THE CAUSES OF GIRLS' SCHOOL DROP OUT IN AGWATA SUB-COUNTY – DOKOLO DISTRICT.

A CASE STUDY IN AWEROWOT PRIMARY SCHOOL

(2007 – 2009)

BY

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DECLARATION

1, **ACHOL GEOFFREY,** hereby declare that this is my own original work. It has never been submitted to any University or Institution of higher learning for the award of certificate, diploma or degree in education.

I also declare that all the materials cited which are not my own have been acknowledged.

Signed:...

Date:...25/5/2010.............................

APPROVAL

This report was approved by:

Supervisor: ACELLAM BEN (DOBA)

Signature:..

Date:............23/08/2010........................

DEDICATION

This piece of work is dedicated to my wife Fiona, my children: Atim Monica, Abeja Robinna, Obua Daniel and my Mother Lesodina Obua.

ACKNOWLEDGMENT

I wish to register my sincere thanks to the following people who helped me in one way or the other to put this piece of writing into what it is:-

I would want to acknowledge the contribution of my research supervisor Mr. Acellam Ben who guided me tirelessly to the end of this work.

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ABBREVIATIONS:

U.N	-	United Nations
U.P.E	-	Universal Primary Education
H.R	-	Human Rights
MOES	-	Ministry of education and sports
DR.	-	Doctor
LRA	-	Lord Resistance Army
DOBA	-	Doctorate of Business Administration
PLE	-	Primary Leaving Examinations

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ABSTRACT

This study was conducted on the topic the causes of girls' school drop out at Awerowot primary school, Agwata sub county, Dokolo District.

The purpose of the study was to establish the causes of girls' school drop out at Awerowot primary school.

The researcher used both qualitative and quantitative research design in his inquiry. The participants were girls, boys; teachers and parents. The data collected was presented on descriptive form and on frequency distribution table using simple numerical counts and percentages.

The study revealed that:-
- ♣ Girls fail to complete the primary school cycle and drop out because of early marriage, child neglect, lack of interest, negative attitudes, defilement, rape, domestic problems and early pregnancy among others.
- ♣ The level of parents' involvement in girls' education is low.
- ♣ Lack of proper guidance and counseling by teachers
- ♣ Parent –teacher support is very inadequate
- ♣ Parents involvement in girls' education can be enhanced by carrying out community mobilization and sensitization, intensive and regular meetings and organizing school open days.

CHAPTER ONE

INTRODUCTION

1.1   Introduction:

This chapter outlines the statement of the problems, purpose of the study, objectives of the study, research questions, scope of the study, significance of the study, limitations and delimitations.

1.2   Background to the study

Gender inequalities has caused a lot of discriminations between the boys and girls. Roles and responsibilities are defined according to sex. Gender activists have become more concerned about the situation of the girls.

Salvia and Ysseldyke (1978) observed that "differences are evidenced in personality development where boys tend to be more aggressive than the girls".

Further, they said girls and boys have been expected to perform different social roles, this they attributed to influencing their focus of activities. The whole issue is on inequality that exists between the male and female in terms of treatment, access to facilities and institutions and decision making.

In regard to the above, girls in school – Awerowot primary school inclusive are treated as inferior to their counterparts, the boys. The situation is even made worst because girls have been influenced to believe so. Most unfortunately, girls have been wrongly brought up to believe that some learning tasks and orientations require masculine efforts. Such biased thinking from society has compelled many girls to deduce that they cannot compete favourably with the boys. Hence they end up dropping out of schools.

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Omagor L.M (2006) emphasized that, "it is important to note that girls' issues are solved by involvement of every one regardless of sex, level of education and social affiliation. It is important to provide the necessary resources, adequate social support and use of appropriate language with the view of balancing the scales between the boys and girls as far as education is concerned".

The constitutions of Uganda and the UN convention on "human rights" declares that Basic education is a universal right, therefore, girls' education is a fundamental right and not a privilege that should be given to the girls. They are supposed to enjoy it by virtue of being human and alive.

Despite the calls above, a number of barriers to girls' education still exist. These barriers if carefully tracked, are the cause of school drop out among the girls.

Perhaps, there is need to get everyone to appreciate the hindering factors to girls' education and to be willing to address the barriers. It is because of this that the researcher has sought to establish the cause of girls' school drop out in Agwata Sub-county, Dokolo District picking a case study of Awerowot primary school .

1.3   Statements of the problems:

Many agencies and people have always shown concern about the plight of girls' education, but their concerns have done little to bridge the gender gap in education between the boys and girls.

This study is sought to investigate the cause of girls' school drop out.

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1.4 Purpose of the study:

The aim of this study was to establish the causes of girls' school drop put.

1.5 Objectives of the study:

This study is to find out:-

- Whether boys' drop out of school at the same rate as the girls at Awerowot primary school.
- The causes of girls school drop out at Awerowot primary school.
- The level at which girls drop most at Aweiwot primary school.
- How girls can be helped to remain at school until they complete primary education.

1.6 Research Questions:

- Do both boys and girls drop out from school at the same rate at Awerowot primary school?
- What are the causes of girls' school drop out at Awerowot primary school?
- At what level do girls in Awerowot primary school drop most?
- How can the girls be helped to remain at school and complete the primary school cycle?

1.7 Scope of the Study:

This study was carried out at Awerowot primary school, Agwata sub-county, Dokolo District. It was conducted among the teachers, parents and pupils. The study was restricted onto the causes of girls' school drop-out.

Nevertheless, the study was hoped to derive appropriate response to the cause of girls' school drop out. The narrow scope gave the researcher ample opportunity for an in-depth study.

1.8 The Significance of the study

The study was expected to benefit the study population in these ways:-

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- Positive change of attitudes of parents, teachers, pupils and community towards supporting the girl-child education.
- The study might lead to fair treatment of the girls both at home and in the schools.
- It might further lead to positive relationship building among parents, teachers, pupils and community; and intense involvement in matters regarding girls' school drop-out.

1.9 Limitations

- The researcher feared that some pupils would fail to open up for discussion with the fear of betraying their own parents or teachers.
- Teachers, parents and pupils may have faked information at the time of the study.
- The researcher lacked enough funds for purchasing research materials, typing and binding.
- Besides, inadequate knowledge of research writing was feared to hamper the success of the study.

1.10 Delimitations:

- The knowledge of the area language easened data collection procedure as communication gap was bridged.
- Group – contributions helped to raise money which solved the problem of lack of funds.
- The researcher used guidance and counseling skills to open up pupils and parents in the course of the interview.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction:

Girl child education is a national concern in Uganda with many agencies and non-governmental organizations advocating for it. The government of Uganda and the Human Rights value basic education as a universal right which should be enjoyed by all regardless of sex or gender.

Despite the above, many girls are found to be dropping as the primary school cycle advances. The situation is ongoing. Awerowot primary school is not exceptional.

2.2 Drop out rate between the boys and girls

According to Kewis (1954), a young girl playing in the park is given less freedom to explore before being called back as compared to the boy child. This explains why girls cannot compete favourably with the boys even on learning tasks. This can result into girls' school drop out.

Yet according to the book, Enhancing UPE, A stakeholders handbook, the number of boys and girls enrolled is almost the same, but girls begin to drop in number as the primary school cycle advances. Citing example in Lira (2003); where 24,229 boys were enrolled in P.1 and 23,612 girls also enrolled in P.1. The same year only half of the pupils in P.7 were girls (6,518) while the rest were boys (12,642). The number of boys almost doubles the number of girls. This shows that the drop out rate between the boys and girls are not he same. Girls drop out of school more than the boys.

2.3 Causes of girls' school drop out.

Daris, Butler and Goldstein (1972) proved that in the classroom, boys are more likely praised when producing good work, and girls are more likely praised when producing good behaviours. Boys therefore have authority, dominance and support. Praise is a source of motivation and when girls are not motivated on good work produced, they become discouraged, unmotivated and hunted. In this way, they give up. This can lead to girls school drop out.

On top of that, it is very unfortunate in Uganda that many parents have shown little concern about the performance of their children, particularly the girls (community mobilization manual, MOES), This shows that many of the parents think learning and education takes place only in the schools with teachers. This is a misconception, and one major problem facing the girl –child.

Beside, Ssebagala (2007:36) said that most parents plan the career paths of their children from the moment they are born. He also emphasized that parents neglect the interests and abilities of their children. This is imposing a career. It can hinder the normal progress of the child and may result into drop out.

Yet according to Kaliba (2007) "parents who spend most of time at work places and others who drink all day never have time to sit with their children for educative conversations". This he attributed to lack of parental involvement in the care and support of the child.
This is child neglect. This may be one of the causes of girls' school drop out.

In addition, Salvia and Yssldyke (1979) noted that "Differences are evidenced in personality development where boys tend to be more aggressive than girls, and culturally, girls and boys have been expected to perform different social roles and therefore their focus of activities is significantly influenced".

With regard to the above, critical analysis will reveal that most girls in our rural primary schools, Awerowot primary school inclusive, are never fully supported by teachers, parents and community on grounds of physical, socio-cultural and economic discriminations.

For those reasons, girls are exposed to all kinds of a buses, corporal punishments and sexual harassment from teachers and local, exclusion from lessons and assigned more duties at home. All these and others can not let the girls compete with the boys favourably.

Akera Patrick (2009: 7) said, "Poor facilities in schools like classes, lack of desks, inadequate toilets, lack of washrooms and changing rooms for girls are causing girls' school drop out".

When children go to school but they find the school conditions unfriendly because of lack of some facilities in the school, they end up hating going to school, hence dropping out of school.

Besides, Dr. John Ricky Akeny /(2008-9) observed that due to the LRA wars which lasted for more than twenty years, most of the children were unable to go to school".

LRA war greatly set back the level of attending school of most children girls inclusive. This is because parents had no way of getting money,

children were unable to move from their homes to schools because of insecurity, schools and their properties were burnt by the rebels, most girls were raped and abducted.

According to the book "Enhancing UPE", a stakeholders handbook (2003:12) parents are responsible for providing daily midday meals for each of their children.

Because some parents fail to provide meals to their children, the children escape from the school and this is the beginning of school dropout.

2.4 The level at which girls drop most

Enhancing UPE, Stakeholders Manual reveals that "UPE increased the enrolment of girls as more girls gained access to primary education. Today in P.1 – P.5, girls' pupils equal boy pupils! It continuous that, "only in P.6 and P.7 are girls not at numerous as boys! This shows that girls drop more in upper primary than in lower primary. This situation is even worst in rural schools.

2.5 How girls can be helped to remain at school and complete primary cycle.

Omagor (2006) said, "it was important that girls' issues are best solved by the involvement of everybody regardless of sex, level of education calls for adequate social support and use of appropriate language with the view of uplifting the standards of education of the girls. Parents, teachers and community should embrace this if at all girls are to remain at school and complete primary cycle.

According to Farrant (2000), "good child training is an active process in which both the child and parent or teacher participate.

Girls' education can improve if parents can take actions towards replenishing girls' education.

Froebel (1782-1852) recognized that "No community can progress in its development while the individual who is a member of it remains behind". This means unless the girls can become very strong and assertive, their rights will continue to be suppressed.

While froebel was talking of the rise by individuals to recognize progress, Omagor (2006) was emphasizing that "it was important that girls' issues are best solved by the involvement of everybody regardless of sex, level of education and social affiliations:. This therefore calls for adequate social support and use of appropriate language with the view of uplifting the standards of education of the girls. Parents and teachers should take upper hand to address it.

Farrant (2000) says, to day the attitude of parents are changing towards schools and are trying to encourage parents to take a greater interest in the school and get better understanding of what is going on in the classroom so that parents can help their girls to remain at school by encouraging them to have positive attitudes towards classroom activities.

Besides, more and more parents are being urged to visit schools and talk to the teachers. Yet parent –teacher Associations (PTA) are another means by which girls can be encouraged to remain at school.

Mubangizi and Zziwa (2007:3) cited a world Bank report in which teachers said, "We don't just promote pupils, those parents who want their children to have quality education request us to have them repeat if they don't perform well to ensure that they show competence in class" it continues

that some children are weak and if promoted to the next class indiscriminately, they would move on without internalizing anything, which may make reading uninteresting and might result into non-completion. Girls who are weak in class work should therefore be encouraged by both the parents and teachers to repeat their classes.

According to farrant (2000), good child training is an active process in which both the child and the parent or teacher participate.

Parents should help teachers in teaching sex education to their girls. (leadership magazine: issue No. 371). Parents need to monitor consistently their children's behaviours and provide educational interventions in the home environment and the school. Yet, it emphasizes that males and females should work together as a cooperative team to educate other males, to see female as human beings created in the image of God. All forms of discrimination be put a side.

Besides, farrant (2000) says, potential influence upon personality development is that of some one we admire. We tend to imitate characters and personality of teachers. Teachers must therefore have good behaviours so that the girls can be influenced positively towards education.

Mambungizi and Zziwa (2007) hinted on the fault of absenteeism of pupils and called for increased and improved community participation in school affairs to ensure that pupils regularly attend school and their parents provide things like meals and scholastic materials. Parents should provide sanitary pads and other materials for the girls.

Parents should likewise ensure the safety of their children, particularly the girls. They should provide learning resources, good study environment and enough study time, and conduct regular school visits to bind them with teachers in the endeavor to promoting girls' education.

According to Eserza (2006), girls can be helped to remain in school through:-

* Guidance and counseling
* Discussion with parents on issues rated to girls' education
* Parents should seek advice from persons who are involved with their child education
* Parents should give affection to the child (intimacy and nurturing)
* Support the child's abilities by encouraging them to provide social services to the community
* Various activities like clubs should be formed in the school so that girls can find the school friendly.

CHAPTER THREE

METHODOLOGY

3.1 Introduction:

This chapter outlines key issues which controlled and defined the research process. The key issues here include research design, informants and how they will be obtained. Others include the area of study, research procedure, instruments of data collection and the means through which data collected was analyzed.

3.2 Research design

This study was employ both qualitative and quantitative study designs, as well as a case study designs, in its inquiry. The investigation of issues was done on various categories of respondents.

3.3 Area of study:

This study was conducted exclusively at Awerowot primary school, Agwata sub-county, Dokolo District. . Awerowot primary school is located to the extreme South-Eastern part of Agwata sub-county. Awerowot primary school is one of the two primary schools in Agwiciri parish, Agwata sub-county. It is located 4kms to the east of Adwoki trading centre Agwiciri parish has a large population of peasants with few cattle, goats and sheep as well as pigs.

3.4 Study population:

This study was carried out at Awerowot primary school, in Agwata sub-county, Dokolo District. The study was exclusively school based. . Awerowot primary school has a population of about 633 pupils of whom 305 are boys and 328 are girls, according to the registers and the information availed by the headteacher.

The school has eight (8) teachers of whom seven (7) are male teachers and one (1) female teacher. The school is located within a rural setting and most of its parents are peasants and some low level businessmen.

3.5 Sample and Sampling Technique:

The investigation of issues was done on various categories of respondents or informants. The study population comprised of the parents, teachers and pupils. The number of respondents were five (5) girls, five (5) boys four (4) classroom teachers, four (4) parents and the headteacher and senior Woman teacher.

The study took advantage of the scaled down area, i.e . Awerowot primary school only. The study went in depth to find the causes of girls' school drop out at Awerowot primary school and how girls can be helped to remain at school and complete the primary school cycle

The research student used both random and systematic sampling techniques to obtain the respondents.

Sample and Sampling Technique:

Categories of Respondents	Population	Sampling Technique	Sample (Respondents)
Teachers	8	Systematic	4
Boys	50	Random	5
Girls	50	Random	5
Parents	40	Random	4
Headteacher	1	Purposive	1
Senior Woman Teacher	1	Purposive	1
Total			20

Table 1:

(i)   Teachers

This categories of respondents were sampled using the systematic sampling technique. Here names of teachers were written on paper (Master list). They were given numbers from one (1 – 8) eight. The researcher picked every second person in the list, thus the numbers 2nd, 4th, 6th and 8th (4 teachers) formed the sample.

(ii)   Boys, girls and parents

These categories of respondents were sampled using the simple random sampling techniques. This involved picking by chance the number forming the sample (respondents).

(iii)   The head teacher and senior woman teacher.

These categories formed the last group of respondents (informats). They were sampled using purposive sampling technique. This technique gave the Head teacher and the senior woman teacher the chance because they were the only ones by virtue of their positions.

3.6 *Research Instruments:*

The researcher used both questionnaires and interview guides to collect data.

(i)   Questionnaire

This was used to obtained responses from the headteacher, senior woman teacher and other teachers. The questionnaires were designed to three types; one for the headteacher, the other for the class teachers and another for the senior Woman teacher.

These categories used the questionnaires to respond because they can read and write.

(ii)   Interview guide

This involved a face-to-face conversation between the researcher and the respondents on formulated questions in writing.

The interview guide was used to collect data from he parents, boys and girls. This provided the researcher with first hand information about the causes of girls' school drop-out. Another reason for choosing an interview guide was because some parents and pupils could not write and read.

3.7 Procedure of data collection

Information from respondents were obtained (collected) in two phases:

(i)   The research student used the introductory letter from Kampala International University to identify himself to the school and respondents. In this phase, the research student also sampled his respondents comprising of the headteacher, teachers, boys and girls as well as parents.

(ii)   In phase two, the researcher went in to collecting data from respondents, the results collected was taken for analysis.

3.8 Data analysis method

The data was analyzed using descriptive statistics. It mainly of qualitative and quantitative types. The data collected was presented on frequency distribution table and in percentages.

CHAPTER FOUR

PRESENTATION OF FINDINGS:

4.1 INTORDUCTION

The investigation was based on the topic" The causes of girls' school dropout in Agwata sub-county, a cause study in Awerowot primary school", The efforts of the study were directed towards establishing:-

* Whether boys drop out of school at the same rate as the girls at Awerowot primary school.
* The causes of girls' school dropout at Awrowot primary school
* The level at which girls drop most at Awerowot primary school
* How girls can be helped to remain at school until they complete primary education.

The data presented and analyzed below were collected using questionnaires which provided opportunity for independent and self reporting. Interview guides were used to obtain information from other key informants such as the girls, boys and parents.

4.2 Data presentations

The data presentation was done basing on the study objectives and research questions raised before the study was taken, which guided the scope of data collection.

4.3 The dropout rate among the boys and girls

As abase line, the participants were asked to give the number of boys and girls in Awerowot primary school. The report from the respondents revealed that there were more girls than boys. There were 305 boys and 328 girls.

Ironically, the number of girls completing the primary school cycle is less than the number of boys.

Completion rate for boys and girls at Awerowot primary school as per 2009.

Sex	Enrollment	Percentage
Boys	25	59.52
Girls	17	40.48
Total	**42**	**100**

Table 2.

The figure above shows that only about 40% of the girls manage to complete the primary school cycle. The figure also shows that there are more girls than boys in the lower primary classes but the number of girls decreases as the girls complete the primary school cycle. This reveals that something is wrong and requires urgent need.

When the participants were asked to indicate the challenges for girls to stay in school and complete the primary school cycle, they advanced the following challenges:-

♣ Early marriage
♣ Lack of interest
♣ Poverty
♣ Household duties
♣ Discouragements
♣ Lack of some facilities in the school e.g Pads, wash rooms
♣ Early pregnancy
♣ Body changes e.g menstruation
♣ Bad languages used by some teachers and pupils on girls at school.
♣ Peer pressure

♣ Lack of proper guidance and counseling

4.4 *Causes of girls school dropout:-*

When the participants were asked to give the causes of girl's school dropout, they gave the following responses:-

♣ Early pregnancy

♣ Menstrual problems

♣ Lack of interest towards education (negative attitudes)

♣ Poverty

♣ Household duties

♣ Discouragement by parents and friends

♣ Inadequate support by parents

♣ Inadequate facilities in schools e.,g sanitary materials

♣ Lack of motivation

♣ Difficulty in learning e.g most girls fear mathematics

♣ Inadequate learning materials

♣ Parents' biasness in supporting girls and boys' education

♣ Much domestic work are given to girls

♣ Gender description

♣ The level of education of parents and their occupational status

♣ Child neglect by parents

♣ Defilement and rape

♣ Heavy punishment given by teachers at school

♣ Stigma (fear of the body size in respect to the class level)

♣ Allowing girls to sell in bars and go for films and cinemas

Table 3

The frequency distribution table for the causes of girls school drop out

Early pregnancy	IIII III	8	20
Early marriage	TIII I	6	12
Lack of interest of studies	IIII	4	6
Absence of guidance and counseling	II	2	2
		E(f) = 20	

Table 3

The data about can as well be represented on the histogram as shown below:
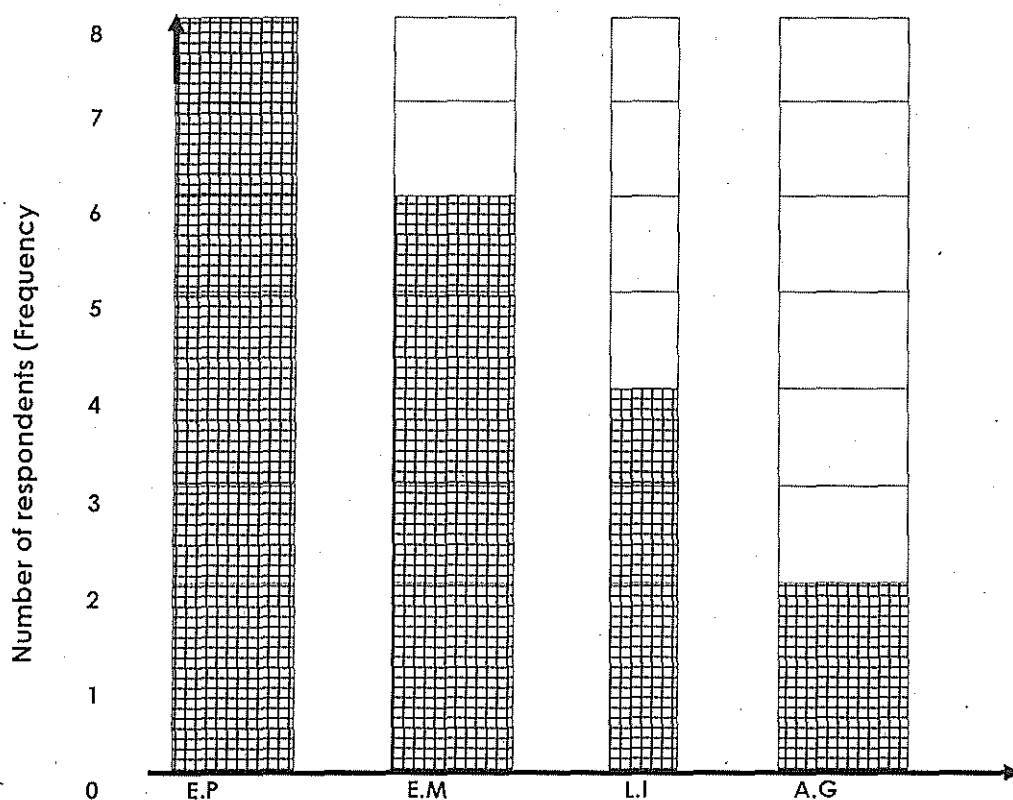
Responses

<u>Key</u>

E.P   -   Early Pregnancy

E.M   -   Early Marriage

L.I   -   Lack of Interest

A.G   -   Absence of Guidance and Counseling

Besides, the participants' responses also revealed that very few parents are concerned about the education of their children, but most parents do not visit the school.

When the participants were asked on how often parents went to school to hold meetings with teachers on matters regarding the education of their children, their responses were as tabulated below.

Parent – teacher discussion on matters of education as per term two, 2009

Response	Respondents (f)	Percentage
Once	10	50
Twice	5	25
Often	2	10
Not at all	3	15
Total	20	100

Table 4

The findings above, obtained from 20 different respondents revealed that only 10% of the parents were very concerned about the education of their children. They regularly go to school, meet teachers and discuss matter of education.

Most of the parents (75%) went either once or twice to the school for the term. This shows the big gap that exists between the parents and teachers. This can not help to uplift and boost girls' education.

Yet 15% of the respondents never went to school at all for the term. This could as well be true with some parents. They may be occupied in their gardens, small shop while other parents are simply ignorant and reluctant to make follow up.

When pupils were asked whether their parents help them to do their home work and assignments, only 20% said they are helped while 80% said they are not helped at all with their homework and assignments by their parents.

4.5   *The level at which girls drop most.*

On the level at which girls drop most, most participants said girls drop at upper primary classes. In their responses, they said there are more girls than boys in the lower primary classes (P.1 – P.4) but the number of girls greatly decreases when they reach he upper primary classes (P.5 – P.7). They attributed the high rate of girls school drop out in the upper primary to:-

- ♣ Early pregnancy
- ♣ Early marriage
- ♣ Household duties at home
- ♣ Discouragement from parents
- ♣ Peer influence
- ♣ Lack of guidance and counseling
- ♣ Menstruation period
- ♣ Inadequate facilities in the school.

4.6   *How girls can be helped to remain at school and complete primary cycle.*

In attempts to help girls remain in school, the respondents were asked to suggest ways through which girls can be helped to remain at school and complete the primary school cycle. Their responses were as listed below:-

- ♣ Through sensitizing parents on the merits of girl child education
- ♣ Through guiding and counseling girls to stay at school and complete the primary school cycle.
- ♣ The school stakeholders and government should support girls financially or materially.

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- ♣ Games of various natures like debates, music, dance and drama.
- ♣ Girls should be treated with mild language and should be offered all the necessary requirements needed for their education.
- ♣ Girls should be motivated to study by both parents and teachers
- ♣ Provision of sanitary materials
- ♣ Provision of meals at school
- ♣ Constructing a changing room for girls at school
- ♣ Creating a girl-friendly school environment
- ♣ Formation of clubs that support the girls e.g the child rights club, young talk club.
- ♣ Use of women with good models to talk to the girls and encourage them to stay in school.
- ♣ Rules should be set to guide girls
- ♣ Teachers should be set to guide girls
- ♣ Teachers should use appropriate methods of teaching
- ♣ Both teachers and parents should be close to the girl child
- ♣ Polices that support and protect girl child education should be put in place and negative ones be discouraged.
- ♣ Teachers should complete the syllabus
- ♣ Promotion should be based on performance
- ♣ Girls should be fully educated on gender issues
- ♣ Girls child education should be made a central focus
- ♣ Need for changing dresses in schools
- ♣ Holding meetings between parents and teachers.

All these suggested activities if put into practice may reverse the trend of low completion among girls, drop out and lack of interest among others.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS:

5.1 INTORDUCTION

This chapter attached meanings to the data presented and analyzed in the previous chapter. The major findings relate to the major research objectives and questions raised at the beginning of the study providing a link for the discussion.

The major objectives of the study were to:-

- ♣ Find out whether boys drop out of school at the same rate as the girls at Awerowot primary school
- ♣ Find the causes of girls school drop out at Awerowot primary school
- ♣ Find the level at which girls drop most at Awerowot primary school
- ♣ Find the appropriate ways through which girls can be helped to remain at school and complete the primary school cycle.

5.2 DISCUSSIONS

The drop out rate between the boys and girls

Although there are more number of girls than boys at Awerowot primary school, the number of girls begin to drop as the primary school cycle advances. This is witnessed when only 40% of the candidates were found to be girls. This shows that many girls fail to reach candidates class. Surely, they end up dropping out and leaving school.

The participants gave causes of low completion as early marriage, early pregnancy, child neglect, lack of interest, defilement and rape, negative attitudes and personal problems like menstruation

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These problems can be associated to:-

- ♣ The presence of trading centers surrounding the school where there is heavy drinking

- ♣ Negative attitudes of parents towards the girl child education

- ♣ Absence of many role models. Many girls in the community have never had better education and there fore, there is no woman the girls can admire

- ♣ Child neglect which brings about dropout among girls

- ♣ Lack of girl –friendly school environment

According to Kewis (1954), a young girls playing in the park is given less freedom to explore before being called back as compared to the boy child. This shows that most girls are not given much time to study but they are much confined with domestic duties. This makes girls to drop out of school at a higher rate than boys.

The causes of girls school drop out:-

Despite the higher number of girls than boys in Awerowot primary school, most girls do not complete the primary school cycle as was witnessed when only 40% of the candidates were found to be girls. This means that many girls fail to reach the candidates class but they drop out of school.

The participants gave the causes of girls' school drop out as; early pregnancy, menstrual problems, lack of interest, household duties, poverty, discouragement by parents and friends, peer influence, inadequate support by parents, lack of motivation among others.

These causes of drop out can be associated to:-

- ♣ Lack of proper guidance and counseling

- ♣ Lack of motivation

* Lack of proper facilities in the school for girls
* Neglect on the side of the parents

According to Kaliba (2009), parents who spend most of their time at work place while others who drink all day no longer have time to sit with their children for educative conversations.

Never the less; child neglect can not be ignored. All the causes of drop out and low completion of the girl given above can be addressed if the community, parents and teachers are willing. But indicators show that they are either less concerned or too busy. Parents and teachers must therefore be brought on board to help the girls complete their primary school cycle.

Parents at Awerowot primary school seem not to be offering enough social support to the girls. The low completion rate is an indicator. If all the parents want to realize rise in the number of girls at school and high completion rate among the girls, they should try as much as possible to support the girls.

The level at which girls drop most.

The views collected from the respondents, the records from class registers and the PLE registers indicated that most girls drop out of school when they reach the upper primary classes, with only 40% of the girls registering for PLE in 2009.

According to Enhancing UPE, stakeholders manual, "it is only in P.6 and P.7 where girls are not as numerous as boys". This shows that girls drop more in upper primary than in lower primary. The views from the respondents attributed this high rate of dropout of girls in upper primary to

early marriage, early pregnancy, lack of guidance and counseling and unfriendly school environment.

Teachers must provide guidance and counseling to girls, parents must provide all the learning materials to girls and give them encouragement to reduce the high rate of girls drop out in upper primary classes (P.5 –P.7).

How girls can be helped to remain at school.

Participants gave a number of ways by which girls can be helped to remain at school. Some of which are sensitization of parents, guidance and counseling, provision of sanitary pads, provision of meals at school, creating a girl friendly school environment, formation of clubs among others.

This has not been a common happening in Awerowot primary school. A school where parents are not willing to support the children by giving them meals at school and providing other learning materials is bound to fail.

The views given by the participants on activities that can help girls to remain in school and complete the primary cycle showed that they knew what to do except that they fail to do. These views if carefully put into practice can make girls complete the primary school cycle.

5.3 CONCLUSIONS:

In respect to the causes of girls' school drop out at Awerowot primary school, the following conclusions were reached:-

♣ Girls fail to complete the primary school cycle and drop out because of majorly early marriage, early pregnancy, peer influence, lack of proper guidance and counseling.

♣ Parental support to the girls is very inadequate. There is no difference between the supports given to girls with that given to boys.

♣ The number of girls dropping out of school are more than the number of boys.

♣ Girls can be helped to remain at school by embarking on community mobilization and sensitization, intensive meetings, guidance and counseling, opening clubs at school, provision of sanitary materials at school, provision of meals at school, constructing changing rooms for girls at school, motivating and encouraging girls among others.

5.4 RECOMMENDATIONS:

The following suggestions were offered by the researcher to the parents, Ministry of Education and Sports and other stakeholders in terms of recommendations:-

♣ Initiative to strengthen the welfare of girls in schools, like girls education movement, PIASCY and child friendly schools should be reviewed, renewed and activated.

♣ Intensive community mobilization and sensitization programmes are initiated.

♣ Guidance and counseling should be part and parcel of the school operation

♣ Situation that lead to differences be minimized

♣ Girls' changing rooms be constructed in schools

♣ Women role models be called to talk to girls

♣ Girls be motivated and encouraged to stay in school and complete the primary school cycle by both teachers and parents.

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3.9 QUESTIONNAIRE TO THE SENIOR WOMAN TEACHER

1. How many girls completed primary school last year in this school? ......
....

2. Why do you think there is discrepancy in enrolment in the number of girls in lower primary to those in upper primary? ....

3. What do you think are the challenges for girls to stay in school and complete the primary school? ....

4. Do girls in this school have washrooms, and other washing facilities? .... If yes, name them ....
   if no, why not? ....
   ....

5. What emergency supplies do you have for the girls at school? ....

6. What activities do we need to make it easier for the school to ensure that girls stay in school and complete primary school?............................

7. What forms of support do parents give to the girls? ....

8. Do you think the parents are doing enough to support the girls? .... if not, what can we do to involve then fully?
   ....
   ....

9. Suggest how parent – teachers collaboration can be enhanced towards promoting girls' education.

END.

3.10 INTERVIEW GUIDE FOR GIRLS & BOYS IN UPPER PRIMARY

1. How many children do you have in your family? ☐ and of those how many boys and girls go to school? Boys ☐ Girls ☐ .

2. Are there equal number of girls and boys in your class? ...., If no, give reasons for your answer. ....
   ....

3. Why do you think girls drop out of school? ....
   ....

4. Why do you think it's a good idea to help girls stay in school and complete primary school? ....
   ....

5. When given assignments, do your parents help you do the home work?
   ....

6. Do girls have private washrooms, water and soap in the school? ....
   ....

7. What form of supports are you given by your parents towards your education? ....
   ....

8. What activities do the teachers give the girls to ensure they remain at school? ....
   ....

END

3. 11 QUESTIONNAIRE TO THE CLASS TEACHERS:

1. How many pupils are there in your class?......................Girls....................

2. Are there equal number of girls in upper primary classes as

   boys?..

3. Why do you think girls drop out of school?...

   ....

   ....

4. What do you think are the challenges for girls to stay in school and

   complete the primary school cycle?...

   ....

   ....

5. How many times have you had meetings with parents of your pupils this

   term?...

6. What activities do we need to make it easier for school to ensure that

   girls stay in school and complete primary school?................................

   ....

   ....

7. What form of support(s) do parents give to the girls in this

   school?...

   ....

   ....

8. Suggest ways through which girls can be helped to remain at school
   and complete the primary school cycle.

   ....

   ....

   ....

   ....

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END

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3.12 QUESTIONNAIRE TO THE HEADTEACHER

1. How many pupils do you have in your school? Boys...............Girls.........

2. Are there equal number of girls in upper classes as boys?.........................

    Specify..

3. Why do you think girls drop out of school?.....................................

....

....

4. What do you think are the challenges for the girls to stay in school and

complete primary school cycle?..

....

....

5. Do girls in this school have washroom and other washing facilities?.........

....

....

6. What form of support(s) do parents give girls in this schools?.....................

....

....

7. What do you have to say about parents' attitudes towards promoting

    girls' education?...(poor, fair, good)

8. How often do you talk to the parents on how to promote girls'

    education this years?.............................(once, twice, thrice, often).

9. What activities do we need to make it easier for schools to ensure that

    girls stay in school and complete primary

    school?...

....

....

....

END