

**AN INVESTIGATION INTO FACTORS AFFECTING GIRL CHILD SCHOOL  
DROPOUT IN BUNDIBUGYO DISTRICT UGANDA  
(CASE STUDY OF BUBANDI PRIMARY SCHOOL)**

**BY**

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### **DECLARATION**

I Sarah Ester, hereby declare that the content of this dissertation is a result of my study and to the best of my knowledge. It is not a duplicate of any other academic material unless acknowledged otherwise; it has never been forwarded for any form of award of a degree or diploma in any institution.

Sign.....

Date.....18<sup>th</sup>/03/2018

SARAH ESTER

## APPROVAL

This is to certify that this research Dissertation has been under my supervision and now it is ready for submission to the college of education, open, distance and e- learning for approval.

Sign  Date 21/03/18

MR. LAAKI SAMSON

**SUPERVISOR**

## **DEDICATION**

This academic research work is dedicated to my parents, Mr.Late Mwesigye Richard and my mother Mrs. Nanjara Rose. My siblings, Brenda Damali, Natumanya, Medrine, Kamereba Danella, Mugabe Aggrey and Richard Junior. Not forgetting friends like Kakwangwa Ahizaya, Kyasima Esther and Wor Hellen.

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I am above all, most grateful to the Lord for the opportunity, strength, provision of finances and ability throughout the course period.

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## **ABSTRACT**

The qualitative study investigated the causes of girl child dropout in Bubandi Primary School- Bundibugyo. The study was guided by the following objectives; to establish the institutional factors leading to school dropout, to find out if there are some cultural factors in society which cause girls to dropout of schools, to establish if the government policies have influenced girls to dropout of schools and to find out if family background has influenced girls to drop out of school.

The study utilized a questionnaire to obtain data from the respondents, about factors for girl child school dropout. Observations were also made to consolidate the findings.

Findings showed that government had formulated gender blind policies which could not effectively empower girl's education. The girls were dropping out of school because there was no legislation against the social customs that negatively affected them such as early marriages, the burden of domestic cores and gender preferences. It was also discovered that the curriculum was overloaded and not gender responsive. The school learning environment was also a problem because the teachers had a negative attitude towards over age girls. Sanitation conditions were appalling in some schools and thereby appealing girl children from schools. Most dominant was cultural values beliefs and practices.

It was recommended that sensitization and legislation against negative culture be initiated starting with the family where the roots of socialization begins until it perpetuates the whole society. It was also recommended the curriculum be enriched and legal and judicial institutions be upgraded.

## **ABBREVIATIONS**

UNICEF:	United Nations International Children Education Fund.
UNESCO:	United Nations education Scientific and Cultural Organizations
D.E.O:	District education Officer
ILO:	International Labour Organization
M.O.E:	Ministry of Education
UPE:	Universal Primary Education

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0. Background of the study**

According to the study told by Aligonza David who is forty eight years in Bubandi Primary School- Bundibugyo who said that equality and female empowerment has been highly recognized as both ends in themselves and the cornerstone of development of countries. According to Kofi Annan (2005), in his world population day speech, it goes hand in hand with investments education, economic opportunity and reproductive health and taken together these are a powerful force for lifting millions out of poverty researchers have realized that empowerment impinges on education (Musinguzi, 2005).

The government of Uganda is fully aware of the opportunity and empowerment of marginalized groups one of them being children as it's crucially important given the circumstances. Women are the majority of the population and have been recognized as the custodians of the culture and wealth creators of a nation. In response government has joined the rest of the world by targeting them with good programmes and policies such as universal primary education to benefit girl children.

Universal primary education was launched in 1996 by the government, to cater for the educational needs of all children of Uganda, regardless of their age, sex, race and physical state. This was indeed a good justification. However much of the successes of UPE have been symbolic. We observe with disappointment that it has not really targeted and majority who are vulnerable and in specific the girl children. It has been so slow in boosting the number of girl children who complete the 8 years cycle of primary education. The implementation of UPE in Uganda has been on the whole, lacking as reflected in the quality and accessibility of free education.

Indeed girls persistently continue to perform poorly in classroom activities. Truancy in primary schools has been a characteristic of girls who remain at homes for reasons, in the end many have dropped out. Cultural practices that prohibit girls from advancing in and accessing education together with societal perceptions and attitude which make people believe that women are not capable of achieving much in life other than marriage remain a challenge to accomplishing universal primary education. It is on this note that causes girls to drop out of public primary schools where UPE has been implemented. This research was undertaken in Bubandi Primary school Bundibugyo district, Uganda.

### **1.1. Statement of the problem**

Despite government's efforts to invest in to expansion of universal primary education, which has in turn resulted into increase in numbers of children in public primary schools, the numbers of female who successfully complete the cycle has not grown as expected. Retention of children in schools has remained a challenge to the sub sector, with girls mostly dropping out of school. When it comes to performance in class, girls have been said to perform poorer than boys. This research was therefore intended to investigate the causes of girl child dropout from public primary schools.

### **1.2. Purpose of the study**

This research investigated the factors that cause girls to drop out of public primary schools of Bubandi Primary school Bundibugyo district, Uganda.

### **1.3. Specific objectives**

The following objectives guided the study;

- i. To establish the institutional factors leading to girl child school dropout.
- ii. To find out if there are some cultural factors in society which force girl children out of school.
- iii. To establish if government policies have influenced girl child school dropout.
- iv. To find out if family background has influenced children to drop out of school.

#### **1.4. Research Questions**

The following research questions were formulated so as to focus the analysis and interpretation of findings;

- i. Are there some institutional factors that influence girl children to drop out of school?
- ii. What factors exist in the community that is influencing girl children to drop out of primary schools?
- iii. Are there any government policies that help to retain girls in schools?
- iv. How does the family background of girl influence their dropping out of school?

#### **1.5. Scope of the Study**

This research investigated those factors that were causing girl child school dropout in Bubandi Primary school Bundibugyo district, Uganda.

. It focused on school factors such as security and safety of girls; the type of teachers who teach girls in school; the quality education offered. It also assessed government policies such as cost sharing. It also addressed factors present in society related to influence from peer, child labour and family background of children most especially the attitudes that their parents held about their education. The research was conducted in five schools in Bubandi Primary school Bundibugyo district Uganda. The research started from December 2017 to May 2018.

#### **1.6. Significance of the Study**

The study of the findings would be used to;

Have data bank concerning child dropout of the school.

Be a source of literature for the implementation of factors affecting girl child dropout.

Communities to identify gap in factors affecting girl child dropout and design away of improving it.

Service providers to improve on the competence and motivation.

Government and District administration to make policies by-laws that governs the people.

### **1.7. Definition of Terms**

**Dropout:** To stop taking part or stop studying or accepting social behavior in the society for example she drops out of the team or school.

**Culture:** Development of human powers body mind and spirit by training experience or expression of intellectual development of arts and science in the society.

**Attitude:** Feelings, thinking or opinions about something or away of placing or holding the body.

**Tradition:** Passing on from generation to generation of opinions, believes and customs.

**Empowerment:** To give a person power or authority to act.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0. Introduction**

This chapter reviewed literature of accredited and expert researchers who researched the problem of girl child school dropout they have an account of their knowledge and ideas that have been established and were related to girl child empowerment through education and the challenges.

#### **The justified need for girl child education**

According to Marrison (2007), education for both male and female has been regarded as essential for individual and national development. Literacy for women has been observed as an important key to improving health, nutrition, increased production and to empowering even the female to participate in decision making in the society.

Education opens avenues for women to better incomes, employment opportunities and better care for their health including lowering fertility rates. It has therefore, been approved as a vital ingredient for national transformation (Kabeer, 1994). This is why the Ugandan government thought of launching free primary education.

#### **Meaning of female empowerment**

According to feminist scholar Antrobus (1989), defined empowerment as a bottom process where less powerful groups of people such as women and the poor have groups over their lives. According to her it is a systematic process of weakening structures of female subordination to achieve gender equity. One of the means of empowering girl children has been by providing free primary education.



## **Free primary education in Uganda**

Free primary education has been introduced in Uganda to give a chance to all children access basic education of a minimal fee. As we examine the history of the launching of free primary education was not as smooth road. Each time it was declared, little or no strategic plans had been put in place to ensure smooth implementation of the programme. The implementation was therefore met with challenges such as enrolment outstripping the number of available material and human resources. The non-free charges resulting from the policy of cost sharing burdened parents who were of a low economic status children of differing ages attend the same classes. High rates of school dropout were registered year after year. It's registered the free UPE was reimplementation still with challenges such as sourcing of funds to sustain an increased population in primary schools and disbursement of money to school in a good time, maintaining the quality of education as the enrollment increases in schools and ensuring that retention rates remain high in areas where other factors such as female genital mutilation, famine, and nomadism militate against the pupils remaining in schools (Ngaroga, 2006).

## **The current state of girl child access to free primary education in Uganda**

While the government of Uganda has invested much in providing education for all, statistics show that some children are already out of school.

FAWE(20000, commented that when children join grade one in Ugandan primary schools, 50% of them are female, however enrollment decreases as they ascend in education. In the same publication, it was estimated that over 36 million of African girls, most of whom reside in rural areas are out of school either having never enrolled or having dropped out of the education system.

According to Cherop Augtine (DEO) (2008), who was highlighting gender disparity in Uganda education system, mentioned the difference between girls and boys dropout rates. According to him, more girls dropout and few move to the next class each year.

He also added that girls continue to perform better in languages and boys are better in science and technical subjects and no scientific explanation has been given.

According to CESA team (1994), although females constituent 51% of the population, their literacy rate is only 45% and the dropout rate is markedly higher than that of boys. Dropout rate stand at 11% in the lower classes and 9% in upper primary level, of the children entering primary one, the probability of a boy completing senior four is twice that of a girl. FAWE (1996) also reported that of all girls who enroll in standard only 34% complete primary seven as compared to 70% for boys.

### **Factors influencing girl child dropout of school**

According to World Bank (2000), the main barrier to the education advancement of women has been structural and institutional. The factors that cause dropout of girls in schools have been categorized as follows; government policies, societal influences, education institutions and family background.

### **Government policies and girl child dropout**

According to R.E. Allen (1990), a policy is a course or principle of action which has been adopted or proposed by a government party, business or individual.

Free primary education in Uganda is indeed a good policy which could help to reduce the gap between the grade and female. It is however observed that government current expenditure per primary school child has rising in recent financial years. This forced the government to formulate the policy of cost sharing in 1988 which shifted part of the burden of financing education to parents. It is sad to note that policy has made the lives of poor parents difficult to support education adequately, consequently education is now beyond the reach of many households (World Bank and MOE Studies, 1995)

On the above note, Ngaroga (2006), also added that one of the problem of free primary education is that children have to be sent back home because what he called non fee charges of desks, uniforms, books and building funds. Poor parents of course cannot readily afford due to their extremely limited resource particularly in the rural areas with many children. This has had adverse effect on their access to education and the worst affected are girls.

### **Government weakness in formulating gender neutral policies**

On balance, in spite of the major strides taken towards women empowerment in Uganda, a closer look at the present system reveals a number of bottle necks. The fundamental problem is that individuals are often not aware of the manifestations patriarchy and its pervasiveness because it is intrinsically rooted in our values systems beliefs and thinking processes. Policy makers who are mainly men, but also women hardly realize they are practicing gender discrimination. This shows that it is impossible for them to formulate neutral policies in education. Examples such gender blind policies include the quality of curriculum materials being used in primary schools which are gender insensitive.

### **The state of legal framework that provides security for girls**

Government is responsible for formulating laws that could help safeguard the right of children to education. But according to Dragoni (2006) the legal framework was one of the barriers preventing access to social rights. That the structure and the form of provision that legally modify and organize social rights are crucial. That these kinds of obstacles that arise in this regard not only create difficulties for the realization of rights but also exclude some people.

There are no formal laws that safeguard young girls from abusive social practices such female genital mutilation, boys education being preferred to that of girls, early marriages. All these happen in Uganda but no one seems to care because the policy makers are gender biased themselves if ever these laws safe guarding girl children exist

are weak. Therefore a conflict between modern law and cultural practices beliefs expectations.

### **Cultural influences on girl child dropout**

It is well known that cultural systems influence and condition the behavior perceptions and attitude of people.

Now a number of researchers are aware that culture is used to justify and keep women subordinate (Bystydzienk, 1992; Kabeer, 1994, and UNICEF, 2000). When it comes to education the cultural outlook in many cases has favored male and female. This is evident when an adverse economic condition prevails girls withdrawn first FAWE (2000). Female literacy and in particular female dropout lack of school fees when parents prefer boys education if a choice is made.

More anti-progress aspects of culture have been noted as follows; distribution of domestic work where girls are given more than boys; early marriages and the need to get bride price. At these mentioned mean an incomplete education for the girls.

Attending funeral rites has also been an outcry in the school. Okwatch (1996) lamented that cultural practices lead to despair in school attendances on girls both in preparations and healing processes which sometimes lead to death. That the ultimate lead to the despair in school attendance and the performance ends up to girls withdrawing from school.

Once initiated some pupils develop a negative attitude towards teachers and school. Girls feel they are grown up female and therefore must get married. This is because in some communities' girls or boys to get married after they have been initiated, pressure put on them to leave school and meet traditional expectations.

### **Family background and girl dropout**

The family has been observed to greatly affect the children's educational performance, attainments and advancement. In fact the parents' educational attainment, their socioeconomic status will influence their attitudes towards education and their efforts to aid their children to school and encourage them to stay in schools.

Poor parents have been unable to provide basic needs such as food and educational materials for their children (World Bank, 2003). This coupled with the policy of cost sharing those parents who cannot afford the cost of educational materials are the regular cases of absenteeism and some have had to drop out of school.

As a matter of fact poor parents are the same people who have forced their young daughters into marriage pre-maturely because they want bride wealth, and extra income to pay fees for the boy children (UNESCO).

While poverty affects household as a whole, the division of labor between female and males and the responsibilities for the household welfare leads to girls to bear a disproportionate burden. According to Ahobus (1989), the females will always attempt to manage household consumption and production under conditions of scarcity.

World Bank (2000), also revealed that in the recent estimate in the labor magazine (ILO), children aged 10-14 years and mostly girls in particular, are economically active of which 32% of them are in Africa. Parents have been identified to be the main employers and this provides a major challenge to education. In the same article World Bank (2000) expressed concern that child labor will never be eliminated because many children are forced to work and earn some money. Those who get used to earning some money. Those who get used to earning upon returning to classes cannot easily concentrate.

### **Parents' attitude towards education**

Parents' socialization of girls in gender roles from a tender age. This has made the girls boys to learn the sex appropriate behaviors and traits in childhood. Consequently children and in particular girls have failed to enroll in or to complete the seven year primary school cycle because their parents do not value education (UNESCO,2003). In most cases because parents themselves are not well educated and therefore see no value at all. There is also a myth among the illiterate parents that boys are generally more clever and hard working in school.

### **School influence on girl child dropout**

Schools are some of the institutions that have been used to implement government policies. For example free primary education has been implemented from schools in order to empower vulnerable groups of people in particular girls. Worry has however filled the policy makers about whether indeed the girls are getting quality education.

On the above note when addressing barriers preventing access to social rights Dragon (2006), mentioned the weak institutional framework. According to her, the institutions are necessary for ensuring that available policies and laws are implemented are either weak due to the fact that they are under resourced.

### **Institutional influence of girl child dropout**

Several institution based factors have been cited as being responsible for influencing school dropout in most developing countries. First and foremost cost of school based institution itself is a major factor. Schools require pupils, uniforms, textbooks, and stationery. Since the cost of these items is high children whose parents cannot afford to provide all or most of these requirements, are always under pressure from school administrator. The frustrations these children go through affect their academic performance they lose interest in school and eventually they drop out of school.

The overloaded 7-4-2-3 curriculum is one of the factors which affect girl children participation in school negatively (World Bank, 2000). The pressure under which pupils' work in a lot that this type of education offers competing demands on girl's time and labor in developing countries in particular. In Uganda seven subjects are taught and at the end of the seven year cycle, four of them are examinable. In Uganda classes begin at 8.00 am and end at 5.00 pm and these children usually have a short holiday. This burden has reduced children's time most especially girls and hence they are demotivated to learn. The consequence is that their performance deteriorates. In the process the children will give up on education and dropout of school. This curriculum also has a bearing on the costs borne by parents such as the purchase of textbooks and the non-fee payments.

Ngaroga(1997), also expressed concern about the school learning environment. He observed that school factors such as unfriendly teaching and learning environment, lack of toilet and proper sanitation, coupled with gender biased textbooks causes gender disparity in education. He went on to report that even the teachers are gender sensitized and continue to perpetuate stereotypical tendencies in schools. This negatively impact girls' negatives. He also gave an example of those teachers who assert that girls can never do well in mathematics. Teachers' attitude towards girls and their classroom management and interaction with pupils have a great impact on their children's achievement and retention in schools and in particular girls.

A few classrooms observations indicate that teachers in Uganda have a tendency of abusing their pupils both physically and sexually. CESA (1994), in Beijing women's conference the safety and security of girl children was questioned both in and out of school. Contributions were made about sexual exploitation and abuse. Similarly in Uganda coercive sex has been reported as rampant, by family planning perspective published in (2004).

If education is for all and if indeed girls or female in general are great contributions to society, then why is it that policy intended to empower them is falling? There is an alarm on this note which government must put right or else the women in Uganda shall remain subordinate to man and shall remain in the kitchen forever.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0. Introduction**

This chapter explained the methods that the researcher used to select geographical areas from which this research was carried out and the methods which were employed select respondents. It also explains how data were collected and analyzed.

#### **3.1. Research Design**

This research took form of a case study because it focused on one single area of Uganda hoping that the findings would be a representative to the rest of Uganda where the policy of free primary education had been launched. It was more of descriptive in nature but qualitative methods had to be employed to analyze the data.

#### **3.2. Research Area**

The research study was carried out in Bubandi primary school in Bundibugyo district, Uganda. The community was required to attain the survey about the girl child dropout to give the information and views concerning factors affecting girl child school dropout.

#### **3.3. Target Population**

The researcher choose this population because teachers here were implementing free primary education and the children in this area were some of those who were coming from poor families and from diverse cultural backgrounds.

#### **3.4. Sample Size and Sampling Techniques**

Because of limited time the researcher generated the relevant information from who were well acquainted with the children they teach. Seven teachers were from five schools. Each school had to contribute a teacher from each primary one to primary

seven. This was done because I wanted to get the progress of girl children from grade to grade and to get the number of those who had dropped out and why.

### **3.5. Sources of Data Gathered**

The sources were both primary and secondary data, which were used in this study. Primary was collected from the teachers in form of responses they gave, and by observing and recording more from the field. Secondary data were obtained by reviewing people's literature in order to get an in depth understanding of the problem.

### **3.6. Instrumentation**

The researcher constructed a semi structured questionnaire to help obtain data from the teachers. A questionnaire was chosen because it could collect the required data within the shortest time possible and because teachers were literate and could therefore fill in the questionnaire with little difficulty.

The questionnaire had open ended items where by the teachers were to respond in details, and close ended questions where the teachers could give agree or not. The items were formulated according to the objectives and research questions.

### **3.7. Reliability of Instruments**

The questionnaire had to be tested for its ability to generate reliable data. This was done by the researcher identifying some teachers from around and gave it to them to fill. The reason was to test each item for the following; whether it was not ambiguous, where it was sensitive and whether it was a repetition. The questionnaire was then edited.

### **3.8. Procedure of Data Collection**

Research must always be done in an ethical manner, and so it is important that the person carrying out research seek permission, this is what exactly the researcher did. An introductory letter was obtained from Kampala International University. This letter

had to be presented to the teachers where this research was carried out to seek permission.

On granting of permission, the researcher with the help of the head teachers gave the instrument to teachers as observations were carried out. The questionnaires were collected from teachers on that very day.

### **3.9. Data Processing and Analysis**

This involved a set of activities which included; editing out mistakes made by the respondents, assigning the responses code numbers and then using excel programme to analyze the data. Frequency tables, and bar graphs were used to process and analyze data in percentages and frequency counts. Interpretations were made about the findings generated and a conclusion drawn.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS, INTERPRETATION OF FINDING AND DISCUSSION.**

#### **4.0. Introduction**

The purpose of this project is to investigate the factors that contributed to girl child dropout. The variables that were investigated by the government policies and free primary education, the school environment, the family background of children, the society and its influences. This chapter presented the data gathered, analyzed it, and findings were interpreted and discussed in the line with what the experts had said before.

#### **4.1. Background Information**

The respondents used in this were all teachers in public primary schools. The background information which had a bearing on girl child was the teacher's qualifications, their teaching experience and their sex.

##### **4.1.1. Teachers Level of Training**

It was assumed that teachers who are well trained can contribute to a conducive environment in school.

**Table 1: Showing teachers qualification**

<b>Teacher's qualification</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Certificate	25	35.7
Diploma	27	38.6
Graduate	18	25.7
<b>Total</b>	<b>70</b>	<b>100</b>

Finding in figure showed that twenty five teachers had trained up to certificate. Twenty seven of them had a training of a Diploma in primary education. Eighteen of them had graduated in primary education.

The above finding show that there are many teachers with low level training in instruction yet such teachers have acquired the basic skills in education to teach effectively that they need advanced knowledge to address sensitive issues such as a gender responsive environment. This could be contribution factor to girl child dropout although these alone cannot be used to make such a judgment.

#### **4.1.2. Plans for Upgrading**

The researcher wants to establish if the teachers have any plans for upgrading 52 of them responded to this question.

**Table 2: Showing plans for upgrading**

<b>Plans for upgrading</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	30	42.9
No	22	31.5
Undergoing training	18	25.7
<b>Total</b>	<b>70</b>	<b>100</b>

***Source: Field data 2014***

Finding show that 25 of the teachers have plan to go training, 12 teachers declined that they had any plan to for upgrading, 15 of them contributed that they were undergoing training at the moment.

The forty 40 teachers who had a plan or already who are already going in service training gave hope that they would be able to conduct effective teaching better than what they are.

### 4.1.3. Teaching Experience

The number of teachers have spent in a particular school will determine how accurate the data will be. This is what had to be published.

**Table 3: Showing teacher's experience**

Years spent in school	Frequency	Percentage (%)
Up to 10 years	15	21.4
Up to 5 years	39	55.7
Below 2 years	16	22.8
<b>Total</b>	<b>70</b>	<b>100</b>

*Source; Field data 2014*

Finding show that majorities of the teachers had been teaching in those schools for over five years. We could therefore rely on these 54 teachers to confirm that much of the data obtained was reliable enough to be used to make inferences.

### 4.1.4. Gender of Teachers.

Antrobus (1989) had realized patriarchy and its pervasiveness is already rooted in our value systems, beliefs and thinking processes. The issue was girl child dropout and therefore our ability to perceive whether this indeed was a problem or not depends on our sex whether male or female. The researcher wanted to find out if teachers were indeed concerned that this was a problem in order to provide dependable information about the problem. It was assumed that male teachers could give biased information.

**Table 4: showing distribution of teachers by gender**

Gender	Frequency	Percentage (%)
Male	28	40
Female	42	60
<b>Total</b>	<b>70</b>	<b>100</b>

*Source: field data 2014*

Out of the respondents interviewed 28 of them were male and 42 of them were female. These statistics were termed as good because they could give us balanced information about factors influencing girl child dropout.

## **4.2. Government Policies and Girl Child Dropout.**

There are some policies that government has set but have not benefited all. Despite the free primary education policy under which government cover fees, costs borne by parents, remains a major cause of dropout. Secondly researchers have now established that some policies made by government are not neutral and therefore benefiting a few. Some are too weak. In this section the researcher investigated the policy of cost sharing and how it has affected girl child education.

### **4.2.1. The Policy of Cost Sharing And Its Effect On Girl Child Education.**

According to the World Bank and MOE studies (1995), the policy of cost sharing had made difficult the lives of some parents because they have to partly facilitate their children's education. And FAWE (2000) added that when it comes to making choices on who should miss out on school, girls have been victims.

**Table 5: showing the teacher's response on effect of cost sharing on girl children retention school**

<b>Teachers response about the effect of cost sharing</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Poor parents have forced children out of school because they cannot afford buying school requirement.	24	34.3
Some children miss school because their parents do not have money to buy uniforms	13	18.6
Some children do not write books assignment because they do not have pens/pencils.	8	11.4
Some children have to go and do casual work to earn money to buy school uniforms.	15	21.4
Many children are performing poorly because they have lost interest	10	14.3
<b>Total</b>	<b>70</b>	<b>100</b>

**Source: Field Data 2014**

According to what 70 teachers shared, the common response were parents spelling girl child from school because they cannot afford buying school materials (24). Children being absent from school because they do not have uniforms (13). Children can be able to accomplish their assigned tasks because they do not have pens, books and pencil (8). Children carrying out casual work to earn money so that they can buy scholastic materials (15). Poor performance in class because poor morale after lacking the necessary school requirements (10). When computed to percentage the score was 100% indicating that most of the teachers were certain of the many effects of the policy of cost sharing on the retention of girls in schools. The finding agrees with citation from FAWE (2000)

#### **4.2.2. Government Legal Framework on Security and Safety of Girls**

The government is charged with responsibilities of formulating policies such that free basic education but also important is that more policies be formulated to ensure that all target groups benefits from the programmes implemented. In the study, teachers were asked if there were any legislation protecting girl children.

**Table 6: Shows the response of teachers about legislation protecting girl children**

<b>Teachers response on legal framework</b>	<b>Frequency</b>	<b>Percentage (%)</b>
They exist and are observed	18	25.5%
They exist but weak to be observed	27	38.6
They do not exist	14	20.0
They have no idea	11	15.7
<b>Total</b>	<b>70</b>	<b>100</b>

**Source: Field Data 2014**

Finding in this analysis indicate that (18) teachers contributed that laws that guard against violating girls rights have been formulated by government and they are existent



in the society and are being observed. 27 teachers however observed that while these laws existed, they are not strictly observed. (14) teachers observed that such laws do not exist anywhere. Therefore, (11) teachers are however frank enough to say they did not know whether such laws exist or not.

This finding shows that government has weaker policies on girl child protection in school and home as cited by Fawe (2000). It highlights a conflict between modern laws and cultural values. For as long as the government does not come up with stronger regulations about social security of girls they will continue to drop out of school.

#### **4.2.3. How Responsive is the Curriculum to Girl Children**

Curriculum planning and development are part of the policies that government has put in place and implemented such that when the children experience their lives are changed and are empowered. But some scholars have complained that the content in curriculum is not all gender responsive. According to the studies conducted by the World Bank (2000) it was established that the Uganda curriculum was over loaded and children spend little time playing, and for the girls it was worse because they already have a burden of domestic chores. In this section the teachers were asked to respond to the statements about the type of curriculum and curriculum materials.

**Table 7: Showing teachers response on the type of curriculum**

<b>Teachers response about curriculum</b>	<b>Agree</b>	<b>Disagree</b>	<b>Not sure</b>
Curriculum is appropriate to both boys and girls	16	34	
Curriculum content is adequate to both	19	39	
Curriculum materials are not gender biased	11	45	
The curriculum activities spares some time for pupils	9	53	
The content address gender issues/life skills	9	59	
<b>Total</b>	<b>64/350</b>	<b>230/350</b>	<b>56/350</b>
<b>Total percentage</b>	<b>18.2</b>	<b>65.7</b>	<b>16</b>

**Source: Field data 2014.**

Basing on the analysis 18/c of the teachers believed that the curriculum was balanced and therefore gender responsive. 66% of the teachers though it was not. However 16% of the teachers were not sure whether the curriculum was gender responsive or not.

Findings show that indeed the curriculum was not catering for the children's gender needs as cited in the World Bank (2000). It also throws more light on what was cited earlier that the policy makers themselves had biased tendencies that had been due to cultural influence and are therefore formulating gender blind policies as cited by Dragon (2006)

#### **4.3. Institution Based Influences on Girl's Retention in Public Primary Schools.**

The school learning context and curriculum materials have been said to either repel or attract children in school. This entail the teachers in particular their attitude and the way they instruct. It also involves the learning environment how conducive it is. In this

study Ngaroga (1997) had observed with concern that in school the environment was not friendly to learners as well as the sanitation facilities. He also talked about the teacher's negative attitudes towards girls. In this study that is what was investigated.

#### **4.3.1. Teachers Attitudes towards Their Girl's Education**

Findings show that girls performed lower than boys. This showed that teachers were aware that success was entitled to every child regardless of his/her status.

#### **4.3.2. Attitude Towards Over Age in Class.**

Teachers were asked how they felt about the over aged learners in class. This was to establish how vulnerable they were since it had been highlighted as one of the challenges of free primary education by Ngaroga.

#### **4.3.3. Observation On How Conducive The Learning Facilities Were.**

The researcher wanted to establish if the available facilities in school were conducive enough to help retain the girls in school. Observation indicated that in the schools, the researcher visited the toilets were not very clean but each sex had its own toilets. It was also evident from the observation that some toilets were too few for the expanded population of pupils. Some schools were responding by putting up new toilets which was good.

### **4.4. Cultural Based Influences of Girl Dropout**

Cultural practices and expectation has been cited as some factors which negatively affect girl children. Fawe (2000) in this study those cultural practices that have contributed to child dropout had to be established and how they have affected children and girls in particular.

#### **4.4.1. Cultural Practices that Cause Children to Dropout**

The teachers were asked to mention those practices in society that have hindered girl children progress in Uganda.

**Table 8: Showing teachers views about dangerous cultural practices.**

<b>Dangerous cultural</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Early marriages	26	47.1
Attending funeral rights	22	31.1
Child labour	10	14.3
Keeping girls at home to attend to sibling or the sick	8	11.4
Courtship dance	4	5.7
<b>Total</b>	<b>70</b>	<b>100</b>

**Source: Field data 2011**

When asked about cultural practices the teachers had to mention any five they knew. The common practices that were mention by teachers were divided into five. After computing them it was established that the teacher had observed that early marriages were rampant in affecting girl retention in schools, 31.1% of the teacher contributed that F.G.M was another practice that negatively influenced in girl children. Another 14.3% of the teachers commonly mentioned that child labour was the reason why girls were dropping out of school. Some teachers contributed that girl's drop out school after they regularly attend cultural dances and some of them end up falling pregnancies. The smallest number of teachers made contribution related parents keeping girls at home to work in farms and attend to sick people and young children.

Almost all the practices which the teachers stated had been earlier cited in literature sources like FAWE (2000) Ngaroga (1997). It is true the above cultural practices will affect the girl children education progress negatively. It also shows how weak the laws are to control such negative practices.

#### 4.4.2. Effect of Cultural Practices in Children Especially Children.

It was also cited that society perception and attitude subordinated the position of women. It was highlighted by some researchers that cultural practices such as funeral rights made girls to think they are ready for marriage. The researcher asked teachers to state the effect of funeral rites on girl children.

**Table 9: Effects of cultural practices on children especially girls.**

Effect of funeral rites	Agree	Disagree	Do not know
Children miss school after and before the initiation	65	0	3
Children lose interest in school and despise	60	3	5
Children drop out of school	61	2	5
Some die	67	1	
<b>Total</b>	<b>253</b>	<b>6</b>	<b>13</b>

**Source: Field data 2011**

In this analysis 68 out of 70 teachers responded to this question. 65 of them contributed that funeral rites there is absenteeism. 60 of the teachers again agreed that funeral rites makes children develop negative attitude towards school. 61 teachers also agreed funeral rites has led to some children to drop out of school.

Finding revealed that crude cultural practices such as funeral rites exist and indeed have negatively influenced a number of children, leading many out of school. This shows how serious this factor is as an influence of drop out.

#### 4.5. Family Background and School Dropout.

Many studies have blamed parents for their children's poor performance in school and for their dropout schools. In particular those parents with low education attainment or none have been blaming for not taking responsibility for their children education.

Parents who are poor are also talked about when it comes to cost sharing. In the following analysis the teachers were asked to commend on these statements.

**Table 10: Showing teachers views on family background and dropout**

<b>Teachers' responses</b>	<b>Agree</b>	<b>Disagree</b>	<b>Not sure</b>
Poor parents find difficult in providing for their children education.	61	8	1
Poor parents pull their young girls from school so that they can go and work for money	55	13	2
Children from poor families miss school because of lack of scholastic materials	62	7	1
Poor parents have married off their young girls to get bride wealth.	53	13	4
Parents with a low education attainment do not want their children to go to school.	47	21	2
Some parents have negative attitudes towards girls education	64	1	5
<b>Total</b>	<b>342/420</b>	<b>63/420</b>	<b>15/420</b>
<b>Percentage</b>	<b>81.4</b>	<b>15</b>	<b>2.8</b>

**Source: Field data 2014**

Findings in the above revealed that 61 teachers were aware of the parents being challenged by providing education materials for their children. Another 55 teachers agreed that some parents do pull their children out of school to send them to work for family. 62 teachers supported the view that some children are finding difficult in accessing free primary education because their parents are poor and hence eventually absenteeism and eventual dropping out of school. 53 teachers responded positively about the parent's tendency to marry off their young daughters in order to get bride wealth. 46 teachers agreed to the view about educated parents having a negative attitude towards their children attending school. And 64 teachers agreed that some

parents held negative attitudes towards the children attending school especially girl children.

The above analysis shows that the economic and social status is indeed influenced of girl child dropout. The inability to provide scholastic materials to their children make them loose hope in school and girls who are already affected psychological will end up leaving school because they know they are to be married off. We also observe that culture play an important role when we learned that many parents do not believe in girl children education. From the above findings it also revealed that some teachers themselves were affected by culture, in other words they were biased that is why they disagreed to the statement.

## **CHAPTER FIVE**

### **SUMMARY OF FINDING, CONCLUSION AND RECOMMENDATION**

#### **5.0. Introduction**

This research dealt with causes of girl child dropout, research questions were formulated at the beginning of this study. Those questions were answered, a conclusion given and recommendations stated.

#### **5.1. Summary of Findings**

Are there any government policies which help to retain girls in schools? Findings showed that free primary education has been designed and implemented to give girls a chance to access basic education but a number of them are missing from their classes. It was discovered from the study that the cost of education has been a challenge some parent who do not readily afford it. The policy of cost sharing is therefore a factor which is causing girl child dropout. The finding agrees with that of World Bank (2000). Secondly it was found out that government did not have strong laws to protect the girl children's right to education both in school and home hence making them vulnerable. This agrees with FAWE (2000) girls were being married off, mutilated but nobody seemed to be bothered.

Thirdly the government through education policy makers had designed a curriculum content and materials which were gender insensitive to learners most especially girls. These were discouraging factor to the girl's education advancement.

#### **Are there any institutional factors that cause girls to drop out of school?**

Teacher's attitudes worsened everything. It was established that some teachers had negative attitudes towards the over age girls in their school and this was indeed discouraging them to continue, lastly sanitation in some schools were not satisfactory and yet it had been cited in FAWE (2000) that sanitation conditions cause girls to drop out of school.



### **What cultural factors that exist in the community are influencing girls to drop out of school?**

According to the analysis, there are some undesirable cultural values and practices that are disadvantaging girls in the society. The belief that education is for girls and they belong to marriages was negatively affecting the girls will to progress their education. This finding agrees with a number of scholars Kabeer (1989) Abrobus (1989) and FAWE (2000), Okwach (1996). It was also confirmed some girls are allowed to attend cultural dance which expose them to risks like pre-marital sex and hence early pregnancies. Girls were being forced to marry because this was desirable to society.

### **How does family background influence girls to drop out of school?**

In the family, factors such as socio-economic status of parents contributed much to girl's retention in school. It was discovered that many young girls miss classes because their parents cannot afford scholastic materials. This however was being worsened by the attitude that their parents had towards girl's education. Some girls could eventually lose interest in school and dropout before completing the cycle. It was also established that some parents are keeping their children at home because they themselves did not go to school and therefore so no value in education. Also it was discovered that child labor was causing girl children to leave school and go to work for their parents. These agree with World Bank (2000). Findings also showed that poor parents had a tendency of marrying off their young daughters for bride wealth. All this had been cited in UNICEF (2003)

## **5.2. Conclusion**

Education is supposed to be for all and indeed government has done its level best to see that it is accessible to all children from diverse background but it is now confirmed this is being challenged by a number of factors of which the perpetuator of these entire factor is culture. The policy maker is unable to make neutral policies because they themselves are the product of the influence of the culture. In the society we observe

that population attitude, perception are all being influenced by the same culture down to the family unit. Where there is conflict between cultural unwritten laws and modern laws, the cultural law takes the precedence. Yes cultural beliefs and values give us identity but it should be realized that there are many cultural practices that progress to the nation. The time is now to change them. This will not only benefit the female gender but will enable the society to cope with the present development demand.

### **5.3. Recommendations**

Since the problem is all about cultural influence, government must deal with it accordingly by mobilizing and sensitizing the parents and communities about the value of educating girl child.

State legislation and monitoring is essential to redress the imbalances between male and female. It is at the family level that the structures of gender subordination are rooted, where the socialization of girls and boys takes place and where society values and stereotypes are formed. These where focus must be put Sensitization should begin from here and state monitoring and legislation must then follow in order to eliminate gender inequality at household levels. This will also help to strengthen other policies.

Government must adopt a gender appropriate curricular which puts into consideration the teaching of human rights and the integration of the gender awareness and analysis in all aspects of learning so as to negative stereotyping.

Teacher training courses must also enrich their content to equip teachers with relevant specialized knowledge and skills which will enable them deal with problems such as gender disparity in education. At the end of their teachers course they should instruct appropriately and provide a gender responsive teaching and learning environment event for the over age girls.

Government should think of establishing none formal education and integrated functionally literacy programmes and spread to all districts in Uganda. These

programmers' should be structured to cater for these girls who were pushed out of school too early.

Government must continue to provide support to school where enrolment has so doubled so that they establish better sanitation facilities so as to encourage girls to stay in schools.

Government has a task of promoting legal literacy and creating the necessary infrastructure for reaching out to women at all level while training law enforcement institutions in gender issues.

Judicial reforms must be undertaken so as to make more responsive to gender issued and establish or strengthen institution to support and assist girls and women to enjoy their rights.

#### **5.4. Future Research Areas**

This research left out much and would advise that extensive research be undertaken in the following areas;

1. The influence of culture on girls child education
2. The school learning environment and its influence on girl child education.
3. The effect of society beliefs and values on girl child education advancement
4. Teacher's attitudes towards over aged girls in public primary schools.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE

Name: SARAH ESTER

Dear respondent,

This research is to enable me to collect data on causes of girl child school dropout to enable me accomplish my research project on the same. This will be partial fulfillment for the award of Bachelor of education Primary of Kampala International University. The information you will provide shall be kept confidential. Thank you.

#### Below are questions please answer them

1. Age: 10-20 ☐ 21-30 ☐ 31-40 ☐ 40-50 ☐

2. Sex: Male ☐ Female ☐

3. Level of education:

Primary ☐ Secondary ☐ Tertiary/College ☐

4. Do you think education plays a role in eradicating poverty?

Yes ☐ No ☐ Not sure ☐

5. Do children from poor families access education?

Yes ☐ No ☐ Not sure ☐

6. Do they benefit from education?

Yes ☐ No ☐ Not sure ☐

7. Are there any cases of children from poor families who have benefited from education?

Yes ☐ No ☐ Not sure ☐

## 12. Causes of girl child drop out

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Illiteracy					
Population					
Corruption					
HIV/AIDS					
Natural disasters like drought, earthquakes and floods					

Any other causes of girl child school drop out? Specify

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

## Effects of girl child school drop out

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Poor standards of living					
It promotes low level of development					
It increases criminal rate					
It leads to school drop out					
Low levels of education					
Unemployment					

Any other effect of girl child school dropout? Specify:

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

**APPENDIX II:**  
**BUDGET PROPOSAL**

<b>Particulars</b>	<b>Quantity</b>	<b>Cost per unit</b>	<b>Total cost</b>
Secretarial service	35	400	14,000
Stationary	2	6,000	12,000
Transport	To and from	30,000	60,000
Printing	105	200	21,000
Binding	3	12 000	36,000
Telephone calls			20,000
Internet			10,000
Miscellaneous			77,000
<b>Grant total</b>			<b>260,000</b>

## APPENDIX III

### TIME FRAME

Activities	Duration (months) year 2017/18					
	August	Sept	Oct	Nov	Dec	Jan
A pilot study						
Study analysis						
Proposal design						
Proposal development						
Submission of proposal for approval						
Final report writing and submission						