EXAMINING THE RATE OF GIRL CHILD DROPOUTS IN PRIMARY SCHOOLS: A CASE STUDY OF MENDE SUB COUNTY, WAKISO DISTRICT

BY

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DECLARATION

I, Kayongo Lawrence, declare that the content of this document is my original work and has never been presented or submitted to any university, college or any institution of learning for any award.

Signed: _____

Kayongo Lawrence

Student

Date: __15th . 07 . 2011__

APPROVAL

This piece of work has been under my supervision and now it is ready to be submitted to the internal examiners.

Signature:_____

Mr. Oketcho Pius

Supervisor

Date: _12/07/2011_____

DEDICATION

I dedicate this piece of work to my parents for parental care, love and support.

ACKNOWLEDGEMENTS

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ACRONYMS

DHS   :   Demographic Health Surveys

MOES   :   Ministry of Education and Sports

OECD   :   Organisation for Economic Co-operation and Development

UNESCO :   United Nation education, Scientific and Cultural Organisation

UNICEF :   United Nations Children's Fund

UPE   :   Universal Primary education

CHAPTER ONE

1.0 Introduction

Girl's enrollment tends to go upwards. Thirty years ago, girls represented 38% of Primary Enrolment in low-income countries and boys, 62%. Today, the gender gap has narrowed with girls representing 48% and boys 52% of primary enrollment (OECD/ENEASCO, 2005). Gross enrollment rates for girls in some low-income countries have gone from 52% to 94% over that same period. These averages, however, hide sharp differences among regions and countries.

Trend data on access as shown by enrollment data from the Ministry of Education indicate progressive increase of girls' enrollment into primary schools. Most current data (DHS Data, 2001) indicates that 87% of primary school age (6-12 years) attends school (87.3% boys and 86.9% girls). While attendance is higher today compared to ten years ago, there are regional differences with the highest attendance rates in the Eastern region (94.3% boys and 93% girls) and the lowest in the Northern region (84.1% boys and 80.6% girls). Trends show a clear move towards parity in access between boys and girls and towards universal enrollment of all school age population at primary level.

Education today is cheaply concerned with children with their diversity of attitudes, ability, behaviour   and many other dependent aspects with this purpose in view it is the aim of the school to train the children carefully and develop them to the full individual potentialities.

It then follows that the methods of approach teaching materials and the initiative the teacher has to put in to his classroom work remains very important if the children are to grasp the concepts taught.

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1.1 Background to the Study

UNICEF has launched the '25 by 2005 Girls' Education Campaign' to accelerate its ongoing efforts towards the world's commitment of educating every child. The campaign focuses on getting girls into school in 25 countries where an extra effort is needed to meet the 2005 Millennium Development Goal of gender parity in education. '25 by 2005' targets partners such as governments and donors who make some of the key policy and resource decisions affecting the education of girls.

Gender disparities still remain in both primary enrollment and school completion rates. However, many low-income countries have registered improvements in primary school completion rates, with an average increase of 6% (from 65% in 1990 to 71% in 2003) (World Bank, EdStats, 2005). The completion rate for girls rose by 9% from 57% in 1990 to 66% in 2004, whereas the primary school completion rates for boys increased only from 75% to 76% during the same period (World Bank, EdStats, 2005).

Education can put girls and women on the path to economic and social empowerment. Educated women tend to marry later, have fewer children and are more likely to understand what they must do to protect themselves and their families against various odds. And is one of the reasons why UNICEF has focused attention on girls' education.

School Dropout is a major problem facing Africa today. Millions of young people are dropouts without a high school diploma. Nearly half a million students are dropping out each year. The dropout rate is declining a little each year, yet it is still a severe problem facing Africa.

1.2 Problem Statement

The statistics say it all. 62 million of the estimated 115 million children in the world who are not in school are girls, according to 2002 figures. According to

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UNESCO (2002), in Sub Saharan Africa, 24 million girls were out of school in 2002. 85% of all girls out of school live in Sub Saharan Africa, South Asia, East Asia and the Pacific. Two-thirds of the world's 781 million illiterate adults are women.

Debates and shouts have remained the order of the day and put up on how the nature of the students is to fail every year and that is it due to lack of instructional materials to use, state of the teachers or the learning materials? But finally, the researcher came to find out that lack of instructional materials and learning materials has brought about girls dropping out of school.

The researcher concern therefore is to find out why pupils left school before completion, the impact which dropout rate had caused to our community and what would be done to minimize the problem.

1.3 Objectives of the Study

This research was guided by two sets of objectives

1.3.1 General Objective

To examine the rate of girl child dropouts in primary school

1.3.2 Specific Objectives

i. To assess the causes of school drop out in Mende Sub County in Wakiso district.

ii. To assess the effects of school drop outs among the girl child in Mende Sub County in Wakiso district.

iii. To address the challenges in order to improve girl child education in Mende Sub County in Wakiso district.

1.5 Research Questions

i What are the causes of school drop among girls in Mende Sub County in Wakiso district?

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ii What are the effects of school drop out among girl child in Mende Sub County in Wakiso district?

iii What are challenges being addressed in order to improve the girl child education in Mende Sub County in Wakiso district?

1.6 Scope of the Study

The study was carried out in Mende Sub County in Wakiso district and mainly focused on the rate of girl child dropouts in primary schools. The study was conducted between April 2011 and August 2011.

1.7 Significant of the Study

(i) The findings of the study will contribute information to government, non governmental organisations, international agencies and education department, politicians, influential people and policy makers that are involved in improving girl child education.

(ii) The study will contribute to the understanding of some of the reasons for improving girl child education and hence influencing better future planning.

(iii) The study will be useful to the policy makers, management in that it will provide useful policy guideline for appropriate policy formulation and programmes for improving girl child education.

(iv) The finding will provide up-to-date literature and open up area of the further research to academician and researchers who may be interested in area of improving girl child education.

(v) The study is expected to help the researcher in the fulfillment of the requirements of a Bachelor's Degree in Education of Kampala International University.

CHAPTER TWO

Literature Review

2.1 Introduction

This chapter is about what was talked about causes of school drop out. There is no clear answer as to why it is so difficult to universalize education. The reasons differ from one country to another and are strongly influenced by differences in their history, culture, economy and (general and educational) policy. In this paper we will explore possible causes to explain why education in Mende Sub County in Wakiso district has not (yet) been universalized. Starting from these causes, measures will then be discussed that could be effective in the implementation of universal education.

Leach Lisa, (1994.) shows teachers' critical role in children's success in schools. They suggest that children's low participation and their negative attitudes towards education are greatly affected by teachers' attitudes. The author provides a self sexism-quiz teachers can take in order to identify specific classroom attitudes towards students that may affect their instruction in class.

According to Uganda Population and Housing census (2002), in 1997, a new government initiative, Universal Primary Education (UPE), was introduced with the intent of broadening access to primary schooling, largely through reducing the costs of schooling. The effects of implementing UPE in 1997 were dramatic. Enrollment in primary schools stabilised between 1999 and 2003 with an average annual growth rate of 5.6 percent. The enrollment increased from 6.3 million pupils in 1999 to 7.6 million pupils in 2003. The number of primary schools also increased by 26 percent during the period (from 10,597 in 1999 to 13,353 in 2003).

In August 2001, over 200 children and young people from across Africa gathered in Kampala with education officers from international agencies, representatives of African governments and leading figures from civil society, representing 35 African countries, to participate in the Girl's Education Movement launch. Arguing that girl's education is one of the most effective development investments a country can make, girls joined Ministers of Education and led the debate on the barriers that exclude girls from the educational system. To prepare for the conference, 100 children and young people (two thirds were girls) were trained in creative facilitation and basic gender analysis.

2.2 Causes of School dropout

Traditional attitudes that prefer early marriage and domestic roles over education for girls, Many girls are kept at home to care for younger family members and help with domestic work, Urban families keep girls from schools that are often over–crowded and under–resourced, Rural families are especially unwilling to let older girls travel long distances to school by bus, Low income families find it hard to meet the costs of transport, uniforms and stationery.

According to Fitzsimons, Emla (2002); the main causes of school dropouts are personal factors, home and school stability, school experiences, social behavior, and rebellion. Personal problems affecting students seem to be the main cause for students to drop out of high school and they include;

According to Farrant (1784), jobs increase the percentage of students dropping out of school. Some students may and do have to take on a job to support themselves or their family. The job may interfere with school hours, school homework, and/or school activities.

Drug problems are very serious and have major side effects on students. This serious problem causes many students to drop out of school. They do this to either to help their drug addiction or to get a handle on their problem.

Students in broken homes are more than twice as likely to drop out of school as those with families intact. This is so because of the fact that this is another stressful matter these young minds must also deal with

Kaganda (1997), Home and school stability is another cause to for students dropping out of high school. More than half of dropouts have moved within their four years of being in high school. If a student does not have a stable home or a stable school life, then they are more likely to drop out of school. Stableness allows the student to feel comfortable enough to try to work at school. If they have a stable home and school life, then that is one less worry for them. This allows them to concentrate on staying in school instead. The more stable a situation is, the more comfortable the student becomes with the surroundings, the better they get along with teachers and students, and the easier it is for them to fit in and work hard at school.

According to MOES (1999), bad school experiences are also a large contributor for the school dropout rate. A large majority of dropout students were only taking the bare minimum general high school requirements. This is because no one pushed them to try harder. This made students feel that school was not important enough to try hard at. These students also said they did not have much attention given to them when dealing with their schoolwork. This also emphasized that school was not important. A large majority of dropout students were held back a grade at least once in school life. This made those students feel as if they were not as smart as the other students, so why even bother.

According to FAWE (2004) , social behavior is another cause for pupils dropping out of primary schools. Most students who dropped out of school did not like school to begin with. These pupils were failing as it was. They could not keep up with their schoolwork. They did not get along with their teachers and/or other students. They may have had disciplinary problems. A great portion of dropout students were suspended at one time or another.

Frequently absent students also make them more likely to drop out. A good deal of dropout students had even been previously arrested.

Wambuzi G. (2002), rebellion is a very big cause of students dropping out of school. To some students, school is a place where their parents force them to go every weekday. These students feel like the teachers make them sit down and listen to lecture after lecture. They also feel like they do not learn to think but rather to only listen and repeat. This is where the rebellion factor comes into play. Those students do not wish to be asked to repeat something, but rather listen, think, and say their thoughts feelings and views. These students do not want to be told when they can and cannot have a personal opinion on a topic.

A lack of encouragement related to school, and in some cases maternal interference with their school enrollment, including refusals to sign school enrollment forms.

MOES (1999), lack of qualified teachers: Only about half of teachers are untrained and even fewer have benefited from in-service training. A low proportion of teachers are women, so there are few educated role models for girls. The capacity of the teacher training institute is very limited, and teacher recruitment has been reduced.

MOES (1999), lack of adequate infrastructure: Insufficient classrooms, furniture, and sanitation facilities-particularly separate facilities for girls-contribute to poor quality of schooling.

Kaganda (1997), few resources for schooling: Government allocations for education are low. On the three islands that make up Comoros, over half of the population live in poverty and can contribute little to their children's education. A lot of girls are kept out of school for domestic labour or income generation to supplement the family income.

Irrelevant curriculum and instruction: The curriculum is not sensitive to gender or relevant to students' lives and it discriminates against girls.

Fitz Simon (2002), power struggles: The central government and local islands government are vying for control, thus delaying the finalization and implementation of education policies and strategies.

MOES (1999), some of the young adults dropped out of school because of real life events: they had to get a job, became a parent, or had to care for a family member. Many of these individuals said they had done reasonably well in school and believed they could have graduated. Of all those surveyed, members of this group were most likely to say they "would have worked harder if their schools had demanded more of them and provided the necessary support."

Fitz Simons (2002), poor communication between the school and parents was another contributor to students dropping out. Only about half of the respondents said the school contacted the home if they were absent; and only 48 percent of the dropouts said "their school contacted them or their parents to find out why they left school or encourage them to return."

Kabbani, (2000) research indicates that the lower the achievement level, the greater the likelihood that a student will drop out of school. For example, a study of students in Baltimore schools found that low test scores and report card grades as early as the 1st grade were a reliable predictor of whether or not the students would later drop out Grade retention—being "held back" or flunked—has also been found to be highly correlated with dropping out. Students who repeat a grade, even as early as kindergarten, have significantly increased chances of dropping out (Kaufman and Bradby, 1992).

2.3 Effects of School drop out

2.3.1 Economic effects

Kaganda (1997), people who drop out of school are mostly poor since they always look inactive in the society. Dropping out of school leads most often to inactivity, and not to work, which could be due to the lack of employment opportunities.

School drop out encourages rural-urban migration since the educated people prefer to stay in urban areas where there are more social amenities like hospitals, piped water, telecommunication systems etc.

Ms. Kondracke calls the dropouts "our next class of nonperforming assets." She says that each year dropouts represent $320 billion in lost lifetime earning potential. Jay Smink, director of the National Dropout Prevention Center at Clemson University, says the difference in lifetime salary for a dropout and a high school graduate is about $300,000 in USA.

2.3.2 Social effects

They often lack employment since they are taken as unskilled labours and when they are employed they happen to earn less.

According to Alliance for Excellent Education (2003) High school dropouts are 3.5 times more likely than high school graduates to be arrested in their lifetime A one-year increase in average education levels would reduce arrest rates by 11%.

Alliance for Excellent education (2003), Male and female students with low academic achievement are twice as likely to become parents by their senior year of high school, compared to students with high academic achievement.

The average annual income for a high school dropout in 2005, according to the U.S. Census Bureau, was almost $10,000 less than for a high school graduate. Graduating all students, therefore, increases overall earnings potential, which, in turn, benefits each state and the nation with increased purchasing power and higher tax receipts

2.3.3 Political effects

They inactively participate in the politics of the country since they consider people who are literates not illiterates.

According to Fitz Simon (2002), each class of high school dropouts damages the economy," says Bob Wise, president of the Alliance for Excellent Education and former governor of West Virginia. "In its current form, the No Child Left Behind Act does little to address the crisis in America's high schools, and Congress must take action to support states and districts put reforms into place that will allow all students, at all levels, to receive the assistance they need to be successful in school and graduate. The economic future and security of the nation depends on it."

2.4 Challenges and solutions of school drop outs

2.4. 1 Challenges

According to Wambuzi G. (2002) the following are challenges to school drop out.

Lack of skilled workers in rural areas

It is difficult to persuade highly educated and skilled workers such as to work in isolated rural areas when facilities are poor therefore the population decides to migrate from rural areas to urban areas in search for employment thereby leaving unskilled workers in the areas.

Illiteracy

Lack of education means that many people can not read or write, they do not know to how develop their areas because of illiteracy.

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Lack of supportive services

Transport and electricity makes it difficult to provide education as a social service. Supplies for rural schools may be broken or damaged by the time they arrive after traveling on dusty, potholed roads.

Long distances

In rural areas many children have to travel long distances to places where quality education is provided. It is difficulty and expensive to provide education to scattered children.

Bleak future

Students who drop out face a bleak future. Dropouts are more likely to be unemployed, live in poverty, receive public assistance, become incarcerated, are unhealthy, and become divorced and single parents with children who drop out from high school themselves, according to the report.

2.4.2 Solutions

Engage the community in identifying an adult advocate, mentor or transition coach for each student, so as to reduce on the challenges of school drop out.

According to Farrant (1784), improve teaching and curricula to make school more relevant and engaging and enhance the connection between school and work. Eighty-one percent of the survey respondents said that if schools had provided opportunities for real-world learning (internships, service learning projects, and other opportunities), it would have improved their chances of graduating from high school.

According MOES (1999), improve instruction and access to supports for struggling students. A large majority of the respondents, 81 percent, wanted better teachers, while three-fourths wanted smaller classes with more

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individualized instruction. Additionally, 55 percent said more should be done to help students who had difficulty learning.

Build a school climate that fosters academics. The respondents said more supervision and discipline in school was necessary. In focus groups, the young adults said the many disruptions in class prevented them from doing homework or paying attention in class.

Nakanyike (2002) ensure strong adult-student relationships in the school. The respondents craved and appreciated attention from teachers, not just for school work but also for personal problems. Only a little over half said they could go to a staff person for school problems and less than half had someone in school to talk with about personal problems. Sixty-two percent of the respondents said their school needed to do more to help students with problems beyond school.

UNICEF (2001) improve communication between parents and schools. Approximately 70 percent of those surveyed said better communication between school and parents and increased parental involvement in their child's education are essential to keeping students in school.

In conclusion, the primary school dropout rate is reducing. It is still, however, a major concern that should be worked on. The home and school stability, bad school experiences, and social behavior, have one main effect: increasing of the nation dropout rate of high school students in the whole world. With half a million people dropping out of school each year, these key causes need to be looked at and examined closely. If these causes are worked on, maybe the effect will not be has high as it is now. While most literature on developing countries has focused on the trade-off between school attendance and child labor, evidence from urban people suggests other relevant forces may drive teenagers out of school, in particular early parenthood and extreme poverty.

UNICEF (2001), teachers and administrators in public high schools recognize there is a dropout problem, know they are confronted with daunting challenges in classrooms and in schools, and express strong support for reforms to address high dropout rates.

Yet, less than one-third of teachers believe that schools should expect all students to meet high academic standards, graduate with the skills to do college-level work, and provide extra support to struggling students to help them meet those standards.

CHAPTER THREE

Methodology

3.1 Introduction

This chapter presents the methods that used during this study. These included target population, sample size, methods of data collection, data editing and data analysis. It addresses the area of study, the population covered and the problems encountered

3.2 Research Design

This study used qualitative methods to investigate the different challenges of improving girl child education. It was basically gender focused where females are to be studied in order to get a clear view on rates of school dropouts among girl child.

3.3 Study Area and population of Study

The study was conducted in Mende Sub County in Wakiso district. It is one of the districts in central Uganda affected by the high rates of school drop outs.

The study population consisted of the children, parents, teachers, education officer, Local community chairman.

3.4 Sample Frame work

3.4.1 Sample Size

From the proposed study a sample size of 60 respondents was interviewed.

3.4.2 Sample Technique

A stratified sampling technique was used in order to increase the precision of estimates.

3.4.3 Sample procedure

Women and girl children were taken as strata. Stratified sampling is to arrange or divide (society) into a hierarchy of graded status levels.

3.5 Methods

3.5.1 Instruments Used for Data Collection

In order to achieve the objective of this study, the researcher used the following methods of data collection to get information on school dropout. The methods enabled the researcher to generate enough information so as to make conclusions and draw conclusion appropriately to these issues.

Questionnaire

The questionnaires were administered on some women, girls in the rural and urban areas of Mende Sub County in Wakiso district so that the researcher can compare and contrast data given on improving girl child education in the two regions. Questionnaires were given to local government and local leaders.

Interview

The researcher conducted face-to-face interviews with some women, girls both illiterates and literates on issues pertaining to the respondents background, the school enrollment, Local government leaders and education officer.

3.5.2 Sources of data

Primary source of data

This was got through the use of self administered questionnaires and interviews.

Secondary data

Text books and other related works of outstanding scholars whether Published, Magazines, Written data sources included published and unpublished

documents, agency reports, newspaper articles, internet sources and so forth were referred to so as to give more light on issues of dropping out of school.

3.6 Data Analysis

Data was analysed qualitatively and quantitatively. Different data sets were used in analyzing data collected. Bar graphs were used to give a clearer outlook about girl child enrollment, and they were done in Microsoft Excel. Recommendations were made using the outcome of the result of the analysis.

3.7 Ethical Consideration

Bearing in mind the ethical issues, the researcher provided the respondents with the necessary information as regards the main purpose of the research, expected duration and procedures followed, and were in position to keep privacy and not disclose the confidentiality of respondents and researchers responsibility.

3.8 Limitations

The research study faced by a number of problems and constraints and hence may not adequately meet the intended objectives to the required level.

Financial constraints have limited the researcher from having a thorough research process for instance; undertaking pretexts and piloting studies had to be foregone.

Again data collection and processing was done in bits because the researcher could not raise the required fund in lump some as he had to fund himself.

Problem of distance between the researcher and his supervisor while in the field did impede proper continuous assessment of research, thus research process could only be dictated when it's already late.

The researcher faced a problem of time constraints. The time allocated for the study was not enough for a thorough investigation because the research was

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conducted with academic urgency in the two years while also the researcher was required to attend to his academic work.

The unwillingness of he respondent's may also pose a problem to the research study,

However, the researcher tried his level best using various research skills and tactics to avoid the problems or at least to reduce their impact on the study.

3.9 Delimitations

This research which was facilitated by the following favorable factors;
Since the researcher was a resident of the area, he had accommodation hence less expenditure.

The researcher being a resident was familiar to the people whom he obtained information. The researcher did not find problems in transport because the infrastructure is good.

CHAPTER FOUR

Presentation, Analysis and Discussion of the Findings

4.1 Introduction

In this section, a core of the study is presented. Data collected from the respondents is analysed. The discussion is presented in accordance with research question and objectives of the study.

4.2 Demographic Background of the Respondents

This presents the sex, age, marital status, educational level and occupation of the respondents. These are discussed below:-

4.2.1 Sex

Table 1: Sex of the respondents

Sex	Frequency	Percentage
Males	25	41.67
Females	35	58.33
total	60	100.00

Source: Primary data (2011)

From the study it was established that females were more than males with 58.67% because the study was basically about females.

Figure 1: Sex of the respondents
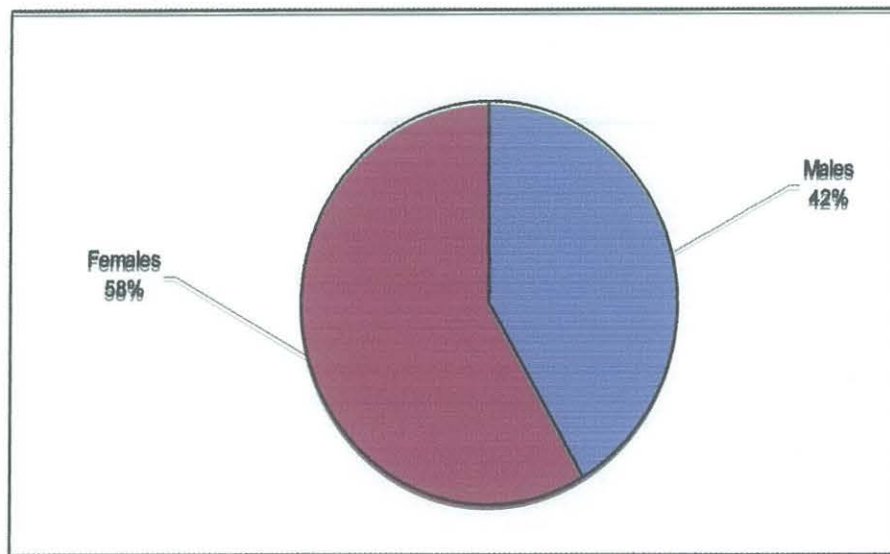
Source: Primary data (2011)

4.2.2 Age

Table 2: Age of the respondents

Age	Frequency	Percentages
Below 25	32	53.33
25 -34	17	28.33
35 – 44	10	16.67
45 – 60	1	1.67
Total	**60**	**100.00**

Source: Primary data (2011)

From the study, three quarters of the respondents are below 45 years of age. Most of the respondents were below 25 years with 53.33%, followed by 25 - 34 years of age with 28.33%, followed by 35 – 44 with 16.67% and lastly 45 – 60 with 1.67%.

Below 25 years of age many as these constituted the children still in school and out of school children and some teachers. 45 – 60 included the head teacher.

4.2.3 Marital status

Table 3: Marital status of the respondents

Marital status	Frequency	Percentages
Single	38	63.33
Married	18	30.00
Separated	4	6.67
Total	60	100.00

Source: Primary data (2011)

From table 3, it can be established that single status were more than others as they constituted 63.33% of the total respondents followed by married with 30.00% and separated with 6.67%.

Single were many as they include the children, teachers who fear commitments. Married included parents of the children interviewed.

4.2.4 Educational level

Table 4: Education level of the respondents

Education level	Frequency	Percentages
still in primary	19	31.67
Secondary	30	50.00
tertiary	4	6.67
graduate	6	10.00
Masters	1	1.67
Total	60	100.00

Source: Primary data (2011)

From the study it was identified that secondary respondents were many with half of the responses (50.00%) followed by still in primary, graduate, tertiary and masters with 31.67%, 10.00%, 6.67% and 1.67% respectively.

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Secondary level respondents included parents, some teachers, tertiary included teachers and graduates included headteachers and masters was the inspector of schools.

4.2.5 Occupation

Table 5: Occupation of the respondents

Occupation	Frequency	Percentages
Farmer	35	58.33
Civil servant	5	8.33
Others	20	33.33
Total	60	100.00

Source: Primary data (2011)

Table 5 shows that most of the respondents were farmers with 58.33%, followed by others and civil servants with 33.33% and 8.33% respectively.

Respondents who were farmers included parents and those who were in others category included children who are still in school.

4.3 Causes of School Drop Out

4.3.1 Number of children per parent

Table 6: Children per parent

Number of children	Frequency	Percentages
1 - 2	5	14.29
2 - 4	22	62.86
4+	8	22.86
Total	35	100.00

Source: Primary data (2011)

From table 6, it is established that most of parents have between 2 and 4 children as this is represented by 62.86% of the total respondents followed by 4 and above with 22.86% and between 1 and 2 with 14.29%.

4.3.2 Education status

Table 7: Are they in school?

Response	frequency	percentage
Yes	19	54.29
No	16	45.71
Total	35	100.00

Source: Primary data (2011)

From table 7, it is shown that most the children are in school with 54.29%, and the rest are not in school as it is represented by 45.71%.

4.3.3 Reasons for not being at school

Table 8: Causes of school drop out

Causes	Frequency	Percentages
Early marriages	20	33.33
Rebellion	2	3.33
personal problems	9	15.00
employment	4	6.67
drug abuse	16	26.67
separated parents	1	1.67
bad school experiences	3	5.00
parent care	5	8.33
Total	60	100.00

Source: Primary data (2011)

From the study it was established that the leading cause of school drop out is early marriages with 33.33% followed by drug abuse, personal problems,

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parental care, employment, bad school experiences, rebellion and separated parents with 26.67%, 15.00%, 8.33%, 5.00%, 3.33% and 1.67% respectively.

Through the informal interviews with the respondents, it was established that young children are forced to drop out of school by their parents as they prefer marriages to education. Personal problems included girls menstruating in classes, having big breasts, being punished every time. Bad school experiences included girls being teased by boys and some teachers who normally touch their breasts, age as when one seems to be older than others say by 10 years that one is most likely not to go to school.

When parents are separated the child is likely to drop out of school as there is lack of school fees, long distance between home and the school as their parents may not want to stay in the same division. In this some children may lack parental care, love and others.

4.4 Effects of school drop out

4.4.1 Attitude of children towards school drop out

Table 9: Attitude of children towards school drop out

Attitude	Frequency	Percentage
Positive	15	75.00
Negative	5	25.00
Total	20	100.00

Source: Primary data (2011)

Most of the children had a positive attitude towards school drop out with 75.00% as compared to 25.00% who had a negative attitude.

4.4.2 Effects of school drop out

Table 10; Effects of school drop out

Effects	Frequency	Percentages
Rural Urban migration	15	25.00
lack of employment	30	50.00
inactive in politics	10	16.67
others	5	8.33
Total	60	100.00

Source: Primary data (2011)

From the study it was lack of employment which is the leading effect of school drop out with 50.00% followed by rural urban migration, inactive in politics and others with 25.00%, 16.67% and 8.33%.

Through the informal interview with the respondents it was found out that lack of employment is due to lack of skills necessary for the jobs, and rural urban migration is as a result of those semi educated ones try to migrate in search of semi skilled jobs or collar jobs such as porters, wheel-burrow pushers in markets, packers, and many others jobs.

4.5 Solutions to the Causes of School Drop Out

Table 11: Solutions to the causes of school drop out

Solutions	Frequency	Percentages
Improved teaching curricular	8	13.33
Mentor	4	6.67
Improved infrastructure	14	23.33
Ensure students-teachers relationship	20	33.33
Improved communication	9	15.00
Improved instruction	2	3.33
Others	3	5.00
Total	**60**	**100.00**

Source: Primary data (2011)

From the study it was established that ensure students – teachers relationship was the most solution with 33.33% followed by improved infrastructure, communication, teaching curricular, mentoring, others and improved instruction with 23.33%, 13.33%, 6.67%, 5.00%, and 3.33% respectively.

Ensuring students-teaches relationship was the most as some students or pupils fear some teacher in the way that they think they will be punished even if when it is not the case.

CHAPTER FIVE

Discussion, conclusions and Recommendations

5.0 Introduction

This chapter consists of the summary of the major findings, conclusion and recommendations.

5.1 Discussion

From the study it was established that females were more than males with 58.67% because the study was basically about females.

From the study, three quarters of the respondents are below 45 years of age. Most of the respondents were below 25 years with 53.33%, followed by 25 - 34 years of age with 28.33%, followed by 35 – 44 with 16.67% and lastly 45 – 60 with 1.67%, and most of the were single status were more than others as they constituted 63.33% of the total respondents followed by married with 30.00% and separated with 6.67%.

From the study it was found that secondary respondents were many with half of the responses (50.00%) followed by still in primary, graduate, tertiary and masters with 31.67%, 10.00%, 6.67% and 1.67% respectively.

Most of the respondents were farmers with 58.33%, followed by others and civil servants with 33.33% and 8.33% respectively, and most of parents have between 2 and 4 children as this is represented by 62.86% of the total respondents followed by 4 and above with 22.86% and between 1 and 2 with 14.29%.

5.1.1 Causes of school drop out

It was found out that most of the children are in school with 54.29%, and the rest are not in school as it is represented by 45.71%.

It was found out that the leading cause of school drop out is early marriages with 33.33% followed by drug abuse, personal problems, parental care, employment, bad school experiences, rebellion and separated parents with 26.67%, 15.00%, 8.33%, 5.00%, 3.33% and 1.67% respectively.

5.1.2 Effects of school drop out

Most of the children had a positive attitude towards school drop out with 75.00% as compared to 25.00% who had a negative attitude. Because of this, it was found out that lack of employment is the leading effect of school drop out with 50.00% followed by rural urban migration, inactive in politics and others with 25.00%, 16.67% and 8.33%.

5.1.3 Solutions to the causes of school drop out

From the study it was established that ensuring students – teachers relationship was the most solution with 33.33% followed by improved infrastructure, communication, teaching curricular, mentoring, others and improved instruction with 23.33%, 13.33%, 6.67%, 5.00%, and 3.33% respectively.

5.2 Conclusions

From the research findings, it's evident that there is a problem of dropping out in primary level. There is a multiplicity of factors that lead to dropping out of school. However, the factors differ in proportions.

Among the factors discovered were early marriages, employment, rebellion, personal problems, drug abuse, separated parents, bad school experiences, and parental care. As a result some of them have decided to join marriage, abandon families and others are seated at their homes doing nothing.

There is need for further research about the rate of girl child drop out in schools in other areas outside Mende Sub County in Wakiso district and on a large scale. This information will likely help the government to formulate policies aiming at reducing the dropout.

There is need for improving school infrastructure, provide all necessities in schools, teachers a need to teach effectively. The community must be sensitized such that pupils who leave schools are not given freedom to sit and forget all about school.

Not all factors related to dropout reduction are school controllable, and solutions to the complex problem of dropouts cannot be achieved by the schools alone. It is a national problem which must be addressed by the whole society. It requires resources that go beyond the school, and solutions require a team approach--the combined efforts of students, parents, teachers, administrators, community-based organizations, and business, as well as the federal, state, and local governments.

5.3. Recommendations

The government should provide all scholastic materials to all schools and should even cross bridges and give a hand to private schools which are also helping a country's future. This can be done by employing and paying teachers, providing books, pens and the rest as it was before.

The government should increase on teacher's remuneration. Teachers' remuneration should be greatly improved if the teaching/learning is to greatly improve. They should be given bonuses, housing allowance and tours once in a while to improve on their solidarity. This increased remuneration, would boost morale, commitment, interest and concentration that would motivate them to handle pupils as their own children such pupils would perhaps educe going away.

There is need to provide lunch to pupils and students as well as teachers. The government should at least allow or enforce parents to start paying for meals at schools. The meals should be uniform.

The government should act accordingly in order to reduce on pregnancies, the causes should be dealt with severely if they are teachers, their academic documents should be confiscated and they should be imprisoned.

There is need to health inspectors to visit schools and give some advice on how to prevent diseases. Similarly, schools should be given nearby dispensaries. In those dispensaries, there should be medicine as well as qualified attendants.

The community should socialize its members to the beliefs, values, knowledge, customs and norms in education. This would help to reduce school drop out.

The pupils should continue to be at school in order to get employed and acquire skills necessary for employers.

The pupils should not commit crimes that may lead them to be heavily punished in order to curb heavy punishments.

The pupils should form discussions groups in order to get or share knowledge among themselves so as to perform well.

There should be set and enforced laws protecting the rights (rights to education) and freedom of children in the community. These should be done through the parliament where democratic means should be done by fail political representative.

Research should be made and coordinated about the causes and effects of school drop out. The findings should be nationally published and broadcasted through various national and private media channels to sensitize the public about the importance of education.

There is need to sensitize the community about the urgency of education in the developing Uganda. All the stakeholders focus in promoting adult education should be established in the area and other rural areas where drop out is still a problem.

5.4 Area for Further Research

The study investigated the rate of girl child school drop out in Mende Sub County in Wakiso district. Though this study examined the roles of various stakeholders there are so many areas that deem relevant to this study that were not dealt with to establish the magnitude of the study. The researcher therefore recommends other researchers to also take further studies about this topic to make the subject more colorful.

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APPENDICES

APPENDIX A: WORK PLAN

April	1st week	Development of proposal
	2nd week	approval
	3rd & 4th week	Collection of data
August	1st & 2nd week	Presentation, analysis of data collected
	3rd & 4th weeks	Submission

APPENDIX B: PROPOSED BUDGET

ITEMS	COSTS IN UGX
Stationary	50,000/-
Printing / binding	70,000/-
Facilitation /meals	70,000/-
Transport	10,000/-
Miscellaneous	30,000/-
Total	**230,000/-**

APPENDIX C: QUESTIONNAIRE FOR PARENTS

Dear respondent,

I am a student of Kampala International University, final year. I am carrying out a research study on the topic: examine the rate of school dropout of girl child in Mende Sub County in Wakiso district.

The purpose of this study is to collect data on the topic. Your response will be treated with confidentiality and the information obtained is strictly for education purposes.

The information given below will be treated with confidence

SECTION A: DEMOGRAPHIC BACKGROUND
(Tick where applicable)

1) Sex of the respondent

        Male

        Female

2) Marital status of the respondent...

        Single

        Divorced

        Married

        Never married

3) Education level of the respondent..

        Primary level

        Secondary level

        Tertiary level

        University level

4) Occupation of the respondent

Farmer

Business man/woman

Civil servant

Others

2. How many children do you have?

Boys ☐

Girls ☐

3. Are they all in school?

Yes ☐

No ☐

4. if not, why are they not at school?

5. What should the government and NGOs do about those who dropped out of a school

APPENDIX D: QUESTIONNAIRE TO THE STUDENTS

Dear respondent,

I am a student of Kampala International University, final year. I am carrying out a research study on the topic: examine the rate of school dropout of girl child in Mende Sub County in Wakiso district.

The purpose of this study is to collect data on the topic. Your response will be treated with confidentiality and the information obtained is strictly for education purposes.

SECTION A: DEMOGRAPHIC BACKGROUND

1) Sex: ....

2) Age : ....

3) Marital Status ....

4) Education background : ....

SECTION B: EDUCATION

5. (i): Are you still a student?

    Yes ☐   No ☐

(ii) If yes what is your interests in being at school?

    i.   ....

    ii.   ....

    iii.   ....

(iii) If no why are you not at school?

    i.   ....

    ii.   ....

    iii.   ....

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6. What is your attitude towards school and why?

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

7. How do you find it being at school? ....
   (i)What makes it as above?

   i.   ....
   ii.   ....
   iii.   ....
   iv.   ....

8. Have your parents contributed anyhow in your being at school?......................

   (i) How..
       ....
       ....

9. (i)What do your parents/guardian say about your performance?

   i.   ....
   ii.   ....
   iii.   ....

   (ii) What do your friends say about schooling?

   i.   ....
   ii.   ....
   iii.   ....

10. (i) What factors make girls perform well in schools?

   i.   ....
   ii.   ....

(ii) What factors lead to girls dropping out of schools?

i. ....

ii. ....

iii. ....

iv. ....

v. ....

vi. ....

11. Suggest ways in which girls' education should be improved?

i. ....

ii. ....

iii. ....

APPENDIX E: QUESTIONNAIRE FOR THE TEACHERS

Dear respondent,

I am a student of Kampala International University, final year. I am carrying out a research study on the topic: examine the rate of school dropout of girl child in Mende Sub County in Wakiso district.

The purpose of this study is to collect data on the topic. Your response will be treated with confidentiality and the information obtained is strictly for education purposes.

SECTION A: DEMOGRAPHIC BACKGROUND

1. Name (optional)..
2. Gender (tick where appropriate)

    Male ☐ Female ☐

3. Age of the respondent

    25 – 34 ☐
    35 - 44 ☐
    45+ ☐

4. Education Level

    Teacher's college ☐
    University ☐

SECTION B: SOCIAL ASPECTS

5. Do your female students often show any interest in schooling?

    ....

    ....

6. If yes, then how can this interest be maintained?