

**CAUSES OF GIRL CHILD DROPOUT: A CASE STUDY IN  
SELECTED SECONDARY SCHOOLS IN  
KAMPALA DISTRICT**

**BY**

**NAKIMULI AMINA**

**B.A, Ed. (Mak.)**

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## DECLARATION

I, Nakimuli Amina, declare that this work has never been submitted to any institution/ organization for any award.

Nakimuli  
NAKIMULI AMINA.

22/10/2009  
DATE

This dissertation has been submitted for examination with my approval as supervisor

.....  
ASSOC.PROF. KARORO E.A  
B.A, M.A, Dip.Ed, PhD (Mak.)

.....  
DATE



## **DEDICATION**

I dedicate this piece of work to Al-Hajji Hassan Basajjabalaba, Mr. Matovu Swaleh , Mr. Ssenkunda Ali, Associate Professor Karoro E.A, Deputy Vice Chancellor, Kampala International University, Hajati Azida Basajjabalaba, Hajji Abbas Kanganve, Hajji Ismail Muwanga, Hajji Elias Nsamba, Hajati Fatuma Nsamba, Mr.Lubega Muzamir my beloved sons Hilali Matovu, Luqman Matovu , Imran Matovu, my only daughter Thamiina Matovu and all great Pan Africans dead and alive.

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## **LIST OF ABBREVIATIONS**

UPE:	Universal Primary Education
USE:	Universal Secondary Education
UNICEF:	United Nations Children’s Fund
V.I:	Independent Variables
D.V:	Dependent Variables
ESA:	Education Standards agency
KCC:	Kampala City Council
UPPE:	Universal Post Primary Education
CVI:	Content validity index
QR:	Quite relevant
VR:	Very Relevant
K:	Total number of items in a questionnaire
H.I.V:	Human immune virus
AIDS:	Acquired Immune-Human Deficiency Syndrome
STDs:	Sexually Transmitted Diseases

## **ABSTRACT**

The study was occasioned by disequilibrium between high rates of girl child dropouts and low retention of the girl child in secondary school. The study sought to establish underlying factors facilitating or causing this trend. To obtain information, the study applied both qualitative and quantitative methods in the field and the instruments were open and closed questionnaire and observation. The study sampled 110 respondents in all and the target audience were teachers, the girl child and school administrators in private and Government Secondary Schools in Kawempe Division.

Study instruments ranged from interviews, documentary reviews, document analysis, and observation. A combination of the above helped the researcher to obtain primary and secondary data. From the field it was established that causes of the girl child dropout were due to poverty, ignorance, weak laws and their enforcement, child labour and negative stereotype against education of the girl child.

In the field, the study observed that a lot was owed to the girl child if her retention in school was to be guaranteed; as enrolment of the girl child was incomparably very low. Many parents had difficulty in making provision of their girl child. Society has largely violated and continued to violate all laws relating to the girl child.

In the field, the study concluded as thus, the rate of girl child dropout was higher than for boys, and this calls for immediate action. A combination of

several factors worked to reinforce the girl child dropout. Poverty had to be addressed especially at the household level, child labour, early marriages, and parental attitude towards educating the girl child.

To overcome these shortcomings the study recommended that a special fund be established to help the less privileged female children, orphans and those from poor families keep in school.

Labour laws should be reviewed to outlaw all forms of domestic child labour such as housemaids, which accounts a greater toll. Defilement and underage marriage laws should be enforced across the board without selective application.

## **CHAPTER ONE: INTRODUCTION**

### **Background**

Since the era of documented human civilization across time and space, the girl child has been prejudiced, discriminated when it comes to accessing educational opportunities for reasons based on social economic and political factors Matembe (2000). In India, the girl child was seen as a curse and a source of economic disadvantages. In ancient Arab world girl, children were murdered upon birth while in most African cultures the girl child though seen as a source of wealth fetched in form of dowry upon marriage; educational rights were compromised in favor of boys Tamale (2001).

Similarly, kaleeba (2003) further contends that in some cultures girls are seen as a source of free labour to cultivate, look after cattle, cook for the family while the boys are left to go to school, accompany their fathers as they go for hunting and boozing expeditions and this has disadvantaged girl children and constrained their stay in schools. However, the extent of this assertion is not yet clear in Kampala District schools and more so in Kawempe division.

The Secondary school enrolment and completion rates of the girl child are considered low in Uganda (Mulondo, 2000). The reasons responsible for this anomaly remain unknown and yet to be established by this proposed study. It is

not yet clear how far true this generalisation holds water in Kampala District and more especially Kawempe Division.

Kawempe Division is one of the five Divisions that make up Kampala District. According to the Education Standards Agency Report 2005, Kawempe Division has one of the highest girl child dropout rates in Kampala district. However, the reasons responsible for this anomaly remain unknown and thus the subject matter of this proposed study.

Kawempe Division comprises of many secondary schools both private and government aided. However, their high girl child drop out rates continue to persist to the wonder of the stake holders involved in the education system and thus the intervention of this proposed inquiry.

There are 5 government aided and 25 private secondary schools in Kawempe Division. It is noted with concern that a recent study of Kampala District school gender enrolment ratios shows a big disparity between boys and girls who keep in schools. It has been discovered that whereas the enrolment rates of both girls and boys are high, the completion rates of girls is very low as compared to boys and one wonders why.

The enthusiasm by the parents to enroll both girls and boys in schools exists but as the children go up the education ladder, the interest and the means of the parents to support them to successfully complete the education system

reduces and consequently the majority of them especially girls start dropping out one by one and one. It is assumed that as one advances up the education ladder for example from primary to secondary and to university and other tertiary institutions, the costs associated with education keep increasing and this forces parents to fail to cope with such Tumanye (2006). But the question arises how come that when the going gets tough in terms of affordability of the increasing costs of education, the parents choose to drop only the girl child out of the education system in favour of the boys?

Matembe (2000) asserts that some African cultures prejudice girls in favor of boys. It is however, inconceivable that in Kawempe Division, which comprises of very many tribes with various cultures, has fallen suit to such bad practices by sharing the uniqueness of treating the girl child more unfairly than boys more so in this era of gender emancipation and millennium development initiatives which all stress; "equal opportunities access".

A recent house hold survey in Kawempe Division (2005) reveals that even with the introduction of UPE and USE in Uganda where children of school going age are supposed to study for free, still the rate of children not enrolled in schools at both primary and secondary levels is high and the majority of them are girls. The District's education census results (2006) have also uncovered gross imbalances between boys and girls' statistical enrolment and completion. It is estimated that at primary level out of every 10-girl pupils that enroll in primary

one, only 6 manage to complete primary seven. While at secondary level, out of every 10 girls that enroll in senior one, only 4 manage to complete senior four. This revelation seems to concur with the earlier discoveries by School Inspectorate Census Reports, 2004 and 2005 respectively that decried the declining number of the girl child education in Kampala District.

This appalling situation needs to be addressed sooner than later. The poor girl child enrollment and completion rates needs to be addressed if the government is to succeed in fostering development programs like UPE, USE, and prosperity for all (Bonna Bagaggawale) among others. This is because uneducated section of the community can hardly conceive, conceptualize and translate government programs into meaningful development on the ground. Secondly, in this era of globalization where gender emancipation is the order of the day, the girl child needs to be accorded equal educational opportunities if they are to compete favorably with others on the global scale. Besides the national Constitution of the Republic of Uganda (1995) underscores the accessibility of equal and affordable educational opportunities to all citizens irrespective of gender or any form of discrimination.

Similarly, Uganda is a signatory to many United Nations declarations for example the Millennium Development Initiatives and the universal declaration on human rights that outlaw the discrimination / prejudice against women as regards access to opportunities. Basing on the foregoing concerns it is



paramount that the government addresses the constraints to the girl child education. This study sought to provide valuable data to such policy interventions designed for the purpose.

### **Statement of the Problem**

Secondary schools in Kawempe Division are characterized by declining rates of the girl child enrolments and high girl child dropouts as compared to boys and one wonders why. The causes of this anomaly in this age of gender emancipation and equality needs to be assessed verified and rectified. This forms the basis of this timely inquiry.

It is important that this problem gets solution sooner than later because it threatens to water down the government programs and policies like UPE and UPPE (Universal Post Primary Education) that promote the education of all children of school going age. This problem needs to be addressed in order not to create future development imbalances based on gender inequalities. If this problem is not solved, in future Kawempe Division Women might not compete favorably with other women in Uganda when it comes to job allocations and sharing of the national cake due to their inadequate education arising from this problem. Society as a whole stands to lose if the girl child education is neglected in Kawempe Division because such half-baked future mothers are likely not to bring up good children and thus perpetuating a vicious cycle of development

problems in the division as well as the country at large. It is against this background therefore that this study sought to find solutions to the problem.

## **Purpose**

The study is an endeavor to investigate the reasons responsible for the high drop out rates of the girl child in secondary schools in Kawempe Division.

## **Objectives**

1. To establish the girl child enrolment and drop out rates in Kawempe Division.
2. To establish the causes of the girl child dropout in selected secondary schools in Kawempe Division.
3. To establish the social, economic and political activities of the community in Kawempe Division to determine if they affect the girl child education in any way or the other.

## **Research Questions**

The above study objectives were translated into Research questions to guide the data collection and later reporting of the findings of the study.

1. What are the existing enrolment and drop out ratios of girl child in Kawempe Division?

2. What are the likely causes of the high girl child dropout rates in Kawempe Division?

3. What are the social, economic, and political activities carried out by the communities in Kawempe Division that might be negatively influencing the girl child education in the Division?

### **The Scope**

The study was carried out in five (5) randomly selected secondary schools in Kawempe Division. That is two (2) Government aided schools and three (3) private secondary schools to get a shared view of the extent of the problem. The study was limited on establishing causes of the high girl child dropout rates in the selected schools. Kawempe division is one of the five divisions that form Kampala city. It is located in the North of the District.

### **Significance of the Study**

The study findings will provide valuable information for the educational planners and community leaders in Kawempe Division.

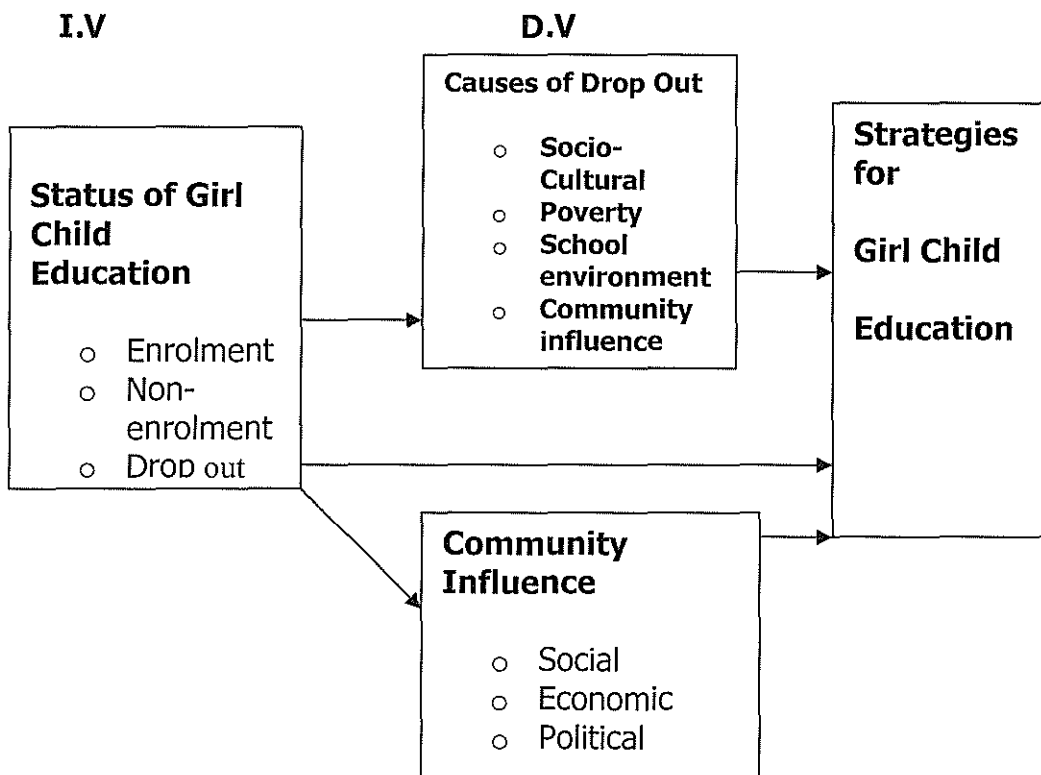
The study will also expose the research gaps that exist as regards the girl child education that future researchers should attempt to bridge.



It is expected that the research findings will make valuable contributions to the existing literature on the girl child enrolment/education. Future researchers on the subject matter may use it to enrich their studies.

## Conceptual Framework

**Figure 1. Conceptual framework, illustrating hypothetical relation ship between independent variables and dependent variables.**



### KEY

**I.V** stands for independent variables

**D.V** stands for dependent variables

**Figure 1. Conceptual Framework:** This is a self-formulated hypothetical framework of the researcher's concept of the influencing factors and outcomes.

The conceptual framework above shows the relationship between the variables of study. It is conceptualized that the girl child education in Kawempe Division is characterized by enrolment, non-enrolment, and drop out in schools. This status of the girl child education in the Division implies, especially regarding the drop out, that there are certain factors that are driving girls to drop out of school, and these can be referred to as causes of girl child drop out. The status of girl child education in Kawempe Division also is because of the community influencing factors in social, economic, and political spheres. Looking at this scenario of the girl child in the division one realizes the need for strategies to improve the position of the girl child education in the Division.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **Introduction**

This section presents an attempt at a critical look at related studies to this topic in order to enrich the inquiry. It also aims at exposing the research gaps if any that the proposed study sought to bridge.

### **Enrolment and drop out rates of the girl child**

The Constitution of the Republic of Uganda, 1995 supports the extension of education opportunities to all citizens without discrimination based on sex and nationality. However, the leaders/communities of Kawempe Division seem to be ignoring the implementation of this clause.

Similarly, Article 41 of the same Constitution, (ibid) gives the citizens freedom to practice their conscience, cultures and creeds provided they do not infringe on individual rights and freedoms of others. However, some cultures in Uganda seem to have compromised on this by prejudicing the education of the Girl child in favour of the Boy child.

Education Standards Agency (ESA) Report (2004) revealed that educational standards in Kawempe Division had dropped by 4 % due to the many un checked mushrooming private schools in shanty areas. It also revealed that, the girl child dropout had actually worsened. It however remains to be assessed and verified hence this study which sought to establish the extent of

this violation/compliance in Kawempe Division.

Similarly, the Kampala City Council (KCC) Education Inspection Reports, 2005 and 2006 revealed that the girl child education in Kawempe Division had dropped by 5 % as compared to that of the boys that had dropped by only 1.5%. However, the reasons that account for such declining girl child enrolment are not yet clear and thus the subject matter of this inquiry. It is feared that unless drastic measures are made to address the problem, the girl child enrolment and drop out rates might reach crisis levels. It is such concerns that formed the basis of this investigation to look into possible causes of the girl child dropouts in Kawempe Division so as to suggest possible remedies to the problem.

### **Causes of the girl child drop out**

Some scholars have suggested various constraints to the enrolment and completion rates of the girl child in general though there is no single study that has ever taken the initiative of establishing the reasons for the poor enrolment and completion rates of the girl child in Kawempe Division.

According to Government of Andhra Pradesh Report (2007), a dropout is considered, a student who for any reason other than death leaves school before graduation without transferring to another school. Dropping out of school is a well-documented social problem and often presents daunting circumstances for

adolescents. Dropping out is also associated with delinquency, and low school achievements

According to a report by Government College for Women, Parade, Jammu, Jammu and Kashmir, India (2007), a study was undertaken to identify limitations for the girl child education in five Indian states. From the field a number of ideas, were brought to bear that helped to define and expose all factors considered to limit the progress of the girl child through the academic ladder.

One of the major reasons for children being kept out-of-school was the lack of education of parents. The public report (2002) on basic education (Popularly referred to as the PROBE report) sought to find reasons for both dropouts and never-enrolment of children in five Indian states of Rajasthan, Himachal Pradesh, Uttar Pradesh, Madhya Pradesh, and Bihar. It was found that parents' attitudes towards education have a major effect on education. It seems that when either of the parents is literate or especially when women are literate, they are more willing to send their children, especially girls, to the school. "The huge dropout rates, however, indicate that children, girls more often than boys, are needed for other activities such as looking after other siblings, domestic work, and help with farm work.

Parents play a crucial role in keeping young people in school.

The degree and nature of family support is determined by such factors as a stressful/unstable home life, socio-economic status, minority membership,



siblings' completion of high school, single parent household, poor education of parents and primary language other than English" (Horn, 1992).

The girls who are denied educational opportunities disproportionately as compared to boys suggest clear-cut discrimination in household behaviour. Parental and social attitudes in most Indian cultural context tend to perpetuate the stereotypes of girls being transient members of families on their journey to marriage and boys being the mainstay of support to ageing parents.

The subordination of the adult women in the household runs parallel with a subordination of the girl child, socializing the latter into the pre-ordained role that she will assume as an adult. The implications of such unequal treatment result in limiting the opportunities and choices that girl children may have both in the present and in the future.

To use Amartya Sen's felicitous phrase, "the capabilities of girls will be severely restricted by the denial of education. If freedom is the goal of development, it will be substantially restricted by the fact that illiterate girls will become illiterate women." One way to empower women would be to bring them out of the limiting boundaries of the household into the wider world of social and political relations. In order to equip women to deal as men do with that external world, education plays an important role.

In contrast, the current policies of the state will perpetuate the confinement of women to their homes and hinder their progress and passage into the world of the 'city.' Children seldom remain out of school for one single

reason. Generally, a combination of causes operates in keeping the child away from the school. Roadblocks in terms of access include absence of school in the village, distance to the school, geographical barriers, inadequate school infrastructure, and lack of basic facilities among others.

Various social factors do not permit children to participate. These includes social, cultural and religious beliefs and practices restraining participation; absence of social norms; social exclusion; poor social positioning; low parental perception etc., there are also various economic reasons for nonparticipation which includes income or expenditure poverty; deprivation of households due to food insecurity, illness, forced livelihood options, lack of choices, vulnerability to crisis etc. wage work by children; unpaid or in house farm, family; household chores; sibling care responsibility, collecting minor forest products, grazing cattle etc; migration of families; high cost of education etc.

Mbasooka (1999) asserts that African cultures discriminate against girls in favor of boys when it comes to accessing educational opportunities. Parents generally believe that even if girls were not educated, their duty is to get married and produce children for their husbands. Ssengabi (2000) seems to concur with the above when he says:

*"Girls are a source of free labor for cultivation, cattle rearing, housework and eventually producing children for their husbands."*

However the extent to which these beliefs hold water, more so in the urban setups like Kawempe Division, remains a subject inquiry.

In a study conducted by Nabakooza (1999), it was revealed that girl children enrolment and completion rates was affected by factors like beliefs by their parents that their girls would be taught bad western cultural behaviors of promiscuity, indecent dressing and birth control measures that are opposed to their African core values. Nevertheless, what remains to be assessed and verified, is to what extent such assertions have influenced the girl child dropout rates in Kawempe Division.

Similarly, Bagonza (1999) contends that in some schools in rural areas where UPE is prevalent, girls are sexually abused by their teachers and fellow pupils and these practices scare the parents and fellow pupils from continuing with education. However it is not yet clear whether a similar situation obtains in secondary schools and more so in Kawempe Division and if so the extent this has influenced the high dropout rates.

A number of studies have been done to explore the relationship between poverty, gender, and education as one of the factors that lead to girl child drop out in school. According to UNICEF (1999) GoU (1999) and MoES, (1999) describe the ways in which girls are found to be disadvantaged in relation to boys.

Poverty often serves to worsen already existing gender biases. When schooling costs become a pertinent issue and a choice has to be made to send a boy or girl, the boy is usually given precedence. This choice is driven by societal

construction of gender where male children are expected to carry on the family tree across generations and are therefore accorded more value than girl children.

In Kawempe Division where research is carried out, is dominated by Moslems and the perceived returns to parents of educating their daughters beyond primary school tend to be lower than for their sons, particularly in patrilineal systems where girls join their husbands. Most parents have the reluctance to educate girls for the other family into which they are expected to marry is compounded by the opportunity costs which continue to get higher for poor households who depend considerably on the labour of their children in order to supplement household income and help to take care of the sick, especially in this era of HIV/AIDS.

Early marriage, especially in the case of girls, is a common strategy used by poor families to raise income for the rest of household members, is more practiced in rural areas. Kawempe Division, where the study was carried out, is surrounded with many slums and many girls perceive marriage as an escape route from family poverty while the common cultural practice of charging bride wealth brings quick and substantial income to her family.

Girls sometimes withdraw themselves from school, especially if their needs for supplies like shoes and dresses are not met by their parents or guardians. In other cases parents encourage girls to drop out or fail to pay their educational costs and arrange marriages for them or encourage them to get married.

Most African societies define femininity in relation to marriage and girls have been socialized to accept that perspective. This social construction that relates femininity closely with marriage also lower girl's aspiration for secondary and higher education as most of them do not see the need to excel in education as a value related with marriage ability.

Kawempe Division is characterized by many markets and so market related factors lead to determination of drop out rates for both primary schools and secondary schools. In the case of girls, however social relations of gender lead to creating and maintaining the gap between boys and girls dropping out of school. At primary school level, it is gendered division of labour within the household that affects the girls while the secondary school level it is marriage norms at community and household levels that adds to the gap already created by differentials to market related factors.

### **Establishment of social, economic and political activities.**

A study on the settlement patterns and their influence on the implementation of government programs and policies reveal the following case scenarios;

- Pastoral communities were less responsive to government programmes like immunization, UPE, USE, Family Planning among others.
- Cultivating communities were proved to be lead employers of child laborers, absconders of UPE and USE programmes, immunization, among others

➤ Entertainment services, Hospitality industries, Tour guides and operators were the leading employers of teenage girls/ dropouts (Report by UNICEF, 2001). However, these findings seem to be generalized and might not be replicated everywhere. It is not clear yet, whether Kawempe Division that is urban and comprising of many people with diverse ethnic backgrounds also exhibits such behavioral traits and if so the extent such as influenced the girl child dropout rates in the division.

Kirunda, (2003) conducted a study on the poor performance of pupils in Busembatya and discovered that most of the time the pupils were engaged by their parents in the chasing away of birds from rice fields.

A similar study conducted by Kapkweyek, (1999) in Kapchorwa District, revealed that children were employed in the guarding of wheat and maize fields against the birds and this compromised their school performance and enrolment. It should be noted however that such can not obtain in Kawempe Division since the communities there are not cultivators. What remains to be established therefore, are the reasons behind the high dropout rates in Kawempe Division hence this study.

## **CHAPTER THREE: METHODOLOGY**

### **Introduction**

This chapter discusses the research design, area of study, population of study, sample size, and selection, data collection methods, data collection tools, data quality control, limitations of the study among others.

### **Research Design**

To conduct this study a case study Research design was adopted. Taking Kawempe Division as a case unit of exploring the causes of the high girl child dropout in secondary schools in Kawempe Division.

Both qualitative and quantitative research approaches were used to gather data, analyze it, interpret it and later report the findings.

### **Population of study**

This study was done in Kawempe Division. It included 5 Secondary schools (i.e.3 private secondary schools and 2 government-aided secondary schools). These schools were randomly selected for inclusion in the study.

The secondary schools in Kawempe Division are infested with a big number of the girl child dropouts for reasons which this study sought to establish.

## Sample size and selection

The study was conducted in five (5) randomly selected secondary schools that exhibited high girl child dropouts in Kawempe Division. This selection was meant to have a shared experience of what obtained in the private secondary schools and Government aided secondary schools. As such, three (3) private schools and two (2) Government aided schools were randomly selected for purposes of inclusion in the study.

**Table I below shows the sample size**

S/N	Category of respondents/ sample	No.	Comment
1	Secondary schools	05	3 Private and 2 Government aided secondary schools
2	Head teachers	05	1 head teacher from each of the selected schools
3	Director of studies	05	1 Director of studies per school
4	Matrons / senior woman	05	1 was selected from each school
5	Girl children	90	18 girls were selected from each selected school
6	Community leaders	05	All 5 from Kawempe Division.
	<b>TOTAL</b>	110	All in all 110 Respondents who Participated in the study.

As seen above, the sample constituted of 110 respondents as detailed. The basis of selection of members for inclusion in the study was by simple random sampling method to ensure that every member of the selected school stood equal chances of being selected for inclusion in the study. The data



generated during the study was representative enough to generalize the findings.

### **Data Collection Methods and Tools**

This inquiry used multiple data collection approaches to exhaustively gather relevant data about the causes of the girl child dropouts in the selected secondary schools in Kawempe Division.

These methods included; the following; Use of, observation, questionnaires, and document analysis.

### **Interview Method**

This is a method of data collection where the researcher probed the potential respondents about their views, opinions, and ideas responsible for the high girl child dropout rates in the in the selected secondary schools in Kawempe Division.

In executing this method of data collection, the researcher administered the interview guides and questionnaire schedules as tools to exhaustively solicit the data from respondents.

### **Observation Method**

According to Enon (1998), this involves critical listening of what respondents say both formally and informally, critical looking at respondents'

behavioral patterns and other indicators with a view of assessing and ascertaining information/events.

This study like wise attended to parents, teachers, girl children, and community leaders say as regards the high rates of the girl child dropout. The study also observed some indicators; case scenario's that had clues as to potential causes of the high girl child dropout and how the problem can be addressed.

### **The Questionnaire Method**

The study used both open ended as well as structured questionnaires that were administered to head teachers of the selected schools to solicit their responses to support the study. This is on the basis of their busy schedules and hence the difficulty in getting people to be interviewed. This tool was also administered to the selected student sample from each school for it was felt that this tool gives the respondents the flexibility, confidence as well as privacy for them to air their views without fear or favor. A separate set of questionnaires was administered to the two groups of respondents respectively.

### **Document Analysis**

This method of data collection as advocated for by Enon, (op.cite), stresses the scanning through all the relevant literature in form of reports, minutes, manuals, registers and bulletins among others that relate to a particular

subject matter under scrutiny. According to the relevant documents like secondary school enrolment records in Kawempe Division, girl child educational dropout reports and statistics from the division education officer Community development leaders, education agencies in the division, Minutes of Board of Governors Meetings of the 5 selected schools among others. All these helped generate relevant data to support the study.

### **Data Quality Control**

The study ensured that the data collection instruments were reliable, accurate and valid thus capable of soliciting dependable and accurate findings. This was done through the following;

### **Pre-Testing of the Tools**

The questionnaires, the interview guides, the observation guides and observation checklist before they were administered to ensure they are clear, relevant, precise and free of ambiguities that might compromised or biased data collection.

### **Peer Reviews**

The study also ensured that before administering the research tools to the respondents, they were peer reviewed i.e. discussed with some of the course mates to ensure their completeness, clarity and relevance with the

implementation of the above suggested data quality control measures, the study generated reliable and valid data/ information about the girl child drop out rates in Kawempe Division.

### **Validity of the Research Instruments**

In addition to the above quality control tools, the researcher ensured that items in each instrument were evaluated to ensure their relevance.

Validity was established through using a Content Validity Index (CVI).

$$\text{CVI} = \frac{\text{QR}}{\text{VR}}$$

$$\text{K}$$

Where **QR** = items indicated by quite relevant

**VR** = items indicated by very relevant

**K** = total number of items in the questionnaire

The justification for establishing the validity of the instruments is to ascertain whether the instrument provides response, the researcher anticipates capturing from the respondents or not. In this case they do. The essence of this method was important because it helped as safety valves for reliability and control against infiltration.

## **Reliability of the Research Instruments**

The instruments were pilot-tested in two secondary schools outside Kawempe Division to ascertain their ability to solicit the relevant responses to support the study. They were further given to other two university lecturers in research methodology, besides the supervisor, for expert advice long before they were administered to the respondents. This activity helped to ensure validity of instruments and consistency.

## **Data Analysis, Interpretation, and Reporting**

The study ensured that the collected data was well organized, edited, coded, and interpreted to give meaning and relevance.

The use of direct quotations was necessary while presenting the research findings. The reporting of the findings as much as possible followed the research objectives and the research questions as earlier outlined in Chapter one of this study.

## **Ethical Considerations**

As much as possible the researcher observed respect for respondents' rights of maximum confidentiality i.e. not being quoted by name for fear of being victimized. Throughout the interviews, questionnaire administering, and observation processes, the researcher avoided asking for the names of the

respondents. It is hoped that the above ethical considerations enlisted the confidence of the respondents and created the necessary rapport to set the ball rolling in favor of this study.

### **Limitations of the study**

The study was limited by tight schedules on the part of the head teachers, girl child, and teachers in fixing appropriate time to fill out questionnaire. However this was overcome as the study was extended even to include public holidays when teachers could find ample time.

## **CHAPTER FOUR: DATA PRESENTATION ANALYSIS AND DISCUSION**

### **Introduction**

In this section, primary and secondary data from the field is presented .Data is categorized between primary and secondary data. This is followed by analysis and discussions. Quantitative data is presented in simple tabular forms. Through out this section, data is presented following the study objective.

### **Study purpose**

The main purpose of this study was to investigate underlying factors responsible for high dropout of the girl child in secondary schools. To obtain data on this particular objective the study employed a questionnaire and the response were; Failure to accomplish the school money and, looking for better schools than their parent schools, inadequate facilities available for the girl child such as sanitary' (Respondent from Mulago secondary school).

Similar concerns were also mentioned by teachers from Kololo High, City View, Margaret Secondary School, and Green Valley High School added that group influence, death of parents /guardians and poverty. Such responses were in line with a similar study conducted in Kenya, (Achoka 2006) in which it was established that the leading causes of girl child dropout were poverty, sickly people, frustration, death and early pregnancies/marriages. Yet in a similar related study conducted in Kenya also pointed out other factors such as low self-

esteem among the girl child, domestic violence, multifunctional people and social misfits as well as H.I .V/AIDS.

## **Objectives of the study**

### **Causes of Girl Child Dropout in Selected Secondary Schools**

Another objective of this study was to establish causes of girl child dropout in some five selected secondary Schools in Kawempe Division .The findings are presented below according to the school.

The researcher administered a questionnaire to the head teacher of the respective selected secondary school, and the findings are presented below:

Mulago Secondary School. This school is a mixed day and boarding private secondary school. The student population is over 800 students. From the self administered questionnaire it was observed that' Girl child dropout was due to factors such as students looking for better schools, and many fail to accomplish the school fees, as well as failure to raise money to meet the school requirements.

Another school covered was Green Valley High School. This is a private day and mixed secondary school. The school's student population is over 1000. According to a self-administered questionnaire, the head teacher of this school, pointed out that lack of school fees, peer group pressure and death of parents/Guardians were the chief cause of girl child dropouts in secondary schools.



Also Kololo High School was covered; it is a Government Aided secondary School, founded by the Uganda Muslim Supreme Council. It has 1000 students. From the questionnaire administered it was mentioned that students fail to meet the school requirements particularly school fees and inevitably opt to dropout.

Elsewhere in the City, city View High School was covered, it is Private initiative, but currently gained the status of government aided. The school has a total of student's population of over 1020 (one thousand twenty). From the responses obtained in the questionnaire. It was mentioned that girl child dropout mainly was due to peer pressure.

The fifth school covered was Margaret Secondary School. It's a public day mixed secondary school, with a students population of 1000 (one thousand) .At this school, the head teacher mentioned that the first problem identified is that the number of girl s who come to seek for admission were still far less compared to the boys. He added that even, of those girls admitted, 'girls may be corrupted by men and taken away for marriage. Other girls when pregnant choose to dropout of School, while some girls still lack school fees' (Respondent from Margaret Secondary School)

### **Social Economic and political Activities in the community that affect girl child education**

Kawempe Division is one of the adjacent towns that make up Kampala City. It is an administrative unit at the level of a municipality. In this division,

there are three categories of economic, social, and political activities mainly forming the social setup of the area, trade, small scale industries and the service sector. From the field it was established that due to availability of many leisure centers in the division such as hotels, bars and restaurants some girl children double as workers in these places as well as students. In the end, they are caught up between two tempting situations. For instance to clarify more on this one respondent said: *'Sex for money may bring problems of STDs, pregnancies. Inability to raise the school fees may also influence her to drop out of school'* (Kololo High School).

Another respondent pointed out that 'socially parents /guardians initiate young girls into work to supplement family income. This makes them admire to look for money than education.'(Green Valley High School).

In addition, the same respondent argued 'Poverty causes girls to leave school because of lack of school fees among others', (Kololo High School).

### **Discussion Analysis and interpretation of the field findings**

The main purpose for this study was to investigate underlying reasons for the high drop out rates of the girl child. The researcher set out to obtain information from the field. Both primary and secondary data were obtained. The study largely obtained qualitative data; and from the questionnaire administered, it can be discussed as thus;

**Research Questionnaire 1 (what are the existing enrolment and dropout ratios of girl child in Kawempe Division)**

Respondents	Frequencies		Percentages	
	Yes	No	Yes	No
Head teachers	04	01	3.6%	0.9%
Director of Studies	04	01	3.6%	0.9%
Matrons	03	02	2.7%	1.8%
Girl Children	85	05	77.2%	4.5%
Community leaders	04	01	3.6%	0.9%
<b>Total</b>	<b>100</b>	<b>10</b>	<b>90.7%</b>	<b>09%</b>

90.7% (110 respondents) mentioned lack of school requirements as the main factor that cut across all over the board. In the perspectives of this study; this is caused by poverty and public attitude. On the poverty line, many people found in this division engage in petty trade, and pretty business as shoe cobbler, mechanics, tax touts and road side vendoring. In such activities no skill is required one can hardly raise sufficient income to meet family provisions and still be in position to pay for school fees. Hence, many a girl child from this category of household opt to drop out of school due to such economic hardships.

## **Research Questionnaire II (What are the likely causes of girl child dropout rates in Kawempe division)**

Secondly, on the argument that school requirements cause girl child dropout, as well as public attitude .Many parents hold a general perception that education of the girl child is not as much important as that of the boy. Hence on the basis of such account, they tend to make payment of their school requirement as second preference that comes second after the boy. At school the management instead interprets the act as failure. In the end, due to constant disturbances, the girl child ends up losing interest and eventually dropping out.

Alternatively many respondents on the issues of economic activities conducted in the area seem to have pointed out the real constraints .This was the nature of economic activities. Activities mainly comprise of garages, Bar and restaurants, open markets, Petty trade and road side vending. In such category of economic activities unskilled labor is sought .Therefore, this study is of the view that many girl child largely drop out to provide cheap labor in the informal sector.

Likewise, the high dropout rates are indirectly caused and enhanced by the weak legal regime and its enforcement. Throughout the division the researcher observed several incidents especially in restaurants, bars and roadside vending with girls of school going age providing labour.The society and business proprietors seem not bothered .Therefore a weak legal regime and its

poor enforcement is arguably a fundamental recipe for the high rate of girl child dropout.

**Research Questionnaire III (What are the social, economic and political activities carried out by the communities in Kawempe Division.)**

Lastly, ignorance on the part of society. Parents still believe that girl child education is not necessary. Many parents perceive the continued stay of the girl child in school as wastage of the human (individual) and economic resources. The position is demonstrated by the fact that high retention rates were for boys and low for the girl child. Indeed it is more of these social perceptions that have caused or even worsened this matter more than any other factor.

## **CHAPTER FIVE: MAJOR FINDINGS CONCLUSIONS AND RECOMMENDATIONS**

### **Introduction**

The main purpose for this study was to investigate reasons underlying the high dropout rates of the girl child in secondary schools in Kawempe division. In this section, major findings, conclusions, and recommendations of the study are presented.

### **Major Findings**

In the field it was established that;

#### **Objective one**

High drop out rates cut across government and private secondary schools

Many parents have difficulty in sustaining the girl child in schools

A section of the population still held the view that girls were inferior to boys.

#### **Objective two**

Raising school fees and other school requirements was still a problem hindering retention of the girl child in school.

#### **Objective three**

Social set up and means of livelihoods in the community had direct effect on the girl child in secondary school.

Society violates laws relating to the protection of the girl child especially that of defilement.

## **Conclusion**

From the findings above, the researcher wishes to conclude that:

### **Research question one**

- a. The rate of girl child dropout was higher than that of boys.
- b. The rate of the girl child enrolment in secondary schools was very low in Kawempe compared to that of boys.

### **Research question two**

- a. Several factors account for the girl child dropout .i.e. they ranged from cultural, ignorance, poverty and weak laws as well as their enforcement. Poverty at micro level (house hold) level is still a big a threat, working against all efforts aimed at retaining the girl child in school.

### **Research question three**

- a. The social, economic and political activities in Kawempe Division have negatively influenced the girl child education in the Division. Girls are taken to provide labour in hotel, bars, markets and restaurants. This is due to the weak legal regime and its enforcement in Kawempe Division.

## **Recommendations**

From the conclusions of this study, the researcher wishes to recommend thus,

### **Objective one**

- a. Enrollment rates of the girl child should be enhanced through establishment of a special fund to provide for bursaries to the needy and underprivileged.

- b. Guidance and counseling lessons should be –re-established and enhanced to create social awareness among both the girl child and their parents on the need to have an educated girl child.

### **Objective two**

- a. Government should, in partnership with other key stakeholders review labor related laws to discourage child labor.

### **Objective three**

- a. Above all government's universal Secondary Education initiative should be intensified to provide greater access to free education among the girl child from the less privileged families. Like defilement laws and marriage of underage, should be thoroughly reinforced and enforced, not mere rhetoric.

### **Emerging Issues and suggested areas for further research**

- a. Government and other development partners should think out modalities to initiate vocational training, to impart skills to the girl child who may not be able to complete the formal education ladder.
- b. Laws relating to marriage should be amended to enable those who might have dropped due to early marriages /pregnancies also secure access to a second chance to school. Double session should be re-introduced to cater for the underage mothers, less privileged and the part time students, to access formal training at their convenience.



- c. Universal Secondary Education should be re designed further to realize its impact and achieve the set objectives; schools should be funded to provide sanitary facilities for the girl child.

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## APPENDICES

### APPENDIX A

#### QUESTIONNAIRE (for head teachers)

To be administered to head teachers and selected student sample of the selected schools.

Kampala International University-Western Campus.

Dear respondent ,part of the requirement This study aims at getting your views, suggestions and comments about the causes of high drop out of the girl child as compared to boys in Kawempe Division in order to find solutions to the problem. All the information given will be treated with confidentiality and will be used only for this study purpose. Please do not write or indicate your name anywhere on these sheets.

#### SECTION A

Background Information.

1. Name of the school.....
2. Indicate the status of your school i.e.

Government aided [ ☐ ]          Private [ ☐ ]

3. Total number of students.....

4. Total number of teachers.....

5. Gender composition; Boys[ ] Girls[ ]

6. Please indicate your educational level acquired;

Graduate [ ]

Post graduate [ ]

Undergraduate [ ]

Others please specify.....

7. For how long have you served in this school?

Below 3 years [ ]

Above 3 years but below 6 years [ ]

Above 6 years but below 10 years [ ] Above 10 years [ ]

## APPENDIX B

### SECTION B

Questions on the existing gender enrollment ratios

1. Please indicate how many girls each of your class has i.e.

Senior One [   ]

Senior two [   ]

Senior three [   ]

Senior four [   ]

2. Indicate how many boys are enrolled in your school class per class as you have done above.

Senior one [   ]

senior two [   ]

Senior three [   ]

senior four [   ]

3. Are you impressed by the existing enrollment ratios? [   ] Yes [   ] No

4. If the answer to the above is yes, state reasons why.

.....

5. If the answer to question number 3 above is no, state reasons why.

.....

.....



6. Can the obtaining gender enrollment ratios be improved upon in your school?

Yes [   ]

No [   ]

7. If your answer to the above is yes, mention how.

.....

.....

8.        If the answer is no, state why you think so.

.....

.....

.....

.....

## APPENDIX C

### SECTION C.

Question on causes of high girl child drop out.

1. Girl child drop out rate is high in your school. Yes [ ] No [ ]

2. If the answer to the above question is yes, mention reasons why you think so.

.....

.....

4. Mention factors that you think are responsible for the high girl child drop out from secondary schools in Kawempe Division.

.....

.....

5. Suggest ways how the high girl child drop out can be addressed in Kawempe Division.

.....

## APPENDIX D

### SECTION D

Question on the social economic and political activities of the communities in Kawempe Division.

1. Social, economic as well as political activities of the communities are believed to be contributing to the high drop out rates of the girl child from secondary schools in the division.

Yes [ ]

No [ ]

2. If the answer to the above is yes, state how the social activities of the communities in the division are responsible for the high drop out rates of girls from secondary schools.

.....  
.....

3. State how the economic activities of the division could be influencing the girl child drop out from secondary schools in the division.

.....  
.....

4. State the extent to which the political activities of the communities in Kawempe Division could be hampering the girl child education at secondary school level.

.....

.....

6. Suggest ways through which the above hindering factors of girl child education can be solved in Kawempe Division.

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