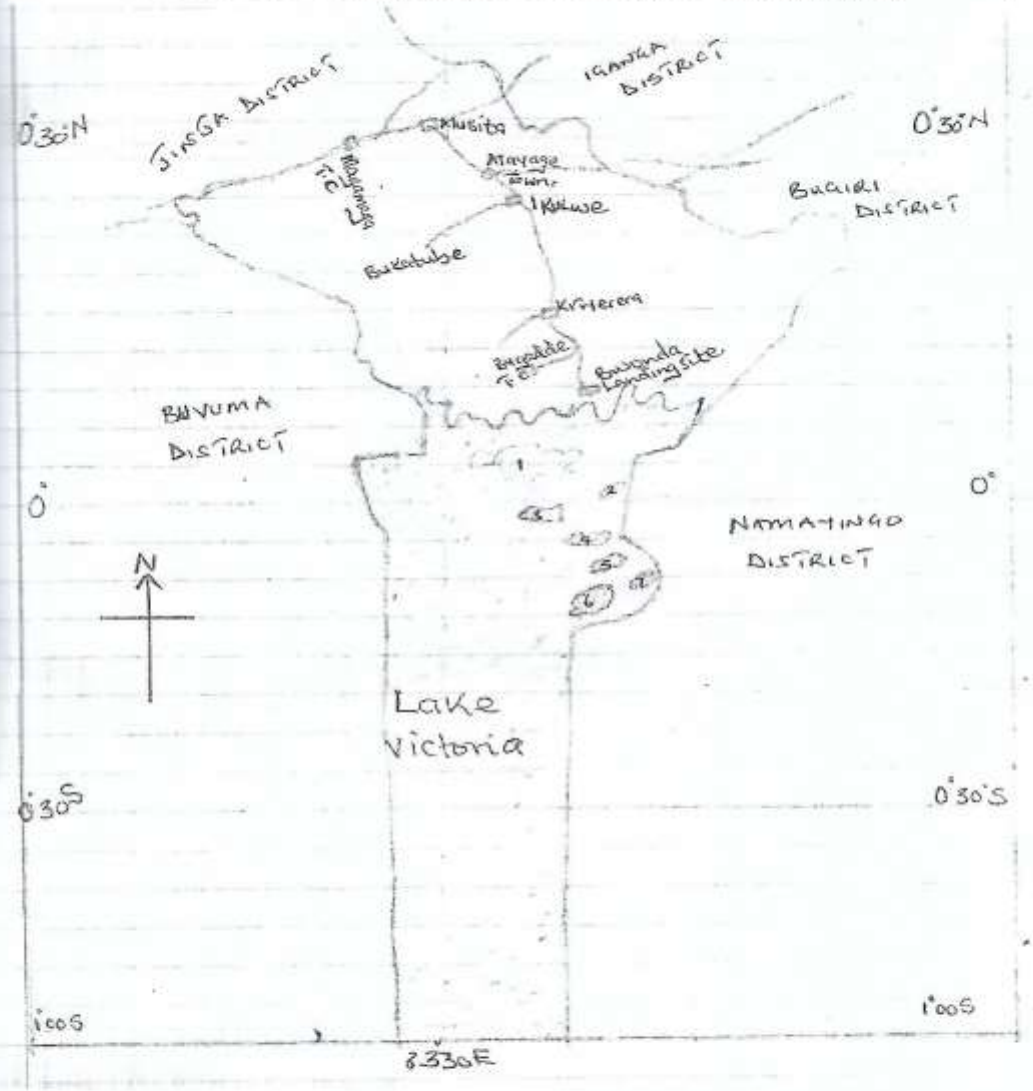
C = Disagree

D = Strongly disagree

APPENDIX V

MAP OF JAGUSI ISLAND SUB –COUNTY, MAYUGE DISTICT

MAP OF MAYUGE DISTRICT SHOWING SUB COUNTY OF THE STUDY



KEY:

1. Jagusi Island
2. Simwe Island
3. Kaaza Island

Roads

Islands Of Jagusi Sub County