

**SCHOOL DROPOUT OF GIRLS AS A CORRELATE TO SOCIO-ECONOMIC  
CONDITIONSIN MUKONO TOWN**

**BY  
NAMUYOMBA REBECCA**

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### DECLARATION


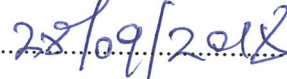
I Namuyomba Rebecca declare that this dissertation is my work and has never been submitted for the award of any academic qualification before.

Signature:  ..... Date: 24/09/2018 .....

**NAMUYOMBA REBECCA**

### APPROVAL

This dissertation entitled 'school dropout of girls as a correlate to socio-economic conditions in Mukono Town' was done under my supervision and has been submitted to the College of Education, Open and Distance Learning at Kampala International University with my approval as the supervisor.

Signature  ..... Date  .....

**KAMULEGEYA SIRAJE**

## DEDICATION

This dissertation is dedicated to my dear parents, relatives and friends.

## **ACKNOWLEDGEMENT**

My appreciation goes to all those persons who made this study a reality. I am grateful to the academic staff of the College of Education, Open and Distance Learning at Kampala International University and the respondents who participated in this study. Thanks also go to my dear parents, relatives and friends for their support towards my education. God bless you all.

### **KEY TERM**

**School dropout:** One who does not complete a particular level of schooling and with on qualification.

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## ABSTRACT

This study investigated school dropout of girls as a correlate to socio-economic conditions in Mukono Town. This was after the realization that many girls supposed to be in school were not attending school. The challenge was how to identify the causes for their not being in school even when it was obvious that there were many schools in the area. The study was guided by the following specific objective: to find out the factors for school dropout among girls in Mukono Town. To achieve this objective, the study was guided by the following research question: what factors cause school dropout among girls in Mukono Town? The study was qualitative and conducted using a case study design and purposive sampling technique. A sample of 50 respondents was selected for the study. The sample included politicians, government and non-governmental organizations (NGOs) officials, students, activists, academics, mothers, teachers, educationists and opinion leaders. The data were collected using interviews and observations [for primary data] and documents analysis [for secondary data]. Data analysis began with the editing of the data of errors. This was then followed by the qualitative analysis of the data. This involved content analysis, literal description and narration of the emerging issues out of which authentic conclusions were made. The results showed that the cause of school dropout among girls in Mukono Town was a result of a combination of factors that were social, economic, school and cultural. These perspectives constrain girls' education especially in socially and economically disadvantaged families in Mukono Town. These particular factors produce lower educational outcomes for girls in general. The study concludes by noting that the school dropout of girls as a correlate to socio-economic conditions in Mukono Town will for the years to come persist not until the causes that are deeply rooted in the economic and socio-psyche of the society in Mukono Town are addressed. Consequently, the education gap between the girl and boy child will persist and widen. The study recommends the need for strengthening of the family values, the screening for adverse childhood experiences [particularly domestic violence exposure] and devoting greater academic and social service resources to supporting the vulnerable girl-child from the causes and effects of school dropout. In addition, further research may seek to explore more specifically the role of girl-child protection and other girl-child interventions. Those small efforts will add up to produce more friendly homes and hence the nation and advancement of the girl-child education.

## **INTRODUCTION**

### **1.1 Introduction**

This chapter presents the background, problem statement, purpose, specific objectives, research questions, significance and scope of the study.

### **1.2 Background to the study**

The development of a society can be judged by measuring the issues that extend educational inequality prevalent in the society. The prevalence of unequal distribution of education in male and female students hinders the development at every stage of a nation. According to the World Conference on Education (2001), all children, particularly girls, must have access to and complete quality education by the year 2015. We know it very well that both boys and girls have equal right to be educated and in developing a nation it is important to provide education irrespective of gender. A growing body of literature shows that girls' dropout rates are higher compared to boys' in most parts of the world. For instance, according to UNESCO (2012), the dropout rate is higher for girls in 49 countries compared to boys. Chimombo (1999) observes that though the enrolment in school is almost same for girls and boys, boys have a higher likelihood of continuing school compared to girls. Holmes (2003) also found that girls overall attain less education and tend to drop out earlier as compared to boys. Thus, when dropout rate varies by gender and if girls tend to drop out earlier compared to boys, it manifests that there are some unique factors contributing to the increase in the dropout rate, particularly for girls. In other words, there are some factors which extensively contribute to an increase in girls' dropout though those factors also impact dropout rate for boys. The findings of Holcamp (2009) also support our argument when the author found that some socio-cultural factors highly impact girls' dropout rate though those factors also contribute to boys' dropout rate but to a lesser extent. Therefore, one can argue that some particular factors produce poor educational outcome which consequently increase the dropout rate for girls.

Therefore, from this viewpoint, the main objective of this study was to clarify which factors contribute to the increase in the dropout rate, particularly among girls which are not quite clear in past reviews on the dropout issue. Dropout rate does not occur through a single factor. It is a composition of several factors.

### **1.3 Statement of the problem**

Though a lot of research have been concerned with school dropout issue for both girls and boys, dropout pattern significantly differs by the gender of the students. This study clarifies the factors that contribute to the increasing dropout rate of children, particularly among girls by making a detailed review of the available literature. Most past reviews on the school dropout issue have been carried out regardless of the gender of the students. A few of the studies in this context have been done on girls' dropout outcome based on particular regions and cultures of the world. This study, identified the factors for girls' dropout from school. It demonstrates that though some factors can cause an increase in the dropout rate regardless of the gender of students, these factors mainly contribute to an increase in the dropout rate particularly for female students. The study tries to illustrate how a range of particular factors can affect students' educational outcome which consequently produce dropout among girls in schools in general and provides recommendations which policy planners may adopt in reducing girls' dropout from schools.

### **1.4 Purpose of the study [general objective]**

The purpose of this study was to investigate the school dropout of girls as a correlate to socio-economic conditions in Mukono Town.

### **1.5 Specific objective**

The study was guided by the following objective:

1. To find out the factors for school dropout among girls in Mukono Town.

### **1.6 Research question**

The study was guided by the following research question:

1. What factors cause school dropout among girls in Mukono Town?

### **1.7 Significance of the study**

Data on school dropout among girls in Mukono Town are sketchy and often generalized. Most studies on school dropout among girls in Uganda give a general view of the country as a whole.

Thus, there was need to generate specific data that correlates with school dropout among girls in Mukono Town. The findings, conclusions and recommendations will hopefully, benefit the promoters of education of the girl-child (i.e., politicians, government, non-governmental organizations (NGOs), activists, academics, mothers, teachers, educationists and opinion leaders). Thus, they will have to base their decisions and actions on researched information. The researcher hopes that this study will form a basis for further research into the effects of school dropout on the girl-child in Mukono Town and across Uganda.

### **1.8 Scope of the study**

The study focused on the school dropout of girls as a correlate to socio-economic conditions in Mukono Town. The study was qualitative and conducted in July 2018 using a case study design and purposive sampling technique. A sample of 50 respondents from Mukono Town was selected for the study. The respondents included: politicians, government officials, NGOs workers, academics, students, educationists, activists, mothers, teachers and opinion leaders. The data were collected using interviews and observations [for primary data] and documents analysis [for secondary data]. The theme investigated included: causes school dropout among girls in Mukono Town.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The literature reviewed in this chapter focused on the school dropout of girls as a correlate to socio-economic conditions which all relate to the objective of the study.

#### **2.2 Factors for school dropout**

##### **2.2.1 Economic factors**

###### **2.2.1.1 Parental bias**

Parental investment for children's well-being can sometimes become gender biased. Although parents are altruistic to the gender of their children, they do not invest in education equally for all. In this regard, there are considerable evidences in the literature (Glick & Sahn, 2000; Kingdon, 2005) supporting this view whereby there is gender bias or pro-male bias in case of parental investment in children. In addition, Leung and Zhang (2008) found that parents' preference for sons encourage more of them to invest in their sons' well-being to take care of parents in the future. In fact, parental gender bias investment occurs particularly when parents have limited/lower income and resources, causing girls to leave school earlier than boys. (For instance, Fuller and Laing (1999) and Grant and Hallman 2006) found an association between a family's financial strength and the likelihood of the daughter's dropout in South Africa).

###### **2.2.1.2 Schooling costs**

Direct and indirect schooling costs are important factors for the education of children and some research indicates that schooling costs especially school fees, are a central reason for early dropout from schools. Schooling costs are sometimes linked to the gender of the children as parents are sometimes unwilling to pay schooling fees for their daughters. (For instance, Brown and Park (2002) investigated that in rural China, parents' incapability to pay compensate school fees was the reason for the dropout of 47% of girls while only 33% of boys dropout in elementary schools; in junior secondary high school, fees were half for the girls but only 8% for the boys). Hunter and May (2002) found that school fees were a significant reason for the dropout rate of 27% of boys but 30 % of girls before secondary school graduation in South Africa. From the families' perspective, Shovan Ghosh Susmita&Sengupta (2012) observe that in

poor households in India, the costs of schooling for girls are likely to be higher while the benefits more tenuous for them than the boys. The authors also observe that though direct costs are similar for boys and girls, parents are less willing to spend on girls. Lloyd et. al. (2000) also found that in Kenya, higher school fees increases the likelihood of dropping out for girls but not for boys.

## **2.3 Household level factors**

### **2.3.1 Household work**

There is substantial literature regarding how a child's work impacts on educational outcome regardless of the gender of the children. Many studies observe that girls sometimes begin working at an earlier age than boys especially in rural areas and girls also tend to do more work in the household than boys. Studies indicate that female students tend to drop out of school to take care of their younger siblings (Brock & Cammish, 1997). Another study found that if children less than 6 years old are present at home, elder sisters are more likely to drop out (Canagarajah & Coulombe, (1997). Another research indicates that if mothers work and get wage outside of the home, female children take some responsibilities of the household which causes them to drop out, Fuller & Liang (1999). In general, girls take more load of household chores than the boys and on the other hand rural girls do more household works than urban girls (Ersado, 2005).

### **2.3.2 Female involvement in household chores**

Fuller and Liang (1999) argue that the advantage of having females as household heads may be the result of increased autonomy of the females when males are absent in the decision-making process. Shahidul (2013) examined data in Bangladesh and found that if a mother participates in the household's decision-making process, the dropout rate of girls is decreased. Though female headship eventually gives advantage to girls, studies sometimes show controversial results. This is because, many studies found that single-female headed households face greater financial and time constraints than two-parent households in general which may impact differently on children's academic achievement (Guo & Harris, 2000; Pong et al., 2003). In fact, children in households headed by married women have higher educational attainment while children of widows are more likely to work.

## **2.4 School environment**

### **2.4.1 Extra-curricular activities**

There are several evidence that shown participation in extra-curricular activities varied by gender and girls are usually less participative than boys. (For instance, Jacqueline et al. (2012) investigated gender dynamics in the valuing of extra-curricular activities and their survey results show a significant difference in the proportion of participation in extra-curricular activities of male and female students). Results showed that approximately 76% of male students participate in extracurricular activities compared to only 48% of female students. Sometime girls' participation in extra-curricular activities is constrained by the lack of facilities in schools). Osiki Jonathan Ohioenuan (2008) observed that 90% of the schools in the study area had extra-curricular facilities for the boys but the facilities for the girls were either not available or were provided minimally. This occurs in schools in most developing countries, especially in the rural areas.

Another foremost constraint is that some societies consider sports as a male activity. In Senegal participation in sports is socially and culturally prohibited for Muslim women (Hewett, 2010). In England, during the secondary school cycle, Muslim women face restrictions by their culture and religion to participate in sports activities in schools (Benn, 2002; Carroll & Hollinshead, 1993). In fact, Muslim culture does not permit some kit requirements of sports or outdoor games such as wearing short skirts, shorts and tee-shirts and public changing and showering.

### **2.4.2 Gender of teachers**

Several studies examined the impact of female teachers on the educational achievement of girls. Solotaroff et al. (2007) found that in Afghanistan, lack of female teachers is an obstacle to girls' participation and enrollment in schools. Afghan people believe that girls should not be taught by male teachers. However, female teachers are not available in Afghan society which is the foremost reason for the low rate of female education. Solotaroff, et al. (2007) presented that in Pakistan, girls usually drop out early because of lacking of female teachers in schools. In these societies, parents tend to stop their daughters' education before adulthood as female teachers are not available in schools. Though parents are sometimes reluctant to send girls to schools based on their religious feelings, in fact female teachers are effective in achieving educational outcome



for female students. In this respect, a number of studies have attempted to examine the effect of having female teachers in schools. For instance, many studies found that having female teachers in the school has a positive impact on female students' academic achievement outcomes (Carrell et al., 2010; Hoffman & Nixon, 2009; Rothstein, 1995; Robinson, 1999). Therefore, lack of female teachers in school negatively impacts on girls' dropout outcome.

### **2.4.3 Gender-related facilities in schools**

Inadequate sanitation facilities in schools massively affect girls' dropout because this inadequacy indicates that schools are not safe for girls. Lizettee (2000) observes that though lack of facilities and poor hygiene affect both girls and boys, sanitation in schools has a strong negative impact on girls. Parents expect safe and separate sanitation for their daughters in schools. In fact, especially for girls entering adulthood, they need to have separate and adequate facilities for their menstruation time in school; without proper facilities it would discourage them from being in school and consequently they tend to drop out (Lizettee, 2000). Birdsall et al. (2005) argue that girls' privacy issue in schools is foremost a factor which forces girls to drop out from schools.

UNICEF (2009) further notice that separate hygienic toilets should be made available for boys and girls when designing the facilities of a school. UNICEF (2006) observe that in Africa, the lack of basic sanitation is the cause decreasing enrollment of girls in secondary schools but girls spend more time in schools when sanitation facilities are adequate. UNICEF (1998) further observe that if the toilets are shared by girls and boys or are closely located in schools a significant number of girls drop out because of harassment and lack of privacy.

### **2.4.4 Teachers' attitude**

**Much research have examined how teachers' attitudes toward female students are linked to dropout issue.** Colclough et al. (2000) found that in Ethiopia, teachers in school more positively viewed boys than girls because they usually expect girls to quit school early. Teachers' attitude and their teaching practices have foremost impact in sustaining girls in schools. According to Nekatibeb (2002) study from several countries in Sub-Saharan Africa indicate that both female and male teachers believed that boys were academically better than girls. This study also found that most teachers tend to pay more attention to boys in the classroom than girls. Research by

Fawe (2001) shows that teachers were not conscious in using their language toward girls in the classroom. They also viewed girls as less intelligent to those boys and that girls are just there to marry early. According to Njau and Wamahiu (1994) in a study on dropout rates in Sub-Saharan Africa, it was found that the foremost cause of higher rate of girls' dropout was the attitude of teachers towards girls in class. Teachers tend to favour to boys than girls in terms of academic performance and achievement which led to dropout.

#### **2.4.5 School distance**

School distance is an important determinant of school dropout for female students. Juneja (2001) observes that if school distance is considered too far from home, young girls tend to drop out more due to for the vulnerability to sexual harassment (Colclough et al., 2000; Nekatibeb, 2002). Parents are afraid for the safety of their children when they have to travel longer distances to school. Ainsworth et al. (2005) found that the likelihood of attending secondary school for girls decreases with the greater the distance compared to the nearer secondary schools. Nekatibeb (2002) also determinants that school distance is the foremost obstacle for girls' education in many countries in Africa. A large number of studies in African regions report that school distance can discourage girls from being educated for two major problems. One of them is the length of time and energy needed to cover the distance for children with empty stomachs. Another is parental anxiety about sexual safeguard of their daughters. School distance gives the motivation to girls to stay in school. Ainsworth et al. (2005) found that close proximity to schools had a positive motivating impact on girls.

### **2.5 Cultural factors**

#### **2.5.1 Early marriage**

Regarding the effect of early marriage on girls Holcamp (2009) found that in rural areas girls' dropout rate became higher because parents consider girls' schooling as of no benefit when they leave their own family after getting married. Mansory (2007) also found that early marriage is the foremost cause of early school dropout of girls in Afghanistan. A lot of research have highlighted on girls' age and education and found that when girls reach puberty, parents consider it is time for them to be married and tend to arrange the marriage instead of continuing schooling (Molteno et al., 2000). Some studies argue that early marriage of girls is associated with dropouts in certain contexts. For instance, in societies where girls leave parental household after marriage,

girls' dropout might be higher in that society (Ackers et al., 2001). The PROBE team (1999) of India reported that in that country education might give girls better preparation for marriage however, despite this, parents sometimes are reluctant to let their daughters have their education as higher education raises the cost of marriage for girls. Shahidul (2012) also found that in Bangladesh girls with lower socioeconomic backgrounds drop out from secondary school **when** schooling or higher education inflates dowry in the marriage market of girls. In this research, author argues that if girls have higher education but have lower parental socio-economic background, they face difficulties in getting a husband because pattern in which parents need to pay a higher amount of dowry to marry their educated daughters to similarly educated grooms thus resulting in early dropout among girls.

### **2.5.2 Pregnancy**

Several studies also found that teenage pregnancy is a significant cause of school dropout for girls (Boyle et al., 2002). Some studies argue that there are some specific characteristics of girls with dropout status which are: girls with poor school performance, girls who have experienced temporary dropout previously, low economic status, family migratory life styles and the consequent vulnerability of girls. Dunne Leach, (2005) argue that some unexpected circumstances of girls such as lack of social and economic opportunities and gender inequality in education system lead to motherhood and consequence dropout from schools. Dunne and Leac (2005) state that the dropout rate of girls is higher than the dropout rate of boys and the foremost cause for girls to drop out is pregnancy. Though some countries permit girls after getting pregnant to return to school, research found that the re-entry rate is not much higher. According to Grant and Hallman (2006), re-entry to school after pregnancy depends on some circumstances such as if they can get caregiver for their child and if they are able to share or relinquish childcare responsibilities.

### **2.5.3 Cultural beliefs**

Save the Children (2005) indicates that cultural norms and beliefs constrain girls' education especially in many developing parts of the world. In these societies, traditional values and some religious beliefs constrain girls from making their own decisions and expressing their own opinions. Chege and Sifuna (2006) examined claim that many cultures favor education for boys

more than girls. Kapakasa (1992) studied girls' persistence in school and found that initiation ceremonies (religious ceremony) have significant effect on girls' dropout rate when parents have more propensity to pay for the expenses of the ceremony than their daughters' education. Abena (1991) and Atayi (2008) observe that in Africa parents were more concerned about the role for girls at home as in this role, girls do not need education since they are supposed to take care of the children and prepare meals. Falkingham and Baschieri (2006) observed that in Tajikistan many girls attend only religious classes which provide relevant skills for future married life as skilled wives. Sawada and Lokshin (2009) found that purdah (ideal) or seclusion of women was a factor for girls' dropout. However, traditional values can be different from location to location and in this respect, UNESCO (2010) indicate that traditional values are stronger in rural areas in developing countries compared to urban areas and people often do not allow girls to leave homes even for schools. It is well documented that students' educational outcome is related to a range of factors and when some factors produce poor educational outcomes, they will likely increase the dropout rate of students. In this respect, much of the literature examined students' low educational outcomes and among them, low learning level (Croft, 2002), low achievement level (Boyle et al., 2002; Hunter & May, 2003) and low academic performance or academic results (Batbaatar, et al., 2006) are more likely to cause dropout from schools.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the study area, research design, sample framework, sample size, methods of data collection, data analysis and limitations of the study.

#### **3.2 Area of study**

Mukono Town lies 12 miles east of Kampala on the Kampala–Jinja highway (i.e. the route by road to neighboring Kenya). It is the largest town in Mukono district and hosts numerous schools, businesses, hotels and lodges, shopping malls, supermarkets, bookstores; offices of local NGOs, nightclubs, places of worship, clinics, informal trade and home to the Uganda Christian University.

#### **3.3 Research design**

The research design involved the use of a case study. Thus, Mukono Town was considered to be a case study for a holistic analysis. The respondents presumed knowledgeable on the topic were selected using purposive sampling. This enabled the collection of only relevant and focused data. The data collected were qualitative and obtained through interviews and observations [for the primary data] and the review of literature [from journals, textbooks and official documents] for secondary data.

#### **3.4 Target population**

This consisted of politicians, government and NGO officials, academics, activists, educationists, mothers, teachers and opinion leaders from Mukono Town and presumed knowledgeable on school dropout of girls as a correlate to socio-economic conditions.

#### **3.5 Sample framework and sample size**

A non-probability sampling technique involving purposive sampling was used to select the respondents. Therefore, the researcher had to identify the respondents who could provide useful data. Fifty respondents participated in the study. The respondents included: politicians, government and NGO officials, students, educationists, academics, activists, mothers, teachers

and opinion leaders. The data were collected using interviews and observations [for primary data] and documents analysis [for secondary data]. The data saturation point was realized after engaging 50 respondents in the interviews. It was then assumed that no more new information was likely to emerge and accordingly the sample size was determined and not being fixed in advance.

### **3.4 Data collection**

#### **3.4.1 Primary data**

Primary data were collected using field observations and interviews.

##### **3.4.1.1 Interviews**

The researcher held face-to-face interviews with the respondents to get the views on school dropout of girls as a correlate to socio-economic conditions in Mukono Town. The researcher formulated an interview questionnaire [questionnaire schedule] in which both structured and unstructured questions were used. With structured interviews a list of open-ended questions were asked to all respondents in the same manner [appendix A]. With unstructured interviews, the researcher asked questions according to the responses from the respondents. During the interviews, the researcher asked questions about the causes of school dropout of girls in Mukono Town. Fifty respondents who included politicians, government officials, NGOs, academics, educationists, mothers, teachers and opinion leaders were purposively selected for the interviews because of their presumed knowledge on the topic.

##### **3.4.1.2 Observations**

**The data that could not be captured through the interviews were gathered using disguised observations.** Thus, a list of items to be observed was made. It consisted of formal and informal activities, social service facilities, poverty indicators and homesteads [appendix B] found in the study area. During observation, the researcher noted in his diary the relevant issues related to the objective of the study.

### 3.4.2 Secondary data

This was gathered after the review of journals, official records, government publications, reports and internet search.

### 3.5 Data analysis

The data analysis proceeded by first editing the data to rid of it of inconsistencies. Themes for discussion related to the objective of the study were then created. This was followed by the qualitative analysis of the data (i.e., the literal description, narration and content analysis of the emerging issues). Authentic conclusions were then drawn from the data.

### 3.7 Limitations of the study

**The study on school dropout of girls as a correlate to socio-economic conditions could have been** carried out in the whole of Mukono district, however, the case study design and purposive sampling technique relegated the study to a relatively smaller area of Mukono Town. The qualitative nature of the study also made the interpretation of the findings highly subjective. The tools that were used in data collection (i.e., observations and interviews) also have their own shortcomings. Further, the study was conducted for a short period of time for only one month in July 2018 using a relatively small sample of 50 respondents. This limited the scope of the data collected. The methodological shortfalls could limit the generalization of the study and lower its validity and reliability.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

This study investigated the school dropout of girls as a correlate to socio-economic conditions in Mukono Town. This was after the realization that many girls supposed to be in school were not attending school. The challenge was how to identify the causes for their not being in school even when it was obvious that there were many schools in the area. The data collected were qualitatively analyzed by the literal description and narration of the subject matter (i.e., content analysis of the emerging issues) followed by the making of authentic conclusions and quoting extensively in verbatim. The analysis, interpretation and discussion of the findings are presented under the following subsections that relate to the objective of the study: causes school dropout among girls in Mukono Town.

#### **4.2 School dropout among girls in Mukono Town**

The first objective of this study was to find out the causes school dropout among girls in Mukono Town. To achieve this objective, respondents were asked to give their views on what causes school dropout among girls in Mukono Town. The data on this objective were analyzed under the question: what causes school dropout among girls in Mukono Town? The results showed that the cause of school dropout among girls in Mukono Town was a result of a combination of factors that were social, economic, school and cultural. These perspectives constrain girls' education especially in socially and economically disadvantaged families in Mukono Town.

The study revealed school dropout of girls in Mukono Town was a result of several inter-related social, economic, school and cultural factors regardless of the gender of the students. These particular factors produce lower educational outcomes for girls in general.

The study revealed that school dropout of girls in Mukono Town was a result of financial factors that constrain parents more especially those who have lower socioeconomic status compared to those who have higher status. Parents with lower socio-economic status were found to face difficulties to bear the expenses of their daughters' education. The study also revealed that parents sometimes use the gender of their children to decide who gets more education so that



children can give benefit in the future. The study found out that in these circumstances male children got more priority compared to female children. The study found out that girl school dropouts in Mukono Town experience the disadvantage for the unequal labor force participation. It was echoed that females usually experience less opportunities especially in productivity in the labor market and earn less compared to males which discouraged some parents from continuing the education of their daughters.

The study revealed that there were school level factors that lead to an increase in the dropout rate of girls Mukono Town. Most of these factors were found to be allied with school resources and the unequal distribution of school resources which was markedly linked to the geographical location of schools. Schools in the upscale areas of Mukono Town were found to have relatively better facilities for girls compared to schools in the informal settlements (e.g., sanitation facilities, equipment of extracurricular activities, quality teachers and other resources and environmental factors were less available in informal settlements). Thus, the study found out that girls' dropout rate was significantly higher in the informal settlements of Mukono Town compared to the upscale settlements. The study revealed that there were inequalities in school resources that exist between schools of the elite and those socially and economically disadvantaged in Mukono Town. The dropout rates of girls were higher in the schools of the socially and economically disadvantaged in Mukono Town.

The study revealed that cultural reasons also play an important role in the high incidence of early dropout of girls in Mukono Town. This was found to depend on how parents perceive girls' education. Traditional cultural practices and beliefs were found to be barriers to girls' education, especially in the male-dominated families.

The study revealed that school dropout of girls in Mukono Town was a manifestation of the patriarchal organization of society [of the Baganda in particular and Uganda as a whole] where males dominate females, a point noted by Denmark, Krauss, Halpem and Sechzer (2006) and Davies (1994). The complex set of values, traditions and beliefs [of the Baganda] were found to be sexist and relegated women to second class beings. This was causing gender inequality and early school dropout of girls in Mukono Town. This inequitable arrangement was one of the fundamental factors for school dropout of girls in Mukono Town.

The study revealed that poverty and economic deprivation of an individual [or family] played a role in the early school dropout of girls in Mukono Town, a point also asserted by Farmer (1979) and Madhurima, (1996). Most of the school dropout of girls in Mukono Town was found to be mainly from low income families that also commanded little prestige. To compensate for the lack of adequate economic resources many poor households had resorted to prioritize the education of the boys at the expense of the education of the girl-child.

The study revealed that school dropout of girls in Mukono Town was in part due to the beliefs held by some men and women that permit and encourage the perpetuation of male dominance, a view also held by Madhurima, (1996). It was found out that it was abnormal for a woman to insult, beat, intimidate, threaten, harass, belittle, or humiliate her husband and not the other way round. This kind of sociological arrangement had been taken to the extreme by men abusing and leaving women to the receiving end and consequently contributing to the school dropout of girls in Mukono Town.

The study revealed that the school dropout of girls in Mukono Town was a psychosocial phenomenon. Social factors such as stress, alcoholism and quality of the relationship were contributing to the school dropout of girls in Mukono Town(e.g., there was a strong association between alcohol and out-of-control behavior by some men after drinking and abandoning family responsibilities [like paying school fees]). Thus, alcohol and drug abuse were contributing to loss of interest by alcoholic parents from keeping their children in school. This is similar to the findings of Farmer (1979) of the correlation between alcohol and school dropout. Socially, it was found out that in marriages with no or little respect for one another, school dropout of girls was common since families lacked the skills to listen to one another or attend to the educational needs of the girl-child.

The study found out that school dropout of girls in Mukono Town was in part initiated by jealousy, polygamy, infidelity and the power of the extended family over the married couple. A woman narrated how her in-laws jealousy of her forced her husband to abandon the paying of fees for her daughter. They accused her of extra-marital affair, witchcraft and insubordination.

The results also showed that school dropout of girls in Mukono Town was common in families laden with domestic violence or where husbands failed to fulfill their traditional economic obligations to their extended families. Women were found to be aggressive to their husbands who failed to look after them. They were verbally despising their husbands wondering what type of men they were and often denied them sex as a weapon. This again was found to be counterproductive as some men became aggressive [threatening violence, extra-marital sex, divorce and physical harm or abandon the education of their children].

The study found out that school dropout of girls in Mukono Town arises from a learned behavior a point also noted by Farmer (1979). Several interviewees opined that children growing up with school dropouts could learn this behavior and also opt to be out of school.

The study found out that school dropout of girls in Mukono Town was in part due to frustrations [socially, sexually, financially and materially] often marked by sudden outbursts of anger, poor impulse control and poor self-esteem, a point also noted by Coleman and Cressey (1987). For example, frustrated husbands were found to be violent, abusive, humiliating and belittling their wives and children. This kind of behavior was found to cause the school dropout of girls in Mukono Town.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary, conclusion, recommendations and areas for further research. The first section demonstrates the summary according to the objective of the study; the second section is about the conclusions based on the summary. The third section gives recommendations drawn from the conclusion. The fourth section puts forward possible areas for further research.

#### **5.2 Summary**

This study investigated school dropout of girls as a correlate to socio-economic conditions in Mukono Town. This was after the realization that many girls supposed to be in school were not attending school. The challenge was how to identify the causes for their not being in school even when it was obvious that there were many schools in the area. The study was qualitative and conducted using a case study design and purposive sampling technique. The data were collected using interviews and observations [for primary data] and documents analysis [for secondary data]. The data collected were qualitatively analyzed by the literal description and narration of the subject matter (i.e., content analysis of the emerging issues) followed by the making of authentic conclusions and quoting extensively in verbatim. The discussions of the findings were presented under the subsection that relates to the objective of the study: factors for school dropout among girls in Mukono Town.

##### **5.2.1 Factors for school dropout among girls in Mukono Town**

The objective of this study was to find out the factors for school dropout among girls in Mukono Town. To achieve this objective, respondents were asked to give the causes of school dropout among girls in Mukono Town. The data on this objective were analyzed under the question: what factors cause school dropout among girls in Mukono Town? The results showed that the school dropout among girls in Mukono Town was a result of several inter-related social, economic, school and cultural factors regardless of the gender of the students.

### **5.3 Conclusion**

Based on the findings of the study, the following conclusion was drawn:

The study concludes by noting that the school dropout of girls as a correlate to socio-economic conditions in Mukono Town will for the years to come persist not until the causes that are deeply rooted in the economic and socio-psyche of society are addressed. Consequently, the education gap between the girl and boy child will persist and widen.

### **5.4 Recommendations**

In view of the above conclusion, the researcher made the following recommendations:

The study recommends the need for strengthening of the family values, the screening for adverse childhood experiences [particularly domestic violence exposure] and devoting greater academic and social service resources to supporting the vulnerable girl-child from the causes and effects school dropout. In addition, further research may seek to explore more specifically the role of girl-child protection and other girl-child interventions. Those small efforts will add up to produce more friendly homes and hence the nation and advancement of the girl-child education.

### **5.5 Area for the further research**

This study investigated the factors for school dropout among girls in Mukono Town. However, there is need to investigate the effects of these factors on dropout outcome and therefore the recommendation of the measuring of the meditative effects [causal effects] of the factors.

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## **APPENDIX B**

### **OBSERVATION CHECKLIST**

1. Formal and informal activities
2. Education facilities/schools
3. Poverty indicators
4. Homesteads
5. Conduct of students, parents and teachers