

**CAUSES OF GIRL CHILD DROP OUTS FROM PRIMARY SCHOOLS  
A CASE STUDY OF KIBULI POLICE CHILDREN SCHOOL,  
MAKIDYE DIVISION KAMPALA**

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**A RESEARCH REPORT SUBMITTED TO INSTITUTE OF OPEN AND  
DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE  
REQUIREMENT FOR THE AWARD OF A DEGREE OF  
BACHELOR OF EDUCATION (ARTS) KAMPALA  
INTERNATIONAL UNIVERSITY**

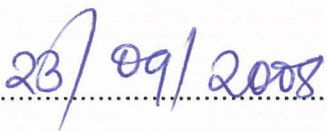
**NOV, 2008**

## DECLARATION

I Nagadya Alice declare that no other researcher has produced a similar research to this University or any other Institution before, for the award of a Degree in Education.

Signature:  .....

**Nagadya Alice**

Date:  .....

## APPROVAL

This is to certify that this research study has been done under my supervision.

Signature.....

**Ssekajugo Derrick.**

Date: 23/09/2008

## DEDICATION

This research is dedicated to my Mum and my guardians who have always been there for me during the time my previous education and of this study may God reward you abundantly.

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## ACKNOWLEDGEMENT

Every thing that has a beginning has an end, a research has been completed well, it has been an individual task and it couldn't have been completed without support from other individuals. I therefore give special gratitude to my husband Mr. Kakembo Paul, The Supervisor Mr. S Sekajugo Derrick, My bosses; The Chief IB, Immediate Boss Mr. Kamoga Laidi the inspirational effort in all forms that has enabled me towards this success.

I thank the management and staff of Kibuli Police Children's school for the cooperation accorded me during instruction with the teachers and the students may the Lord award in every body's special way.

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## ABSTRACT

This research was carried out on the topic 'The causes of Girl child drop outs from primary schools' a case study of Kibuli police children's school. The purpose of the study was to find out the causes of drop outs for the girl child under the objectives which meant to detect performance, enrollment, establish factors for drop outs, determine the challenges and suggest ways to improve on performance and enrollment.

Despite efforts by government, girl child are still behind as compared to the boy child both in performance and enrollment. It was due this that research questions were formulated to look at each the specific objectives and the literature was also reviewed basing on the objectives examining one by one. The design in this study was based on qualitative and quantitative with a sample of 30 respondents to which questionnaires were distributed. The data was analyzed using tables with frequency and percentages. The findings of the study were enrollment that had increased over time with performance still very low on the side of the girl child besides encouragement from parents, teacher and advocacy groups. Factors responsible for drop outs are sexual harassment, inadequate facilities poverty and cultural practices.

Recommendations of the study are as follows, The ministry of education should increase supervision and adherence to education guidelines, aggressive sensitization programs, career guidance ,parents should be prosecuted for leaving the girl child at home, facilities be increased at schools and sanitary pads be distributed to girl at school for free through the senior woman teacher.

## **CHAPTER ONE**

### **1.0 Introduction**

This chapter presents the Background of the study, statement of the problem, Purpose of the study, specific objectives of the study, significance of the study and finally the scope of the study

### **1.1 Background of the study**

Girl Child Education (GCE) involves the formal (and sometimes informal) training of a girl child in knowledge and skills of daily living. Denial of GCE is the commonest manifestation of neglect of child education – the most retrogressive of all forms of child neglect. It refers to the inability or refusal of a system to provide the girl child opportunity for a qualitative and timely education, and is perpetrated by government, parents/guardians, teachers and the society (Osita, 2006)

Oleribe (2002) states that girl child education is of fundamental importance in empowering women to attain equal opportunities. He went ahead and noted that the obligation to give special attention to girl child education stems from the chronological dispensation of many Africa education systems which due to socio-cultural dynamics had excluded the girl child from formal education and even those who enrolled, majority drop out at primary school level. Girl child education is a sine qua none to the realization of total women empowerment and emancipation across the globe.

The world, realizing that the issues restraining girl child education are not limited to Africa, met in September 2000, in a United Nations organized assembly and came up with Millennium Development Goals (MDGs), which had an eight point program including eradication of poverty, universal mass education and gender equality.

The realization of the objectives of these MDGs is based just on one thing – Girl Child Education (UNICEF, 2006)..

However despite the efforts by the Government of Uganda together with other development partners to promote girl child education, the level of girl child enrolment into primary schools is still low compared to their male counter parts and most awful still majority of the girls drop out of school before completing their primary education.

Ongodia (2004) and President Museveni's speech on the women's day (2008), in Uganda over the years, the girl-child has been grossly neglected. She is left out in decision making, utilized at homes without payable remunerations, kept as home keeper and never allowed to earn a living for herself, used by men as wife, by children as mother, by other women as house girl and by men as bed mate. She has by no means ever been given a chance to make her own choices.

In Nsambya barracks which is the major contributor of girl child in this school many of the young girls are given a chance to go to school but affected by transfers of their parents from the internally within Kampala or other up country stations, forced by such circumstances to drop out school and denied education in favour of their brothers,

Begumisa (2006) girl child drop out of primary schools has been partly fuelled by their close relatives who believe that if their daughters attain formal education they will become less competent wives, prostitutes or run off to marry non-tribesmen who will redirect them from their paternal/maternal ways of life .

The (2002) population census revealed that 47.6% of school-age going children (6-12 years) have never been to school, 62% were girls and 41.8.8% of children between 13 -17 years have dropped out of school before completing primary

seven, of which 60.1% were girls.(Uganda Bureau of Statistics,2002). The above findings indicate existence of a relatively high school drop out rate in as far as the girl child is concerned.

Mukasa (2006) Authorities together with education officials are spearheading efforts to increase quality and accessibility in education for girls as well as children with learning difficulties through accelerated supervision, increase of classroom space, provision of scholastic materials, provision of furniture for children and lobbying for funds to meet the targets, however these efforts seem to be staling as evidenced by the relatively high pupil's drop out rate specially the girl child.

For girl child education to realize meaningful results then girl child enrolment in primary schools should be boosted as well as reducing the girl child drop out rate to minimal levels, this requires comprehensive evaluation of the girl child education aspects thus the justification for this study.

## **1.2 Statement of the problem**

Despite the numerous efforts by Ministry of Education and Sports together with other development partners to promote girl child education, the number of girl children dropping out of schools is still high thus raising concerns about the effectiveness of such efforts. This position is in line with Ministry of Education and Sports reports (2005) showed Kampala is one of the districts in Uganda that has many female pupils dropping out of school with over 44% of the girls dropping out of primary school as compared to their male counter parts of 28%. This indicates existence of factors leading to school dropping out of girl child, which need to be identified and mitigated expeditiously.

### **1.3 Purpose of the study**

The purpose of the study was to investigate the factors leading to school dropping out of the girl child in primary schools.

### **1.4 Objectives of the study**

- i. To detect the state of girl child enrolment and performance in police children's primary schools.
- ii. To establish factors responsible for dropping out of girl child from primary schools.
- iii. To determine challenges faced by primary schools in relation to girl child education.
- iv. To suggest ways on how to improve Girl child enrolment and performance in primary schools

### **1.5 Research Questions**

1. What could be the state of enrollment of the girl child and performance?
2. What are the factors responsible for the girl child dropout?
3. What are the challenges faced by primary schools in relation to girl child education?
4. What ways are available to improve the girl child enrollment and performance in primary school?

## **1.6 Significance of the study**

The study findings shall be used by primary schools administrators as basic information for decision making girl child education not only in primary schools but also in secondary schools.

The pupils in primary schools especially girl child having read the findings of this study shall be induced to enhance their performance and enrolment.

The Ministry of Education and Sports, National Curriculum Development Center, Education Standards Agency and other related bodies may adopt some or all of the recommendations of this study and use the findings for decision making.

Development partners such as UNICEF, World Bank and a number of local and international Non Government Organizations may use the key facts in the study as basic information.

The findings of this study induced further study or research in the same or related discipline. The study was boosted by the documented literature resource at Kampala international University library. In addition this study narrowed the literature gap in as far as girl child education is concerned.

Having undertaken the study, the researcher developed good research skills since she would have attained relevant experience

## **1.7 Scope of the study**

The study covered the state of girl child enrolment and performance in primary schools in Kibuli police children's school, factors responsible for dropping out of girl child from primary schools, challenges faced by primary schools in relation to girl child education as well as how to improve Girl child enrolment and performance in primary schools

**(a) Geographical scope**

The study was conducted at Kibuli police children's school which is approximately 2 Kilometers south Kampala city in Makindye Division.

**(b) Time scope**

The study covered a period of 3 months.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents the related literature to the study which examines specific objectives one by one; it also entails the state of girl child enrolment and performance in primary schools, factors responsible for dropping out of girl child from school, challenges faced by primary schools in relation to girl child education as well as how to improve girl child enrolment and performance in primary schools

#### **2.1 The state of girl child enrolment and performance in primary schools**

Chansarkar and Michaeloudis (2001) student's performance and enrolment is a product of socio-economic, psychological and environmental factors they further observed that many practical studies which have been carried out to explore factors affecting students' performance indicate existence of a strong correlation between socio-economic background and performance of these students.

Ongaria (2005) asserts that a number of primary schools have appreciated the need for girl child education and as a results have taken it upon themselves to promote girl child education. However Hansen (2000) in disparity with Ongaria, asserted that many primary schools in Sub Saharan Africa have not effectively spearheaded girl child education, and that is why there are few girl enrolled in schools.



The Ministry of Education and Sports has put in place policy guidelines on primary school hinged to girl child education, this arose out of the effort to improve enrolment and performance of girls.

In relation to the above the monitor website [www.monitor.co.ug](http://www.monitor.co.ug)(2006) reveals that in primary schools the performance of the girl has over the years significantly improved, they however note that the drop out ration of girls to boys is still very high.

Kristen (2005) states that girl child performance in primary schools in Uganda is still very low. She further notes that girl child engagement in lessons is also very low. Generally the performance of pupils in girl child education at primary level is still wanting, a situation that requires active engagement of all stakeholders coming up with mitigating measures, most primary school classrooms are dominated by male pupils: Uganda having average boys to girl's ration of 6:4.

Sacerdote (2001) finds that generally in most academic settings boys tend to score higher grades than their female counterparts. He however noted that students' performance depends on number of different factors,

Ongaria (2005) noted that in Uganda, despite the rapid increase in teachers and primary schools over the last 20 years, girl child enrolment and performance in primary schools has substantially improved but still not enough. He therefore argued that there is need to design ways to increase girl Child enrolment and performance in mathematics right from lower school levels to University.

## **2.2 Factors responsible for dropping out of girl child from school**

Zimmerman (2000) states that some cultural practices mitigates chances of the girl child education. This include girl child marriages which over the years has caused several children not to go to school at all or to drop out half way, culture of bride price whereby a girl child is married off has made many rural parents rush to give away their young daughter as wives, However George (2001) identified fear of sexual harassment and molestation as one of the factors that some parents and guardians deny their girl children access to schools because of their fear of sexual molestations of all kinds. Also their lack of trust on these innocent child, prevent them from attending such schools, since they are not sure what 'evils' they will get involved in, this subsequently results into girl child dropping out of school or not going to school at all.

Furthermore, many blame girl child dropping out of primary schools on poverty. Although poverty has a role to play, one can comfortably say that school dropping out and non-girl child education is also a cause of poverty. So they are entangled in an unholy circle causing and perpetuating each other.

UNICEF (2006).on the other hand asserts that deficiency of educational infrastructures, absence of standard learning centers, deficiency of qualified teachers and lack of study materials have over the years prevented the few lucky girl-children to acquire formal education from the best schools, most awful still majority leave school worse than when they entered.

Child exploitation: This is a common cause for denial of girl child education in many African communities. It is not uncommon to see girls, who ought to be in schools hawking several wares and consumables during school hours along the roads and streets of Kampala, in people's home in the barracks others as house

maids. In the afternoons and weekends, they are found in the markets selling for their parents and guardians. The above position is also shared by Byarugaba (1999) that many school going girls are seen in farms during school hours helping out their parents' to plant, weed or harvest farm produce. At home they act as nurses, maids for their mothers, taking care of the little ones or preparing meals for the whole family. This in essence is responsible for the high girl child dropping out of schools

Ricketts and Wilks (2002) states that many children are culturally indoctrinated and made to believe that education (western type) is not needed and thus advised to run their lives without it. Girls are made to believe that their place of fulfillment is in their husbands home and since education (to them) is not needed but to get married and make babies, they should focus just on getting the right man, accepting the parent's choice and making such a man happy. This level of indoctrination has made all girl children focus on marrying rather than studying. Thus, even the few that are privileged to go to school cannot wait for the man to arrive and drop out of school.

Douglas (1996) focused on home and school background to explain the relative high drop out rate of girl child compared to their male counterparts' He conducted a longitudinal study of 5362 children born in 1946 tracking them through preparatory to primary schools. Douglas found that girls were twice the boys prone to dropping out of school, the gap had widened and these differences related to socio-cultural and economic dynamics. It is because of the above factors and many others at large that number of girls compared to boys dropping out of primary schools is still high.

### **2.3 Challenges faced by primary schools in relation to girl child education**

Many primary schools especially in rural settings of Uganda lack adequate facilities, text books and other related teaching materials to spearhead the teaching and learning of girl child education. It is for this reason that there is still poor student's enrolment and performance in schools. (Economist Intelligence Unit, 1999). However Begumisa (2006) states that one of the hindering factor towards promotion of girl child education in primary schools is inadequate well trained and competent teachers who can effectively ensure engagement of all stakeholders.

James et al (1998) points out one of the predominant factors affecting primary schools as being the lack of deliberate and effective government policy particularly on girl child education spearheading improving student's performance and particularly the. They further note that the lack of deliberate will put no pressure on school administrators to actively engage the girl child in education. This explains why many primary schools don't display good performance especially by girls.

Weak school management is one of the fundamental problems affecting the smooth running of primary schools; this is based on the assertion that school administrators have not taken significant steps to promote girl child education in their schools as part of the comprehensive education strategy.

Furthermore due to the upbringing, environment and lack of interest, some girls disregards education, this has made it difficult for the primary schools to promote girl child education and worst still some students have gone as far as absconding from or dodging participation in school, activities.(Byrnes, 1992).

Hamilton (1999) repots that efforts of some primary schools to promote girl child education have been frustrated by the local communities because the local

population especially parents have not taken serious steps to encourage their girls to pursue education seriously. The above reluctance of society to take part in career guidance of their daughters is one of the most hindering factors of the smooth running of primary schools.

The major challenge to primary education has been caused by the Universal primary education (UPE) system, which has dramatically increased enrolment levels yet classroom and furniture numbers have not increased at the same rate. In addition, Byarugaba (1999) asserts that capitation grant funds are inadequate and are not released on time. The average pupil-to-classroom ratio is very high at 1:260. Further, there is shortage of trained teachers and insufficient resources to carry out refresher courses for the teaching staff

#### **2.4 How to improve girl child enrolment and performance in primary schools**

Thorne (1997) observes that the best way of improving girl child education is through developing student interest in education, which should be backed up with sufficient teaching. He went ahead and noted that career guidance should be emphasized. It is therefore important for the education ministry together with other relevant stakeholders to ensure policies and standards on girl child education are effectively followed and adhered to if girl child enrolment and performance is to be realized in the country.

National Curriculum Development Center, Education Standards Agency, Ministry of Education and Sports as well as other development partners must ensure strict adherence by primary schools to the guidelines and curriculum which should favour girl child education such that all primary schools should teach girls and incorporate girl child education activities as part of their main activities in the

academic calendar (Byarugaba, 1999). Furthermore there is need for the school administrators and teachers to ensure that the girl child education activities which can be originated from annual tours, seminars, workshops among others.

The success of the girl child education greatly depends on how well interested and motivated the girls are towards education, it is appropriate to build interest of the girl child towards educational programmes; this can be done through career guidance, The school teachers, and career masters should spearhead this campaign (Byamugisha, 2004).

Begumisa (2006) asserts that the Ministry of Education and Sports should ensure aggressive sensitization programmes aimed at educating the local communities about the importance of encouraging their girl children to pursue academics.

In conclusion it is time to begin doing the right thing, it is time to train and educate our girls by maximizing the great resource God gave us in women. It is time to train, and re-train the girl child.

Although the Central Government has promulgated a number of edits and legislations on Universal Basic Education, it is time to make these legislations effective by making our primary schools centers of learning, equipped with the right kind of resources and manpower for effective learning. Also parents must be made to understand the benefits of education through community based information dissemination techniques. The use of mass media like televisions and radios which most people do not have access to should be reduced and town criers, village based crusades and enlightenment programmes, use of religious centers and market awareness activities carried out and on regular basis.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the research design, area and population, sampling design, data collection methods and instrument, procedure, data processing as well as limitations.

#### **3.1 Research design.**

The researcher used qualitative and quantitative research design. These were selected because they are effective ways of research analysis and presentation, therefore this case study was based on both quantitative and qualitative data.

#### **3.2 Study Population**

The study entailed teachers of the school and the parents of the pupil since the school is part of the Police Barracks, located within Kampala city. The target population consists of head teacher, teachers and primary school pupils of Kibuli Police children's school.

#### **3.3 Sampling design**

The researcher used purposive sampling technique because it ensures that only the right respondents are approached hence obtaining relevant responses. A sample size of (30) thirty respondents was be chosen.

This was arrived at as follows

**Table 1:showing sample size**

<b>Types of respondents</b>	<b>Number of respondents</b>
Head teacher	1
Deputy head teacher	1
Teachers	10
Pupils / Parents	18
<b>Total</b>	<b>30</b>

### **3.4 Data collection methods and instruments**

#### **3.4.0 Data collection methods.**

Both primary and secondary data was used to collect Data

##### **(a) Primary data.**

This was collected by physically visiting the field that is the Kibuli Barracks primary schools.

##### **(b) Secondary data.**

This was sourced from documented resources such as text books, news papers, journals, reports, magazines and performance result reports from UNEB.

#### **3.4.1 Data collection instruments**

The following tools were used to collect data.

- **Questionnaires.**

These were designed in line with the topic, objectives and literature reviewed.

The questionnaire was designed to target the pupils and the parents The questionnaire contained both closed ended questions. The questionnaire was being used because it is instrumental in collecting detailed and accurate data



- **Observation**

Information that was Visible; was collected using observation method, this method was used because of its accuracy and it's less costly compared to use of questionnaires.

### **3.5 Procedure**

The researcher obtained an introduction letter first Kampala International University which she presented to the relevant authorities so as to seek permission to access the audience after which the questionnaires was distributed and later on collected.

### **3.6 Data analysis**

Having collected the questionnaires the data was tabulated, analyzed and processed using Ms Excel, Ms Word. The researcher used frequency tables, percentages, pie charts, and graphs to present the findings. The findings were then be edited to ensure elimination of errors or bias and subsequently the final report was printed.

### **3.7 Limitations**

The study was hindered by the high costs involved, given the tight financial base; however this was mitigated by pooling resources from various sources as well as adhering to strict budgetary principles.

The time span allocated for the study was too short to allow a very comprehensive study however this was countered by programming all activities in a time table and adhering to that time table.

Some of the respondents were not be willing to cooperate but this was overcome by being friendly to them and explaining the rationale for the study so that they may understand.

There were red tape/bureaucracy in getting permission to the respondents but this was controlled by the letter of permission obtainable from the University, as well as starting the study ahead of time.

The researcher faced lack of technical instruments to measure accuracy and consistence of the study.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

#### 4.0 Introduction

This chapter presents the detailed findings, it covers, demographic details, Girl child enrolment and performance in primary schools, factors responsible for dropping of girl child from school and challenges faced by primary schools in relation to girl child education

#### 4.1 Demographic details

The study covered 30 respondents who consisted of 8 pupils, 1 head teacher and 1 deputy and 10 teachers from the schools. The sex composition of the staff (teachers, head teachers and deputy head teachers) is as follows,

**Table 2 showing sex composition of respondents.**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Males	12	40
Female	18	60
<b>Total</b>	<b>30</b>	<b>100</b>

**Source: primary data**

According to the above table, majority (60%) of the respondents were female whereas male respondents constituted only 40%. this shows that there is a high degree of gender imbalance in as far as employment opportunities in schools is concerned.

Furthermore, the staff were asked to state their qualifications, below were their responses.

**Table 3:showing qualification of the staff**

<b>Qualifications</b>	<b>Frequency</b>	<b>Percentage</b>
Masters	0	0
Degree	2	16
Diploma	5	42
TTC Certificates	5	42
<b>Total</b>	<b>12</b>	<b>100</b>

**Source: primary data**

The above table indicates that, most (42%) of the staff had Diplomas and TTC Certificate qualifications, 16% were degree holders, whereas master registered zero response. The above findings indicate that school has competent teachers with good qualifications and therefore can be deemed to be able to carry out their duties with professional ethics and integrity

On the other hand, the sex composition of the pupils was as follows,

**Table 4:showing sex composition of pupils**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Males	5	27
Female	13	73
<b>Total</b>	<b>18</b>	<b>100</b>

**Source: primary data**

The above table majority (73%) of the pupils were female whereas their male counterparts constituted 27% of the population. These findings indicate that there was still gender imbalance in the pupil's enrolment in the school. This may be the

case because the study targeted the girl child most, but the was dominated by male pupils as stated above an imbalance do exist in the enrollment.

In relation to the above, the pupils were asked t state their age, below were their responses

**Table 5: showing age distribution of pupils**

<b>Age</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Below 10 years	2	11
10 to 12 years	3	17
13 to 15 years	11	61
More than 15 years	2	11
<b>Total</b>	<b>18</b>	<b>100</b>

***Source: primary data***

In reference to the above table 11% of the pupils were below the age of 10, 11% too were more than 15years of age. The majority 61% were of aged 13 to 15 years. This shows that most of the respondents were relatively mature and hence gave accurate responses. In addition the respondents come from primary 5, primary 6 and primary seven as distributed below

**Table 6: showing class of pupils**

<b>Classes</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Primary 5	2	13
Primary 6	3	19
Primary 7	13	68
<b>Total</b>	<b>18</b>	<b>100</b>

**Source: primary data**

The above table shows that majority (68%) of the pupils were from primary seven, 19% were in primary six while 13% were in primary five. This means that most of the pupils were of competent mind to give reasonable and accurate responses since they were in the upper primary level. These pupils also have a much clearer understanding of issues affecting their education.

#### **4.2 Girl child enrolment and performance in primary schools**

The students were asked if they were happy being at school, below were their responses

**Table 7: showing whether pupils were happy**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	12	67
No	6	33
<b>Total</b>	<b>18</b>	<b>100</b>

**Source: primary data**

Majority (67%) of the pupils asserted that they were happy being at school, whereas 33% were to the contrary. This indicate that those stating unhappiness about being at school had issues that induced their negativity towards being at

school and are therefore most likely to drop out of school as compared to their counterparts who were positive about being at school. In addition those who asserted that they weren't happy being at school fronted that they had problems with their teachers at school, lacked interest in some of the subjects taught among others.

Furthermore the pupils were asked whether they received encouragement from their teachers, head teacher to take studies seriously, and below are the findings

**Table 8: showing whether teachers, head teachers and parents encourage pupils**

Responses	Frequency	Percentage
Yes	14	77
No	3	23
<b>Total</b>	<b>18</b>	<b>100</b>

**Source: primary data**

Majority (77%) of the pupils stated that their teachers, head teacher and parents encourage them to take studies seriously whereas only 23% were to the contrary. This shows that most of the parents, teaching and administrative staff of the school take their reasonability of guiding the pupils effectively. The staff (head teacher, his deputy and teachers were asked to describe the girl child enrolment in the4 school, hereunder are the findings

**Table 9: showing girl child enrolment**

Responses	Frequency	Percentage (%)
Its High	3	25
Its Average	5	42
Its low	4	33
<b>Total</b>	<b>12</b>	<b>100</b>

**Source: primary data**

Majority 42% of staff described girl child enrolment in their school as average, 33% described the enrolment as low whereas 25% described it as high. The above low girl child enrolment rate shows that there exists a high drop out rate of girl child from school and that many girl children are left at home and not encouraged to go to school like their male counterparts.

Furthermore the staff were asked to describe the general performance of the girl child compared to the boy child, below were their responses

**Table 10: showing general performance of the girl child**

Performance	Frequency	Percentage (%)
Excellent	2	17
Good	3	25
Fair	5	41
Poor	2	17
<b>Total</b>	<b>12</b>	<b>100</b>

**Source: primary data**



In reference to the above table, half 41% of the staff described the girl child performance in their school as fair, 25% described girls' performance as Good, whereas Excellent and poor registered 17% each.

The findings indicate the fact that most of the girls do not perform well in academics as compared to their male counter parts. Most teachers stated the girl child drop out of school was very prominent though they registered some improvement over the years since the introduction Universal primary Education

#### **4.3 Factors responsible fir dropping of girl child from school**

All the staff (head teacher and teachers) unilaterally concurred that they do experience girls dropping out of schools in their respective primary schools. They further described the drop out rate as illustrated hereunder

**Table 11: showing girl child drop out rate**

<b>Responses</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Its is very Hiah	0	0
Its high	2	18
Its is average	4	35
Its low	6	47
<b>Total</b>	<b>12</b>	<b>100</b>

**Source: primary data**

The above table shows that 47% of the staff stated that girl child drop out rate in their primary school is low, 35% described the drop out rate as average, whereas 18% described it as high. No one described the girl child drop out rate as very high.

These findings indicate existence of a relatively high girl child drop out rate from primary school; this dropping out could be attributed to a number of variables. As identified hereunder,

- Cultural practices which disregard girl child education
- Poverty and lack of adequate basic school requirements
- Sexual harassment by some teachers
- Inadequate educational facilities
- Menstruation periods discouragement from communities around the girls.

However despite the above hindrance towards girl child education, teachers and head teacher have played a significant role in ensuring that girls do not drop out of school through career guidance services, appending specialize attention towards issues affecting the girl child among others.

When the researcher asked whether enough has been done to prevent the girl child drop out from school, the following were the response. Majority 70% indicated yes while 30% gave the contrary. They stated some these as the positive efforts. Education policies, supervision at school, appointment of senior woman teacher at school to discuss the values of Education, participation in the Kisakati by the Nnabagereka of Buganda and finally women advocacy for the girl child to stay in school. On the other hand, the pupil's were asked if they had female friends or sisters who had dropped out of primary school, most 58%) of them stated yes, whereas only 42% were to the contrary, those who concurred that they had a friend or sister who dropped out of school, fronted the following reasons for their dropping out,

- She got married
- She lacked school, fees

- Her parents/ guardians died
- Her cultural practices discouraged her from studying.

In relation to the above, the pupils were asked if they ever felt like leaving school, nearly all of them(95%) were opposed to the idea of leaving school whereas 5% asserted that they ever felt like leaving school mainly because, they lacked interest in studying, teacher are harsh on them.

#### **4.4 challenges faced in relation to girl child education**

The staffs were asked to identify the major challenges they face in relation to girl child education, they fronted the following

- Rigid cultural practices
- Inadequate teaching facilities
- Inadequate finances to buy the necessary logistics
- Weak management/administration
- Inadequate personnel to handle the ever increasing number of girls enrolling each year
- some girls have no interest in studying and prefer to opt for marriage
- lack of support from the local communities

On the other hand the pupils were asked to identify the major problems they face in their education, they fronted the following,

- lack of personalized attention from teachers
- sexual harassment from some teachers/staff members
- Lack of adequate scholastic materials like books, pens and uniforms among others. lack of interest in studying

- Some parents/guardians encourage the girls to marry instead of remain at school.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS, SUMMARY, CONCLUSION AND RECCOMENDATIONS**

#### **5.0 Introduction**

This chapter presents the discussion, summary, conclusions. recommendations of the findings and area of further study.

#### **5.1 Discussions of findings**

The study looked into those issues pertaining to the dropping out of the girl child from primary schools in Particular Kibuli Police Children's School.

The findings revealed that the academic performance of the girl child is average as compared to that of her male counter parts and, the girl child enrolment into the school is too low. These findings are in line with Hansen (2000) who asserted that that many primary schools in Sub Saharan Africa have not effectively spearheaded girl child education, and that is why there are few girl enrolled in schools.. The findings are also in disagreement Kristen (2005) who argues that girl child performance in primary schools in Uganda is still very low the findings indicate some improvement in the performance.

The study revealed the existence of various factors leading to the dropping out of the girl child from school, some of the major factors being rigid cultural practices, fear of harassment by teachers, poverty and home cores among others. These findings are in line with Zimmerman (2000), George (2001), Byarugaba (1999) and Douglas (1996) unilaterally identified the above mentioned factors.

The major challenges faced by the school in relation to girl child education were found to be inadequate teaching and instructional materials, weak government

policy on girl child education as well as reluctance of local communities to encourage and take their girls to schools. The above mentioned factors are in line with those fronted by Economist Intelligence unit (1999), James et al (1998), Hamilton (1999) and Byarugaba (1999).

## **5.2 Summary**

The study covered 30 respondents consisting of 8 pupils and 12 teachers, It was ascertained that majority (67%) of the pupils asserted that they were happy being at school, whereas 33% were to the contrary. This indicate that majority would rather continue studying hence have the will. In addition it as revealed that teachers and parents encourage their pupils to take studies seriously, this was concurred by 85.1% of the pupils.

Furthermore the girl child enrolment and performance in school was found to be generally fair as concurred by 41% of staff (head teacher, teachers and deputy head teacher) described girl child enrolment in their school as average, 33% described the enrolment as low whereas 25% described it as high. In addition to the above findings 41% of the staff described the girl child performance in their school as fair, 25% described girls' performance as good, whereas 17% for both excellent and poor.

All the staff (head teacher deputy and teachers) unilaterally concurred that they do experience girls dropping out of schools in their schools with low figure of 47% describing the drop out rate as being low. The major factors identified as leading to the dropping out of the girl child from school include the following

- Cultural practices which disregard girl child education
- Poverty and lack of adequate basic school requirements

- Sexual harassment by some teachers
- Inadequate educational facilities
- Menstruation periods discouragement from communities around the girls

On the other hand, 58% of pupils acknowledged that they have friends or sisters who dropped out of school whereas only 42% were to the contrary, those who concurred that they had a friend or sister who dropped out of school, fronted the following reasons for their dropping out,

- She got married
- She lacked school, fees
- Her parents/ guardians died
- Her cultural practices discouraged her from studying.

The major challenges faced by the primary school in relation to girl child education were identified as, lack of personalized attention from teachers, sexual harassment from some teachers/staff members, lack of adequate scholastic materials like books, pens and uniforms among others, lack of interest in studying and some parents/guardians encourage the girls to marry instead of remain at school among others.

### **5.3 Conclusions**

Denial of girl child education is one of the manifestations of child neglect, and therefore is one aspect that needs immediate mitigating measures which ensure that the girl child gets adequate educational support just like their male counterparts.

Many other parts of Uganda still have a high rate of girl child dropping out of primary schools despite the presence of Universal Primary Education opportunity. Those who continue are few and majority exhibit at least fair performance compared to the boys. This therefore raises concerns as to the core cause of the situation. One can conclude that the root cause of the high drop out rate is due to social cultural practices of early marriage of the girl child, tendency of keeping the girl child at home for house chores while the boys go to school and harassment from some teachers.

It is therefore imperative for all the stakeholders to take it upon themselves to support the girl child achieve her dream through equal access to education through specialized emancipation programmes.

#### **5.4 Recommendations**

Adoption of all or part of the recommendations hereunder will help improve girl child education in a number of ways,

- Ministry of Education and Sports, National Curriculum Development Centre, Education Standards Agency and other regulatory bodies should ensure strict adherence by primary schools to the guidelines and curriculum which should favor girl child education such that all schools must incorporate girl child education activities as part of their main activities in the school calendar.
- The Ministry of Education and Sports should ensure aggressive sensitization programmes aimed at educating the local communities about the importance of encouraging their girl children to pursue academics.



- Career guidance should be regularly carried out by primary schools and in such occasions successful women in society should be brought as guest speakers to inspire and trigger interest in the girls to take studies seriously.
- The local communities, particularly parents and guardians should play a centre role in encouraging their girl children to study up to the highest levels of education.
- The government should make it criminal to keep school going age girls at home and parents/guardians or any other person found in fault should be securely punished in accordance to the law.
- Primary school should be stocked with adequate teaching and instructional materials to ease the learning process
- Sanitary pads should be supplied free of charge to the girls and counseling be given to them so as to ease their tension during the menstrual periods. This is important because a number of girls tend to avoid school during their cycles.

### **5.5 Area of further study**

The study covered the dropping out of the girl child from primary schools, however due to limitations in scope, some areas were not covered, and such areas include: the role of the local community in enhancing girl child education, the impact of socio-economic background on academic performance of the girl child. These areas require different studies altogether.

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## APPENDIX 1

### QUESTIONNAIRE FOR STAFF

#### Dear Respondent

This questionnaire has been designed with ease to enable you provide answers to the questions below. Your responses will be treated with utmost confidentiality and will strictly be used for academic purposes.

#### Respondent's particulars

1) Sex

☐

Male

☐

Female

2) Designation

Head Teacher ☐ Deputy H/ teacher ☐ Teacher ☐

3) What are your qualifications?

☐

Diploma holder

☐

TTC Certificate holder

☐

Degree holder

☐

Masters

4) How would you describe girl child enrolment in your school?

☐

It is high

☐

It is average

☐

It is low

☐

other (specify).....

5) How would you describe the general performance of the girl child compared to the boy child?

☐

Excellent

☐

Good

☐

Fair

☐

Poor

6) i) Does the school experience girls dropping out of school?

☐

Yes

☐

No

(ii) If yes how would you describe the drop out rate?

☐

It's very high

☐

it's high

☐

It is average

☐

its low

7) What factors are responsible for the girl child dropping out of school below?

Cultural practices which disregard girl child education

- ☐ Sexual harassment/defilement by some teachers/staff members
- ☐ Discouragement from parents/guardians or friends
- ☐ Poverty and lack of basic school requirements
- ☐ Inadequate educational facilities
- ☐ Menstruation periods
- ☐ Others (specify).....

8) Do you think enough efforts have been done to prevent the girl child from dropping out of school?

- ☐ Yes      ☐ No

Please explain your answer.....

.....

9) What challenges do you face in relation to girl child education?

- ☐ Rigid cultural practices      ☐ Sexual harassment of girls by teachers
- ☐ Inadequate facilities      ☐ Inadequate teachers
- ☐ Lack of motivation      ☐ Most girls have no interest in studying
- ☐ Inadequate finances      ☐ Lack of support from communities
- ☐ Weak management/administration
- ☐ Others (specify).....

10) How can the above challenges be overcome?

.....

.....

## QUESTIONNAIRE FOR PUPILS

### Sex

☐ Male ☐ Female

1) What is your age?

☐ Below 10yrs ☐ 10 to 12 yrs  
☐ 13 to 15 yrs ☐ More than 15 yrs

2) Which class are you?

☐ Primary 5 ☐ Primary 6 ☐ Primary 7

3) Are you happy being at school?

☐ Yes ☐ No

4) Do you receive encouragements from your teachers, head teachers or parents to take studies seriously?

☐ Yes ☐ No

5) (i) Do you have female friend(s) or sister(s) who have dropped out of school?

Yes ☐ No ☐

(ii) Why did she drop out of school?

☐ She got married

☐ She Lack school fees

☐ Her parent(s)/guardian died

☐ Her cultural practices discouraged her from studying

☐ Other (specify).....

(i) Have you ever felt like leaving school?

☐ Yes ☐ No

6) (ii) If yes why.....

7) What is your performance in class?

- |  |                                     |
|--|-------------------------------------|
| <input type="checkbox"/> It is very good | <input type="checkbox"/> it is good |
| <input type="checkbox"/> It is average   | <input type="checkbox"/> it is poor |

8) What problems do you face in your education?

- ☐ Lack of personal attention from teachers
- ☐ Sexual harrasment from teachers/school staff
- ☐ Lack of adequate scholastic materials e.g. books, uniform, pens etc
- ☐ I don't have interest in studying
- ☐ My parents/guardians want me to marry rather than study
- ☐ Others(specify).....

9) How can the above problems be eliminated?

.....

***Thank you for your cooperation***